



Arizona State Board of Education

NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Friday, September 22, 2017, at 9:00 A.M. at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007.** A copy of the agenda for the meeting is attached. The Board reserve the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning any item on this agenda.

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

DATED AND POSTED this 18th day of September, 2017.

Arizona State Board of Education

By: _____

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

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

Arizona State Board of Educaiton
Agenda
Friday, September 22, 2017
9:00 AM
Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

- 9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, NATIONAL ANTHEM, PRAYER AND ROLL CALL
1. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
 2. STUDY SESSION: Presentation and discussion regarding setting cut scores of A-F School Accountability letter grades.
 3. STUDY SESSION: Presentation and discussion regarding the Board's strategic plan.
 4. GENERAL SESSION
 - A. Presentation and discussion regarding the Alternative Education 9-12 Schools Accountability Plan for 2016-2017
 - B. Presentation, discussion and possible action regarding the Alternative Education K-8 Schools Accountability Plan for 2016-2017
 - C. Presentation and discussion regarding the Arizona Online Instruction Accountability Plan for 2016-2017
 5. ADJOURN

Item 2

Study Session:

Presentation and discussion regarding setting cut scores of
A-F School Accountability Letter Grades



ADE Validation of AAG Method #2

Dr. Jennifer Fletcher, ADE

AAG Cut Scores*

80% - 70% - 60% - 50%	Standard Deviation
Traditional grading approach adjusted to reflect the actual range of scores.**	Set letter grades based on the number of standard deviations above or below the mean.***

*Letter grade cut points reflect the percent of possible points earned.

**No additional adjustments were made to F cut scores to limit the number of F schools.

*** Standard deviations are not adjusted.

K-8

Method #2

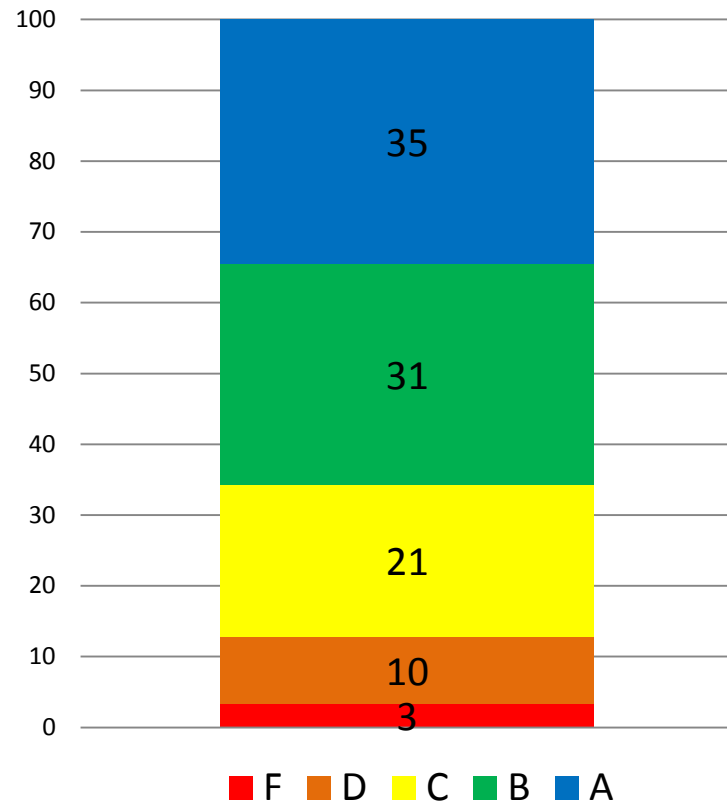
- Proficiency 30% - best of stability model or 1 year FAY
- Growth 50% – new SGP weightings and new SGT categories and weightings
- ELL 10% - ELL proficiency and ELL growth
- Acceleration/Readiness 10%
 - Grades 5-8 HS EOC
 - Grade 3 Minimally Proficient
 - Chronic Absenteeism
 - Subgroup Improvement

K-8 Comparison to Poverty

Proficiency	Growth	Percentage (Total Points/ Eligible Points)
-0.785	-0.271	-0.542

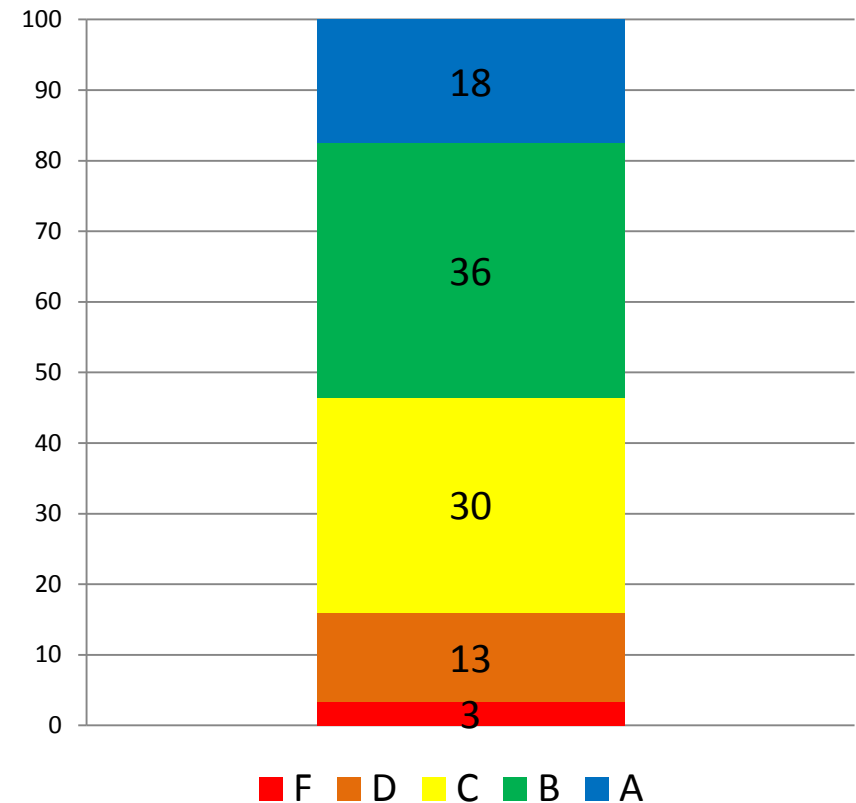
Letter Grade Impact

80% - 70% - 60% - 50% - 40%



>= 80% A
 70-79.99% B
 60-69.99% C
 50-59.99% D
 <= 49.99% F

Standard Deviation
86% - 74% - 62% - 50%

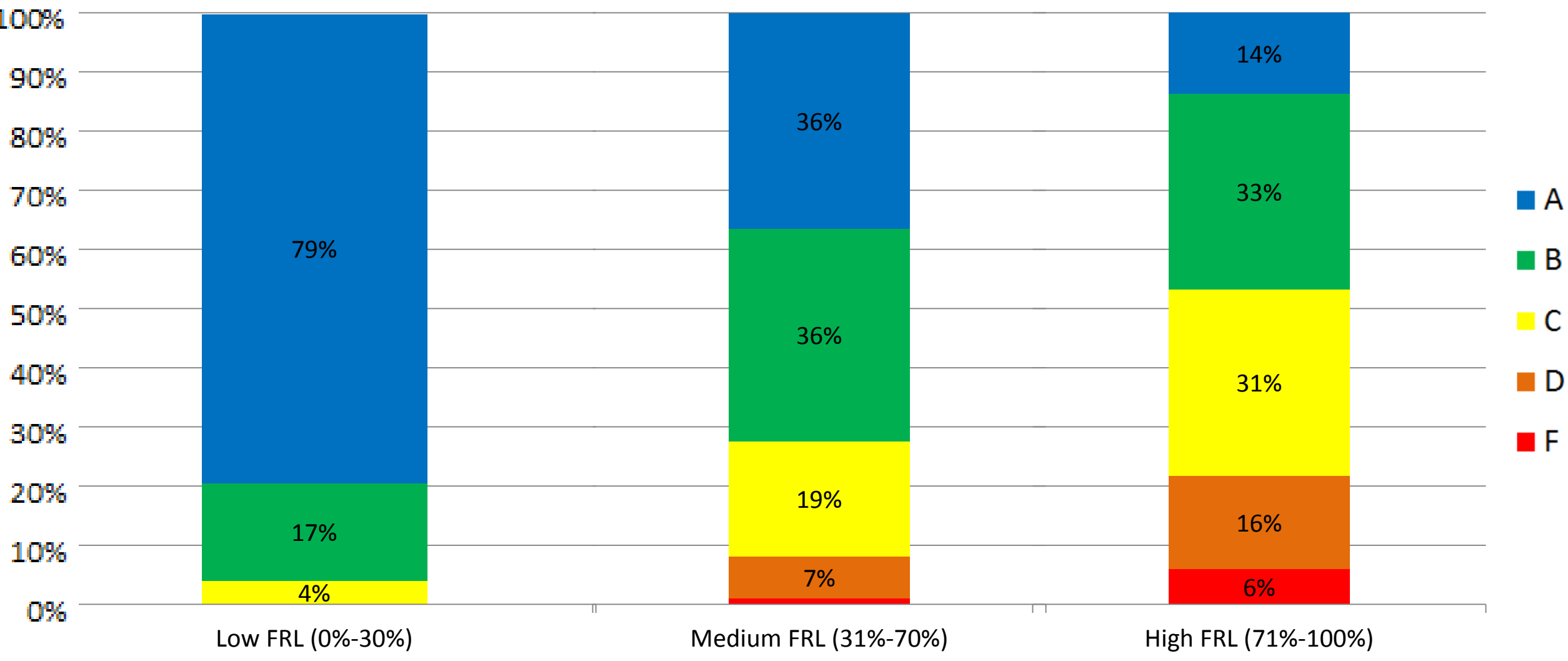


>= 86% A
 74-85.99% B
 62-73.99% C
 50-61.99% D
 <= 49.99% F

Percentages are out of total points available to the school.

*There are 78 Not Rated K-8 schools (out of 1465 ~5%).

"80-70-60-50-40" Comparison to FRL



"80-70-60-50-40" Comparison to FRL

	Percentage FRL									
Grade	0%-10%	11%-20%	21%-30%	31%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91%-100%
A	90%	77%	78%	58%	35%	31%	27%	17%	13%	12%
B	10%	16%	19%	30%	39%	38%	36%	38%	32%	31%
C	0%	7%	3%	10%	18%	20%	26%	31%	34%	29%
D	0%	0%	0%	1%	8%	9%	9%	10%	16%	20%
F	0%	0%	0%	1%	0%	2%	1%	4%	5%	9%

"80-70-60-50-40" Title I vs. Non-Title I

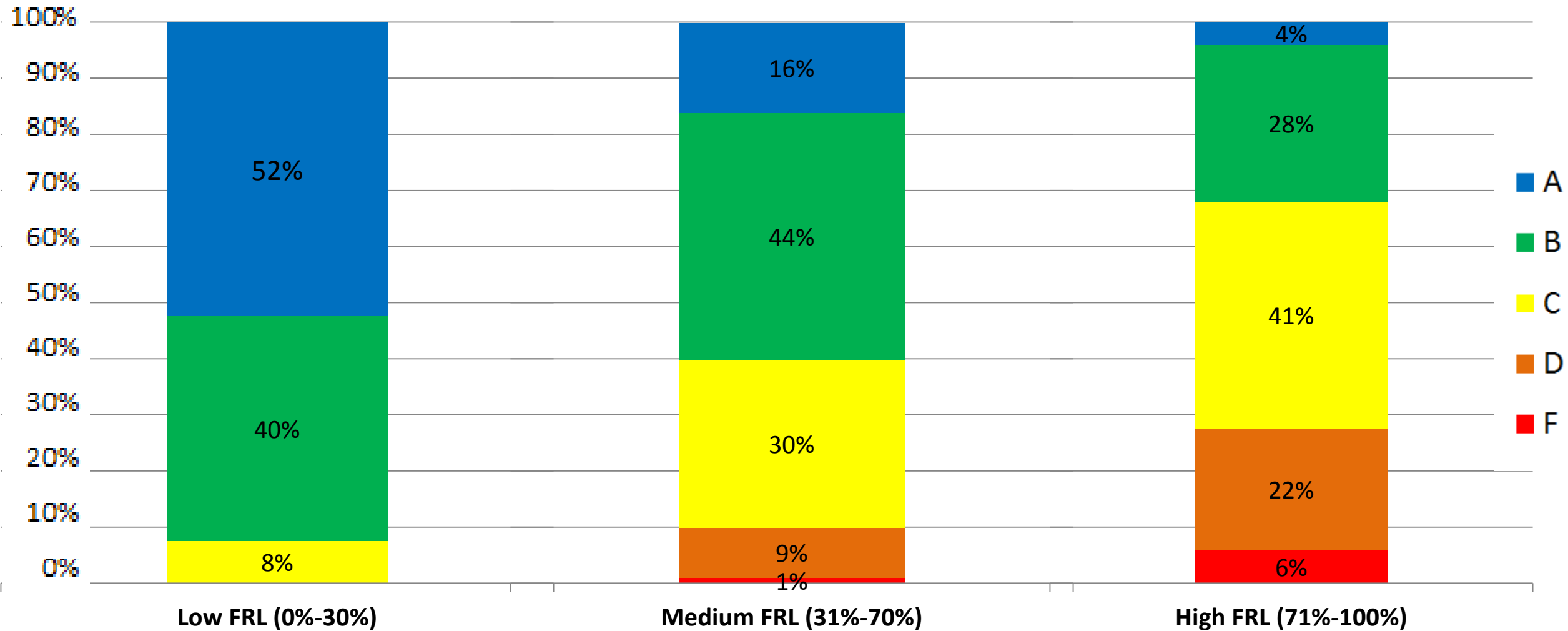
Grade	Title I	Non-Title I
A	23%	61%
B	34%	25%
C	26%	10%
D	12%	3%
F	4%	1%

“80-70-60-50-40”

Common Performance

	Proficiency	Growth	ELL	Acceleration/ Readiness
A	12-30 points, M=25	32-50 points, M=42	6-10 points, M=9.44	2-10 points, M=9
B	10-30, M=19	27-49, M=37	2-10, M=9	2-10, M=9
C	9-28, M=15	24-41 M=32	2 -10, M=8	2-10, M =8
D	4-20, M=12	20-35, M=26	2-10, M=7	2-10, M=8
F	1-17, M=10	10-27, M=21	2-10, M=6	2-10, M=6

Standard Deviation Comparison to FRL



Standard Deviation Comparison to FRL

	Percentage FRL									
Grades	0%-10%	11%-20%	21%-30%	31%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91%-100%
A	71%	53%	46%	28%	13%	15%	11%	2%	4%	5%
B	26%	38%	47%	48%	52%	43%	37%	38%	29%	20%
C	3%	9%	8%	21%	26%	30%	39%	40%	41%	40%
D	0%	0%	0%	1%	10%	10%	12%	16%	21%	26%
F	0%	0%	0%	1%	0%	2%	1%	4%	5%	9%

Standard Deviation Title I vs. Non-Title I

Grade	Title I	Non-Title I
A	9%	37%
B	35%	40%
C	36%	18%
D	17%	4%
F	4%	1%

Standard Deviation Common Performance

	Proficiency	Growth	ELL	Acceleration/ Readiness
A	17-30 points, M=27	37-50 points, M=44	2-10 points, M=9.71	6-10 points, M=9
B	10-30, M=21	27-50, M=39	2-10, M=9	4-10, M=9
C	9-28, M=17	24-46, M=33	2-10, M=8	2-10, M=9
D	5-22, M=13	20-37, M=28	2-10, M=7	2-10, M=9
F	5-18, M=12	20-37, M=28	2-10, M=8	2-10, M=6

9-12

Method #2

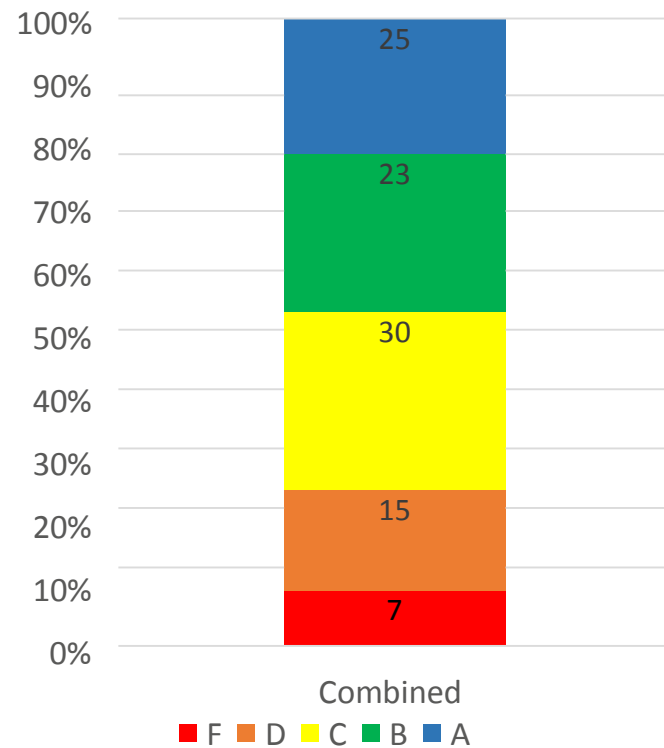
- Proficiency 30% - 1 year FAY
- Growth 20% – new SGP weightings and new SGT categories and weightings
- ELL 10% - ELL proficiency and ELL growth
- Graduation Rate 20% - 10% on 4-, 5-, 6-, and 7-year grad rate and new 10% on 4-year grad rate improvement
- CCRI 20%

9-12 Comparison to Poverty

Proficiency	Growth	Percentage (Total Points/Eligible Points)
-0.613	0.204	-0.501

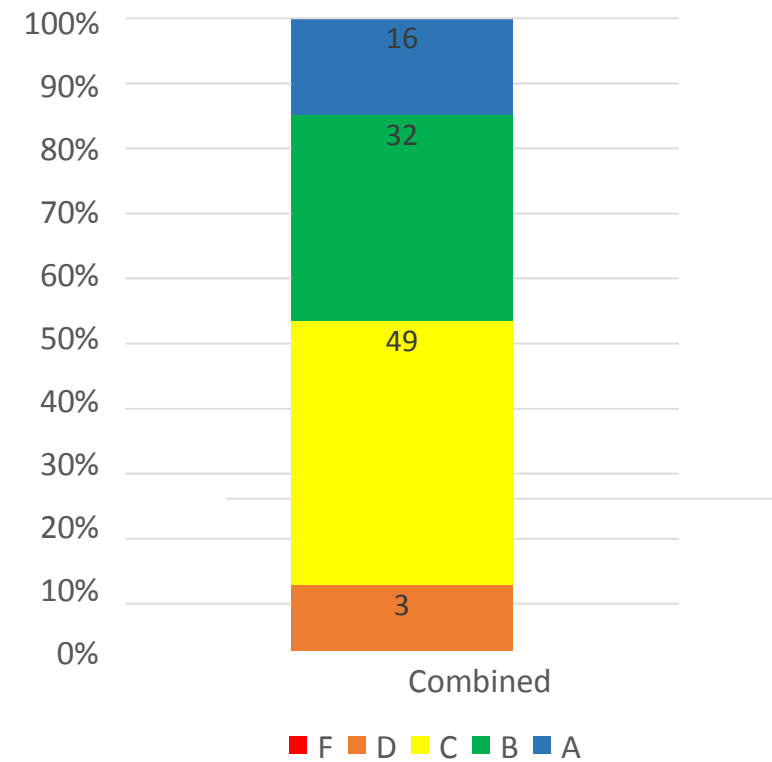
Letter Grade Impact

80% - 70% - 60% - 50%



>= 80% A
 70-79.99% B
 60-69.99% C
 50-59.99% D
 <= 49.99% F

Standard Deviation 85%-70%-55%-40%

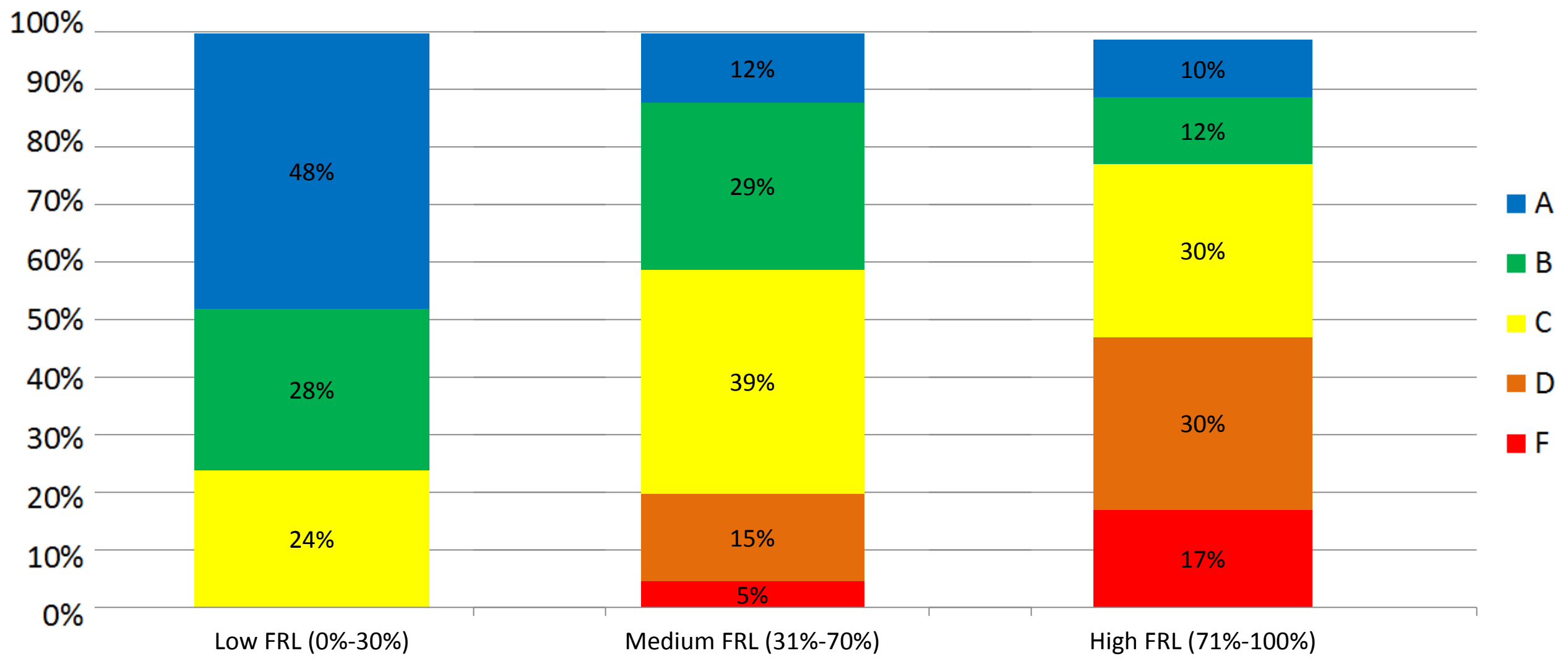


>= 85% A
 70-84.99% B
 55-69.99% C
 40-59.99% D
 <= 39.99% F

Percentages are out of total points available to the school.

*There are 71 Not Rated 9-12 schools (out of 371 ~19%).

"80-70-60-50-40" FRL Comparison



"80-70-60-50-40" Comparison to FRL

	Percentage FRL									
Grade	0%-10%	11%-20%	21%-30%	31%-40%	41%-50%	51%-60%	61%-70%	71%-80%	81%-90%	91%-100%
A	25%	64%	35%	17%	14%	11%	8%	9%	10%	14%
B	75%	23%	25%	50%	37%	14%	16%	9%	10%	21%
C	0%	14%	40%	30%	26%	64%	39%	37%	25%	21%
D	0%	0%	0%	3%	20%	7%	26%	34%	35%	14%
F	0%	0%	0%	0%	3%	4%	11%	11%	20%	29%

"80-70-60-50-40" Title I vs. Non-Title I

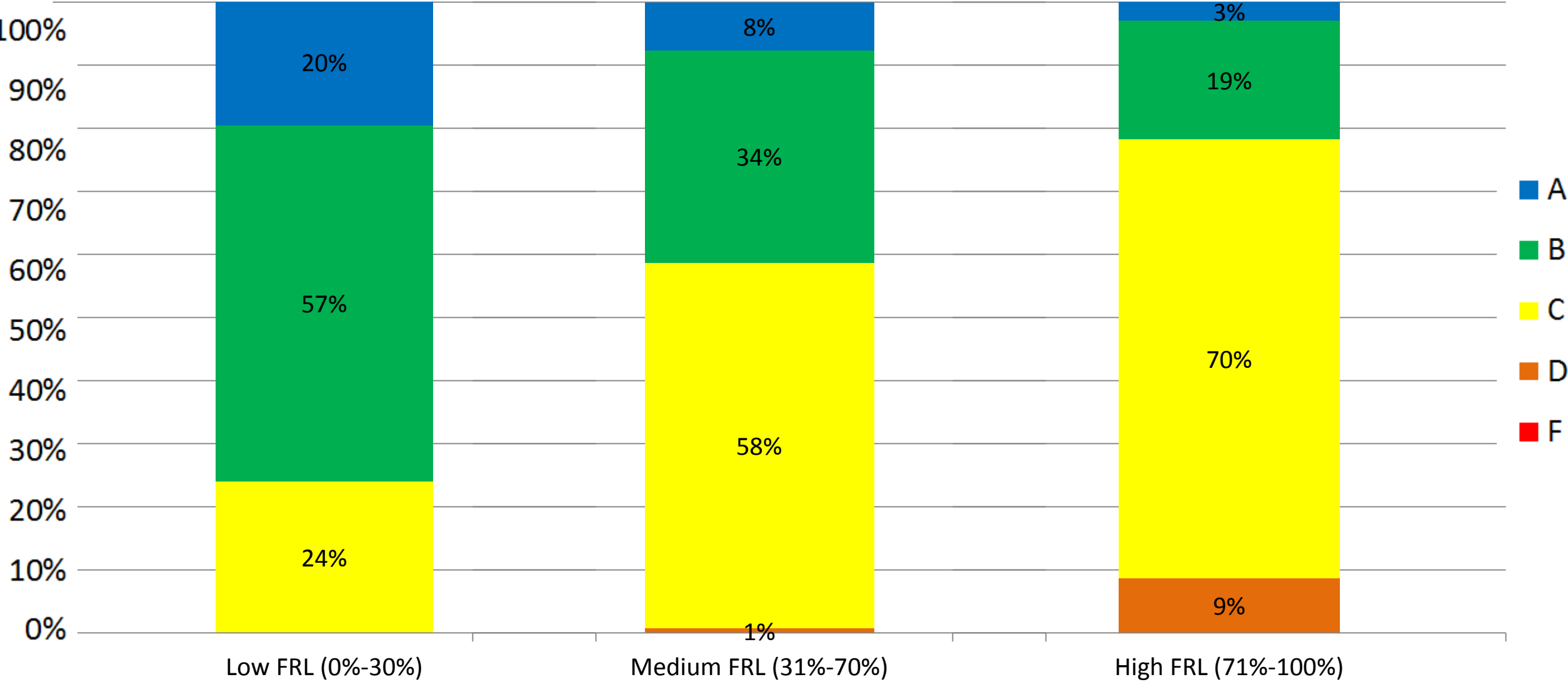
Grade	Title I	Non-Title I
A	14%	39%
B	17%	32%
C	38%	19%
D	22%	7%
F	10%	3%

“80-70-60-50-40”

Common Performance

	Proficiency	Growth	ELL	CCRI	Grad Rate
A	14-30 points, M=24	12-19 points, M=16	1-10 points, M=9.50	16-24 points, M=20	10-20 points, M=19
B	12-24, M=17	10-19, M=14	0-9, M=8	10-24, M=17	6-20, M=17
C	6-25, M=13	6-20, M=13	0 -10, M=8	8-21, M =15	6-20, M=16
D	2-16, M=9	8-15, M=11	0-10, M=8	2-20, M=13	9-20, M=14
F	2-11, M=7	5-14, M=10	NA	1-16, M=10	7-20, M=11

Standard Deviation FRL Comparison



Standard Deviation Title I vs. Non-Title I

Grade	Title I	Non-Title I
A	9%	25%
B	22%	46%
C	65%	29%
D	4%	1%
F	0%	0%

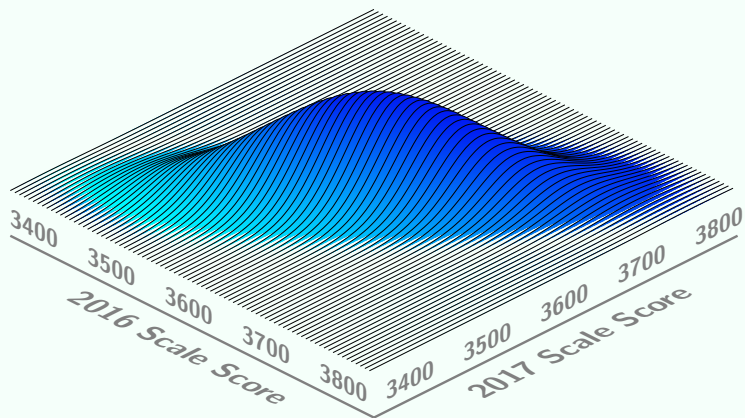
Standard Deviation Common Performance

	Proficiency	Growth	ELL	CCRI	Grad Rate
A	18-30 points, M=26	13-19 points, M=17	0-10 points, M=10	16-24 points, M=21	10-20 points, M=19
B	12-25, M=18	10-19, M=14	0-10, M=8	10-24, M=18	6-20, M=17
C	2-24, M=11	5-19, M=12	0-10, M=8	2-21, M =14	6-20, M=15
D	4-8, M=6	6-14, M=10	NA	1-13, M=6	7-10, M=9
F	NA	NA	NA	NA	NA

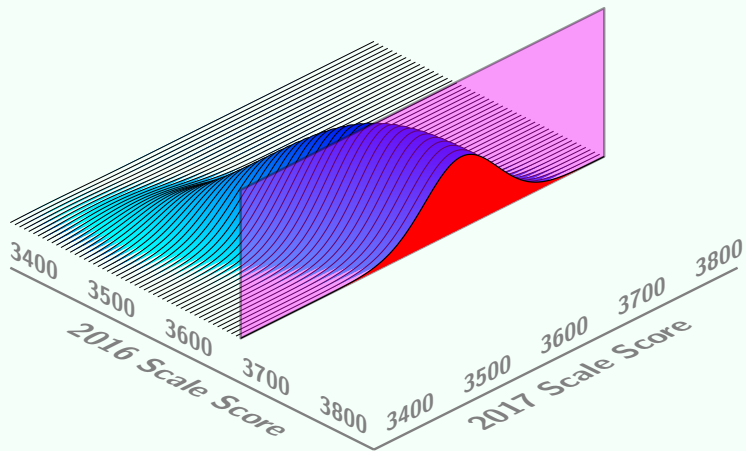
What is an Academic Peer?

Arizona Department of Education measures student growth by taking account of where a student starts and uses AzMERIT results for all students in a given content area and grade to quantify each student's annual progress. The resulting metric is called a **student growth percentile (SGP)**. Similar to height and weight percentiles used to describe the relative height and weight of an infant as compared to other infants of the same sex and age, a student growth percentile describes the relative academic growth a student made compared to other students with the same achievement history—their **academic peers**. Academic peers are not an actual set of students but are constructed using all the state's data. The following slides illustrate what an academic peer group is and the way that student assessment data is used to create an SGP.

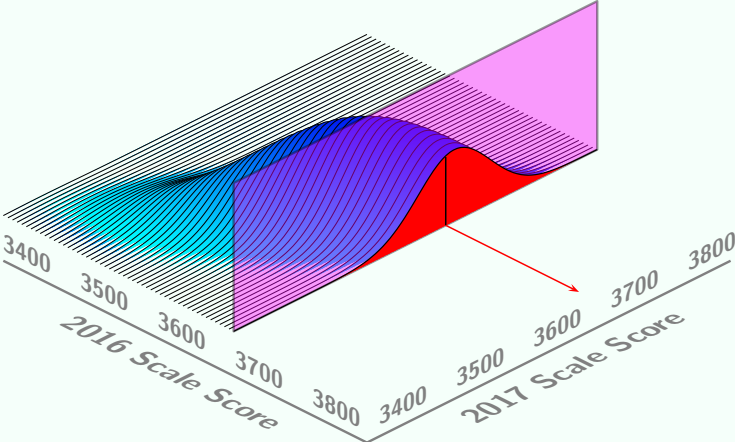
Two Years of Test Scores: The Simplest Case



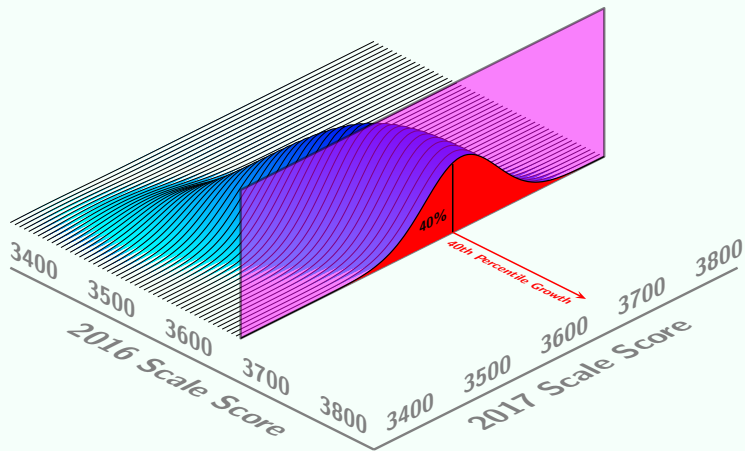
Accounting for where a student starts



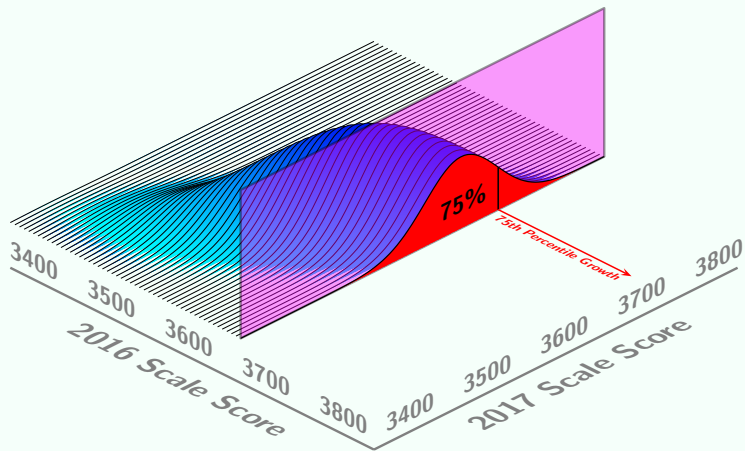
Identifying relative growth



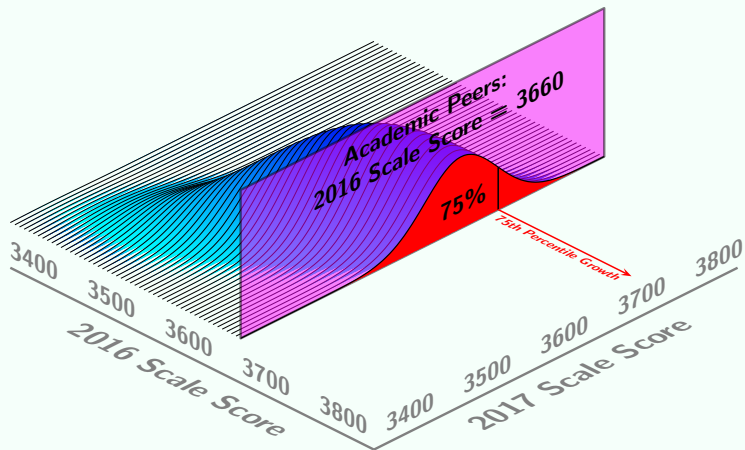
A Student Growth Percentile of 40



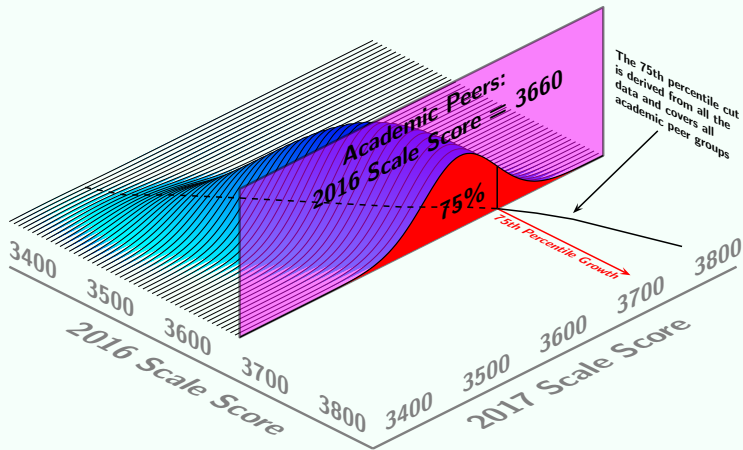
A Student Growth Percentile of 75



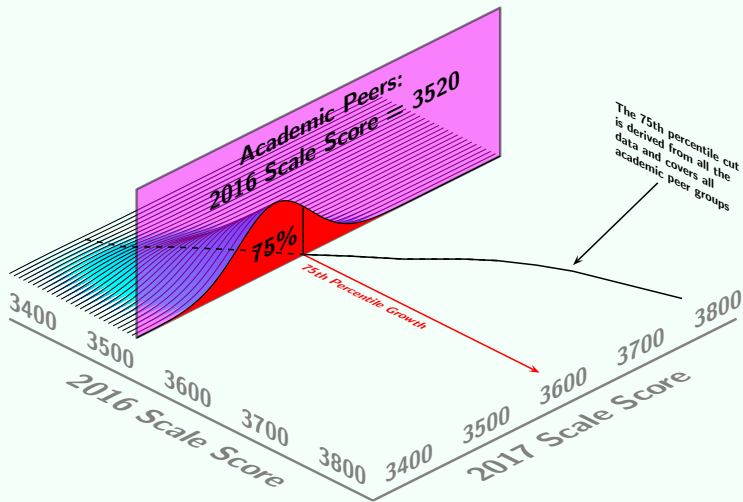
Academic Peers start from the same place



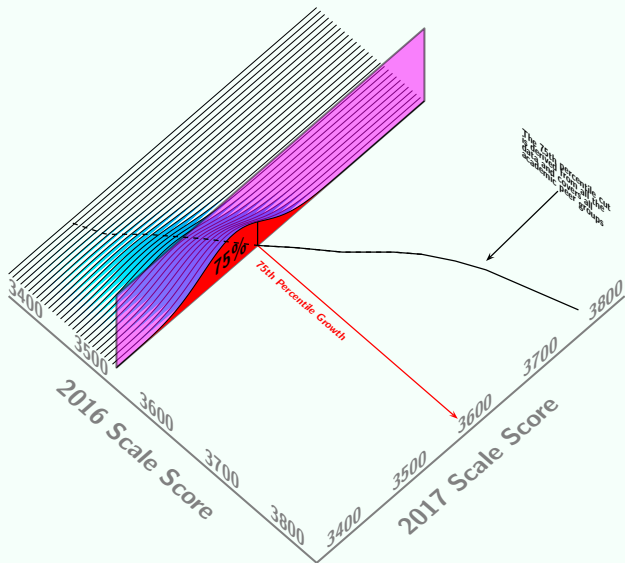
All data is used to determine a student growth percentile



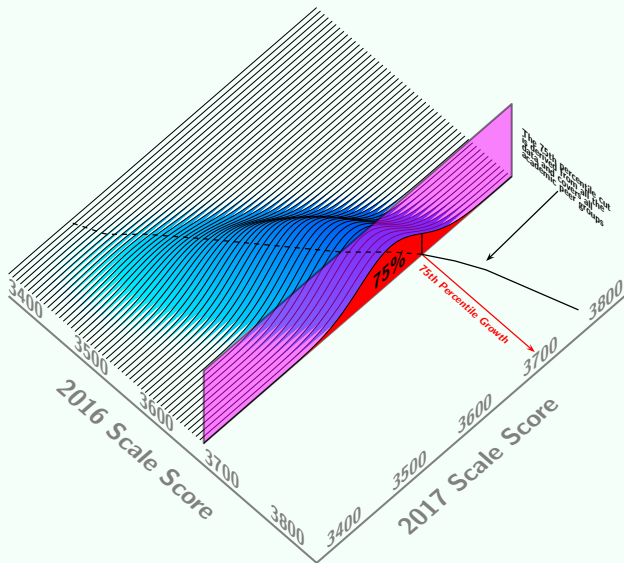
All data is used to determine a student growth percentile



Low & High Achieving students demonstrate growth



Low & High Achieving students demonstrate growth



Growth Method & Cut Score Recommendations

AAG Presentation

Agenda

- K-8 and 9-12 Growth recommendations and rationale
- Cut Score recommendation and impact data
- Answering the question: Can all schools be an “A”?

These recommendations are based on a great deal of time and analysis.

K-8 & 9-12 Growth Rate Weighting Method

Method #2:

Adjust weights for SGP and SGT, giving more weight to the average growth category and assign partial credit for SGT

SGP

HP	0.00	0.50	1.00
P	0.00	0.70	1.20
PP	0.00	0.90	1.80
MP	0.00	1.00	2.00
	Low	Average	High

SGT

HP	0.00	0.50	1.00
P	0.00	0.70	1.20
PP	0.00	0.90	1.80
MP	0.00	1.00	2.00
	Below	At/Near	Above

This method addresses concerns raised by Board:

- SGP is equally weighted with SGT
- Creates at/near grouping (+/- 10 points around the target) for SGT rather than an “all or nothing”

Growth Method Recommendation

- Recommendation: Method #2 should be used to calculate growth for elementary schools and high schools.
- Rationale:
 - This method best addresses the concerns raised by the Board.
 - Provides differentiation in the SGT calculation, i.e., partial credit
 - The method uses the same weights for SGP and SGT which:
 - Makes the method clear and transparent
 - Addresses the concern about over weighting SGP
 - Increased the amount of points that schools received for average growth (SGP) while still maintaining a reasonable correlation to poverty.
 - Half the growth points (SGT) require movement toward proficiency, not just doing better than your peers, and all students on track to be proficient or stay proficient or better are earning points.

Cut Score Analyses

Addressing Letter Grade Cut Scores* Methods

90% - 80% - 70% - 60%	80% - 70% - 60% - 50%	Standard Deviation
Traditional grading approach.**	Traditional grading approach adjusted to reflect the actual range of scores.**	Set letter grades based on the number of standard deviations above or below the mean.***

*Letter grade cut points reflect the percent of possible points earned.

**No additional adjustments were made to F cut scores to limit the number of F schools.

*** Standard deviations are not adjusted.

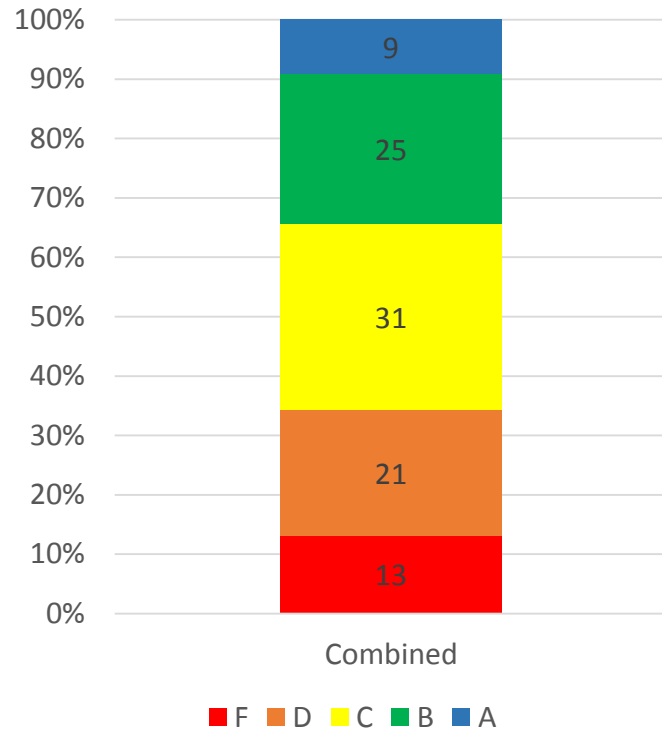
AAG Cut Score Recommendation

- AAG recommends that you strongly consider the standard deviation methodology, with an F cut score of three standard deviations.
 - This method represents the only statistical approach to setting cut scores and therefore can be explained and defended.
- The AAG could support the 80-70-60; however, we acknowledge this method results in a large percentage of A and B schools.
- The AAG would not support the traditional 90-80-70 as it overly restricts the A and B results and identifies too many D and F schools.

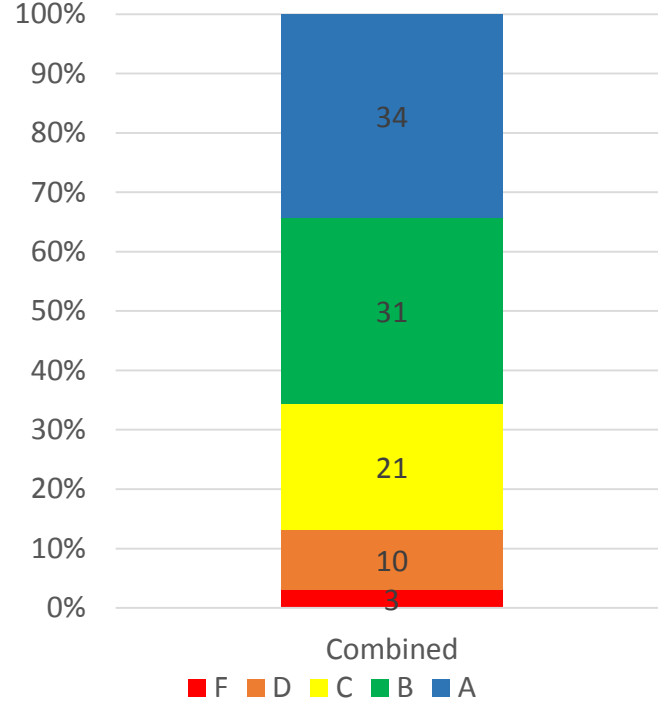
The Board must decide which method best meets its definition of “A” as an excelling school.

K-8 Letter Grade Impact – Method #2

90% - 80% - 70% - 60%

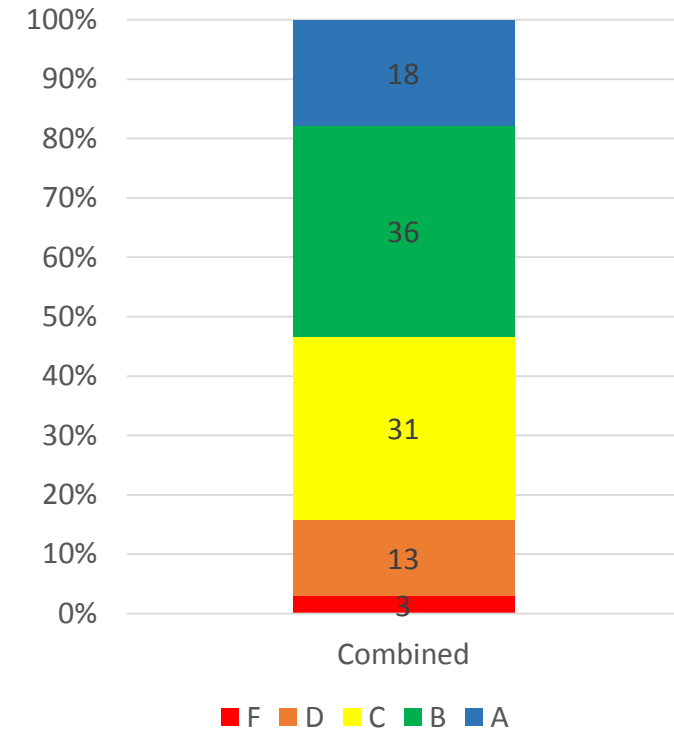


80% - 70% - 60% - 50%



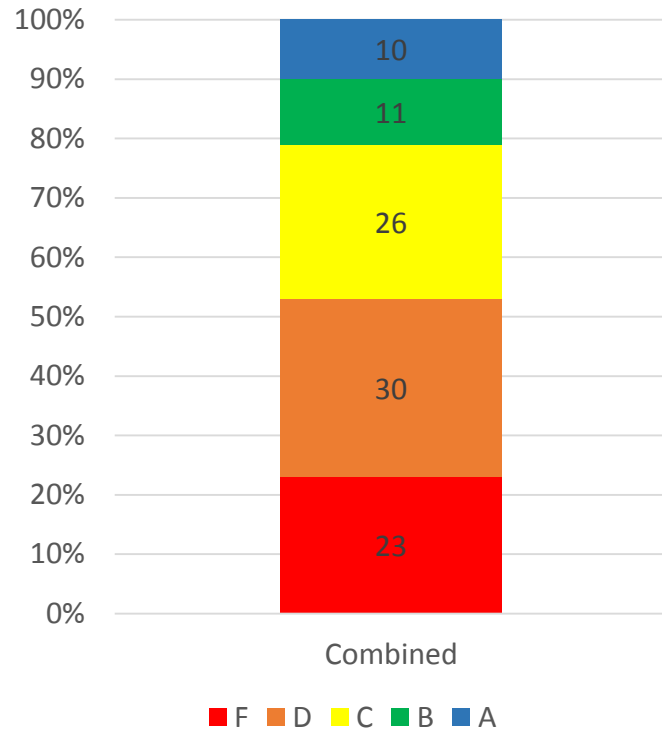
Standard Deviation

86% - 74% - 62% - 50%

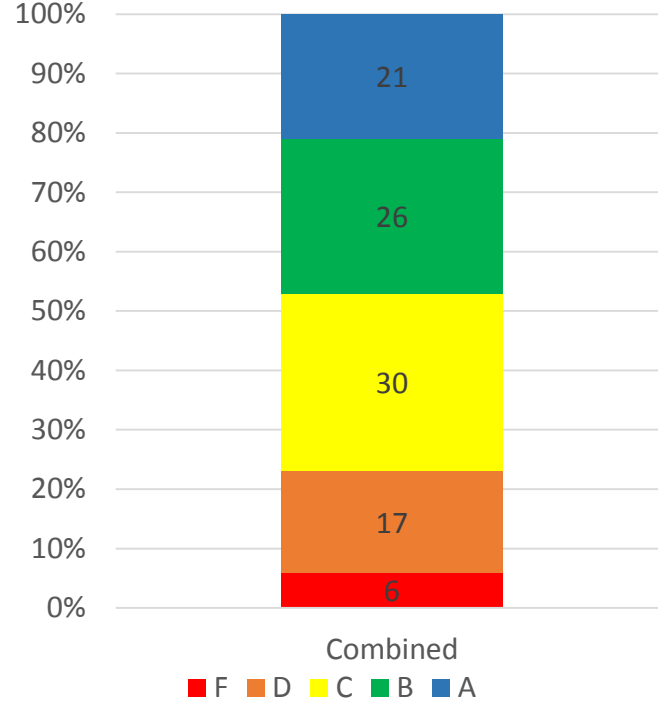


9-12 Letter Grade Impact– Method #2 & Grad Rate

90% - 80% - 70% - 60%

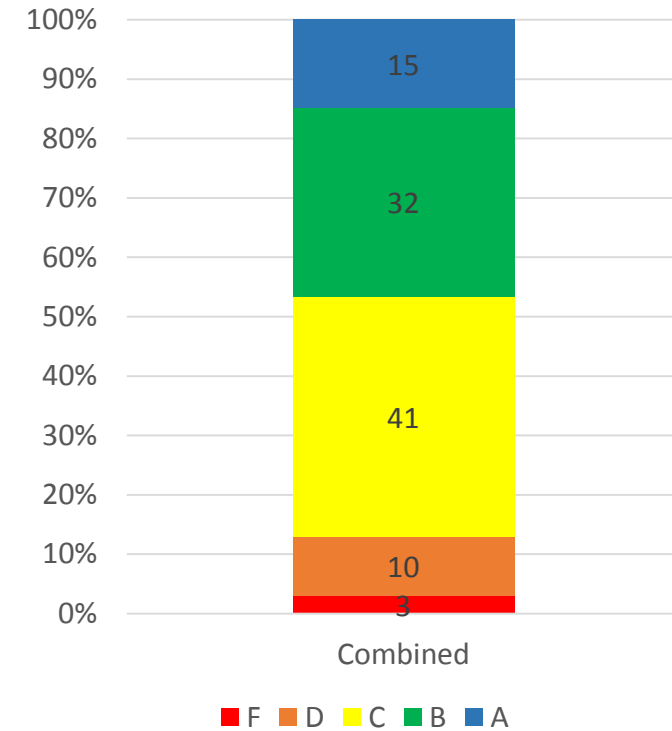


80% - 70% - 60% - 50%



Standard Deviation

85%-70%-55%-40%

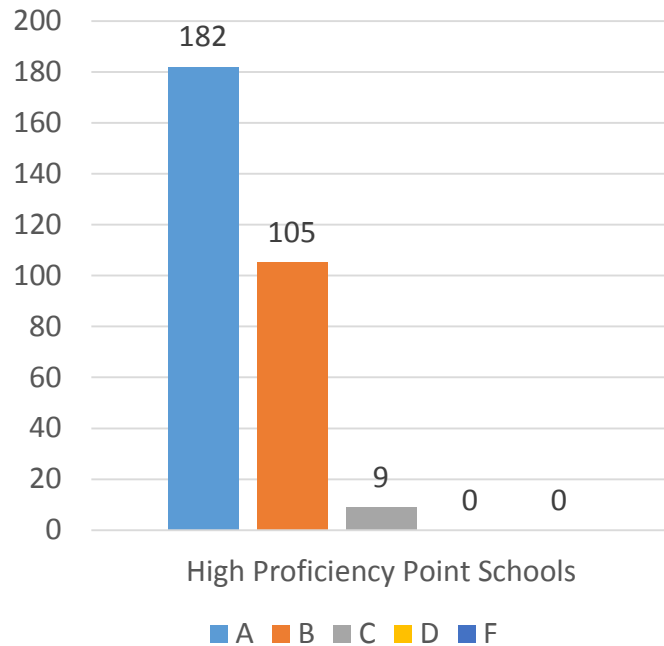


Can all schools be an “A”?

- Schools need to be ‘well rounded’ so they get points throughout the many measures that make up the system in order to be an A school.
 - The weights recommended by Ad Hoc Committee (proficiency 30%; K-8 growth 50% or 9-12 growth 20%) are such that a school must get points in all areas to be an excelling school.

K-8 Schools Are Getting Good Letter Grades, Under The Proposed Approaches

Possible Letter Grades

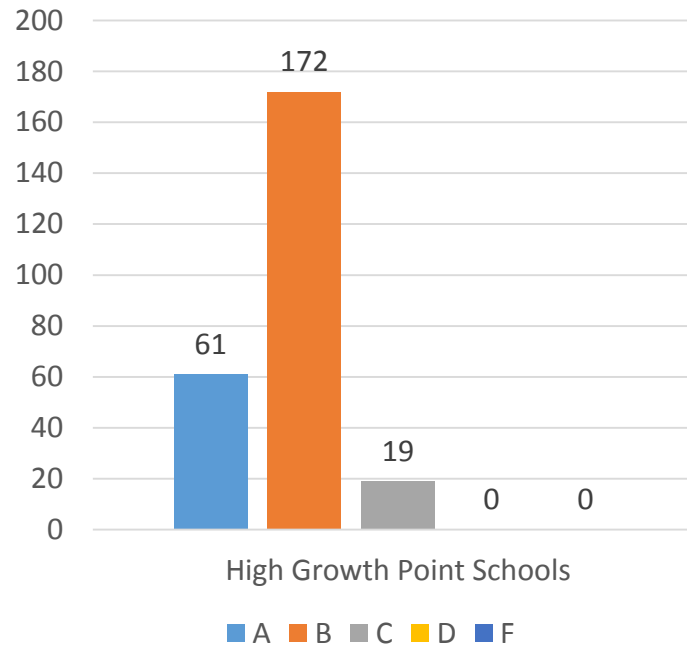


High Proficiency Point Schools

■ A ■ B ■ C ■ D ■ F

High Proficiency Schools (25-30 points)

Possible Letter Grades

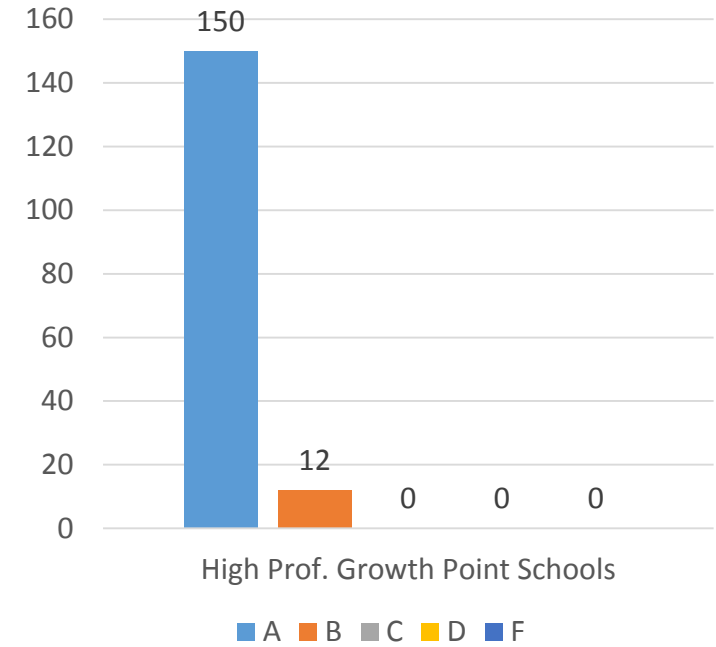


High Growth Point Schools

■ A ■ B ■ C ■ D ■ F

High Growth Schools (40-50 points)

Possible Letter Grades



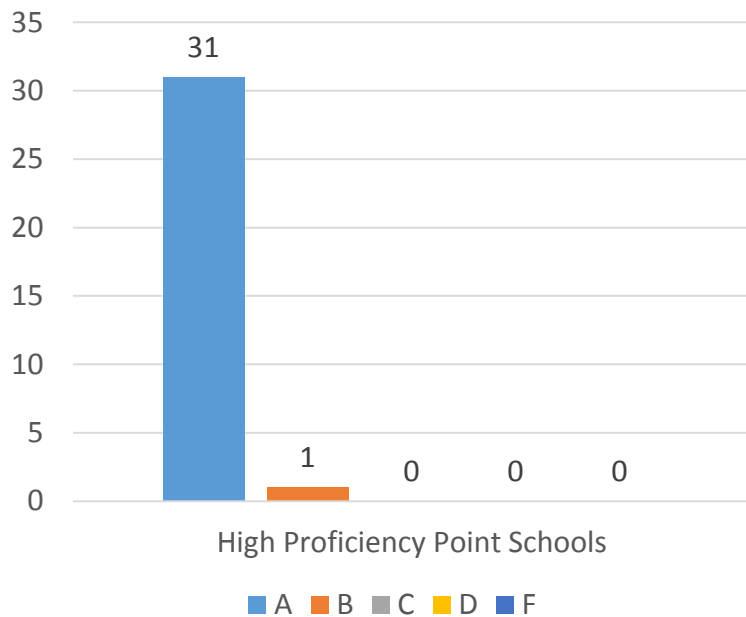
High Prof. Growth Point Schools

■ A ■ B ■ C ■ D ■ F

High Proficiency (25-30 points) & High Growth (40-50 points) Schools

9-12 Schools Are Getting Good Letter, Grades Under The Proposed Approaches

Possible Letter Grades

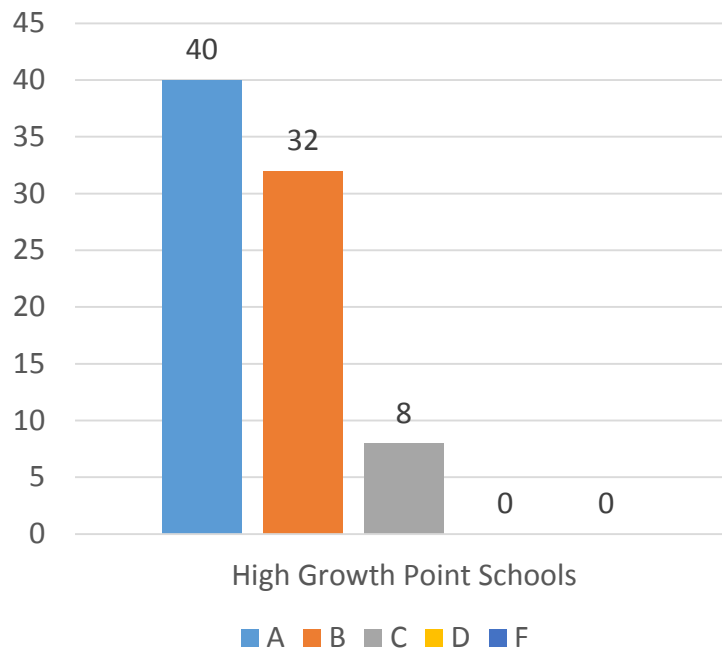


High Proficiency Point Schools

■ A ■ B ■ C ■ D ■ F

High Proficiency Schools (25-30 points)

Possible Letter Grades

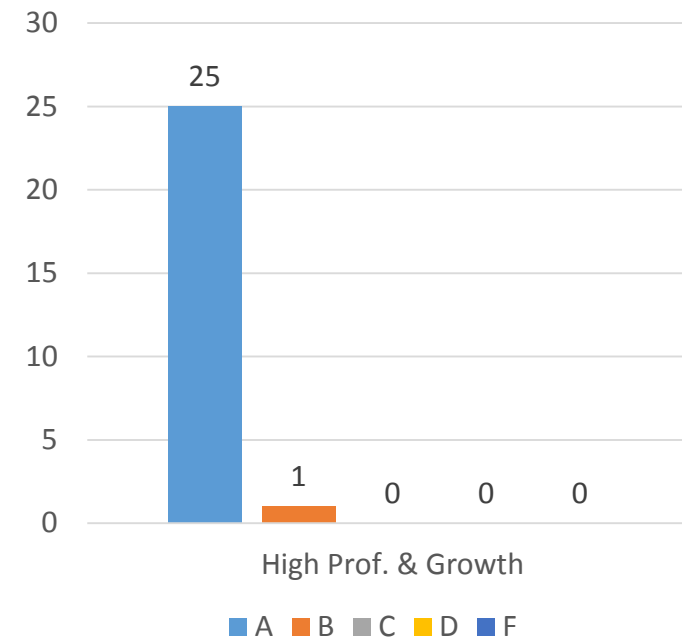


High Growth Point Schools

■ A ■ B ■ C ■ D ■ F

High Growth Schools (40-50 points)

Possible Letter Grades



High Prof. & Growth

■ A ■ B ■ C ■ D ■ F

High Proficiency (25-30 points) & High Growth (40-50 points) Schools

Questions?

Supporting Resources

SGP

HP	0.00	0.50	1.00
P	0.00	0.70	1.20
PP	0.00	0.90	1.80
MP	0.00	1.00	2.00
	Low	Average	High

SGT

HP	0.00	0.50	1.00
P	0.00	0.70	1.20
PP	0.00	0.90	1.80
MP	0.00	1.00	2.00
	Below	At/Near	Above

Impact Data: K-8 Method #2 & Standard Deviation Cut Score

Add an At/Near Target rating

Make weights for SGP and SGT the same for clearer communication and equal weighting

K-8 Impact of Standard Deviation Method

- Of schools with high proficiency (25-30 points): 182 would receive an A, 105 would receive a B and 9 would receive a C under the standard deviation model.
 - Schools with high proficiency are doing very well under this model but **do** have room for improvement in student growth and acceleration measures.
 - The 9 outlier schools need improvement in all areas of the formula.
- Of schools with high growth (40-50 points): 219 would receive an A, 184 would receive a B and 19 would receive a C under the standard deviation model.
 - Growth alone is not leading to A schools.
- Of schools with high proficiency and high growth: 158 would receive an A, 12 would receive a B and 0 receive C.

SGP

HP	0.00	0.50	1.00
P	0.00	0.70	1.20
PP	0.00	0.90	1.80
MP	0.00	1.00	2.00
	Low	Average	High

SGT

HP	0.00	0.50	1.00
P	0.00	0.70	1.20
PP	0.00	0.90	1.80
MP	0.00	1.00	2.00
	Below	At/Near	Above

Impact Data: HS Method #2 & Standard Deviation Cut Score

Add an At/Near Target rating

Make weights for SGP and SGT the same for clearer communication and equal weighting

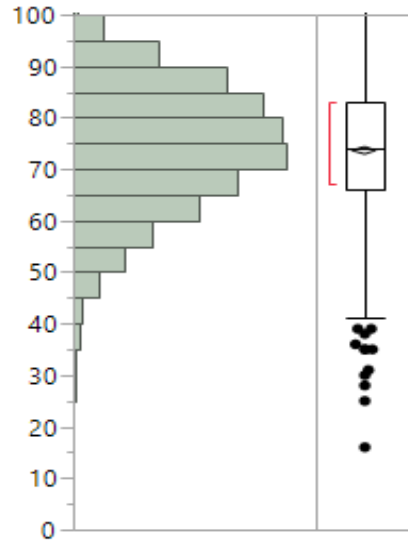
9-12 Impact of Standard Deviation Method

- Of schools with high proficiency (25-30 points): 31 schools would receive an A and one school would receive a B.
- Of schools with high growth (15-20 points): 40 would receive an A, 32 would receive a B and 8 would receive a C.
 - Growth alone is not leading to A schools.
- Of schools with high proficiency and high growth: 25 would receive an A and 1 would receive a B.

K-8 Total Points Impact

Distributions

Percentage (Total Points/Eligible Points)



Quantiles

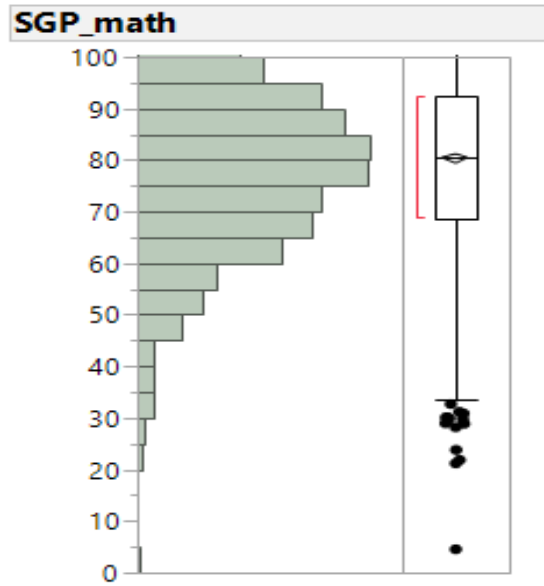
100.0%	maximum	102
99.5%		99
97.5%		95
90.0%		89
75.0%	quartile	83
50.0%	median	74
25.0%	quartile	66
10.0%		57
2.5%		47
0.5%		35
0.0%	minimum	16

Summary Statistics

Mean	73.625811
Std Dev	12.409639
Std Err Mean	0.3332122
Upper 95% Mean	74.279466
Lower 95% Mean	72.972156
N	1387

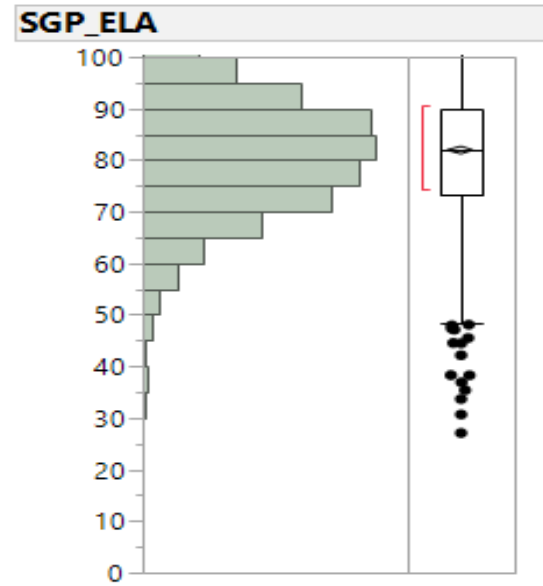
	Mean	Standard Deviation	Range
Total Points	73.6	12.4	16-102

K-8 SGP Method #2



Quantiles		
100.0%	maximum	150.25
99.5%		128.263
97.5%		117.117
90.0%		103.548
75.0%	quartile	92.31
50.0%	median	80.49
25.0%	quartile	68.47
10.0%		57.678
2.5%		40.918
0.5%		28.9646
0.0%	minimum	4.55

Summary Statistics	
Mean	80.358046
Std Dev	18.693119
Std Err Mean	0.5019305
Upper 95% Mean	81.342672
Lower 95% Mean	79.373421
N	1387



Quantiles		
100.0%	maximum	142
99.5%		118.6584
97.5%		108.046
90.0%		98.278
75.0%	quartile	90.07
50.0%	median	81.84
25.0%	quartile	73.34
10.0%		66.002
2.5%		55.349
0.5%		38.3076
0.0%	minimum	27.09

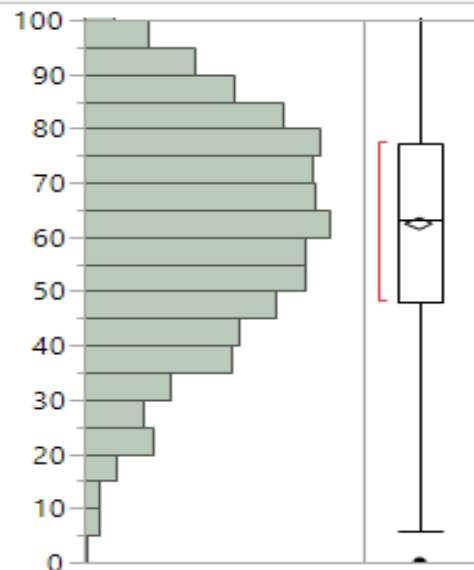
Summary Statistics	
Mean	81.840252
Std Dev	13.298404
Std Err Mean	0.3570765
Upper 95% Mean	82.540721
Lower 95% Mean	81.139784
N	1387

	Mean	Standard Deviation	Range
Math	80.4	18.7	4.6-150
Reading	81.8	13.3	27.1-142

- 100% of K-8 schools are earning SGP points, as evidenced in these data.
- The bottom **3%** of schools are earning between 4.6- 40 points in math and 27.1- 55 points in reading.

K-8 SGT Method #2

10 PT SGT Math



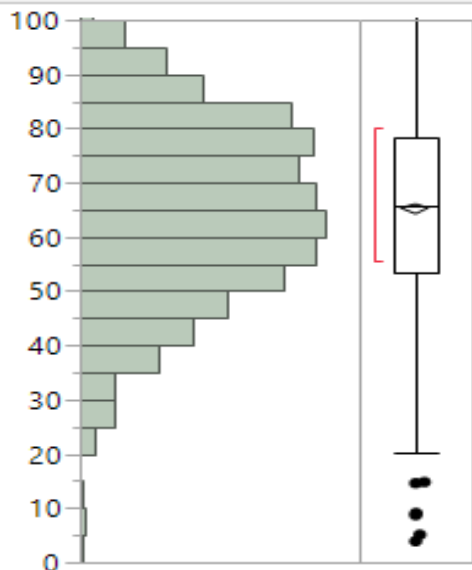
Quantiles

100.0%	maximum	124.1
99.5%		113.112
97.5%		99.93
90.0%		88.9
75.0%	quartile	77.4
50.0%	median	63
25.0%	quartile	48.1
10.0%		34.58
2.5%		20.07
0.5%		9.658
0.0%	minimum	0

Summary Statistics

Mean	62.373396
Std Dev	20.964263
Std Err Mean	0.5629131
Upper 95% Mean	63.47765
Lower 95% Mean	61.269142
N	1387

10 PT SGT ELA



Quantiles

100.0%	maximum	113.9
99.5%		108.178
97.5%		96.26
90.0%		87.12
75.0%	quartile	78.2
50.0%	median	65.6
25.0%	quartile	53.5
10.0%		42.7
2.5%		29.7
0.5%		19.876
0.0%	minimum	3.9

Summary Statistics

Mean	65.318457
Std Dev	17.402822
Std Err Mean	0.4672846
Upper 95% Mean	66.235119
Lower 95% Mean	64.401796
N	1387

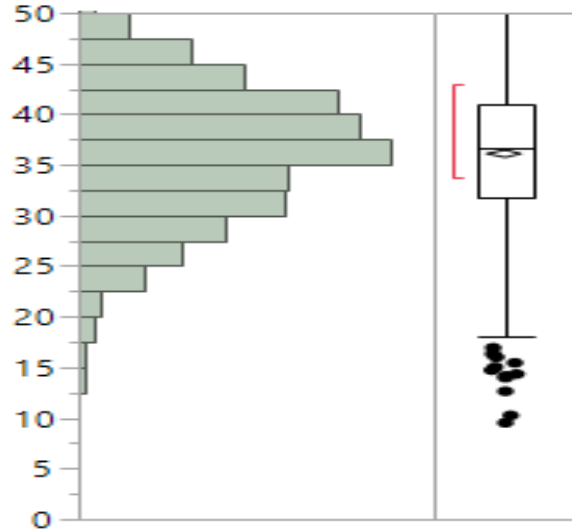
	Mean	Standard Deviation	Range
Math	62.4	21	0-124.1
Reading	65.3	17.4	3.9-113.9

- Nearly all K-8 schools are earning SGT points, as evidenced in these data.
- The bottom **3%** of schools are earning between 0- 20 points in math and 3.9- 30 points in reading.

K-8 Total Growth Method #2

Distributions

Growth Points



Quantiles

100.0%	maximum	50
99.5%		50
97.5%		47.856
90.0%		44.66
75.0%	quartile	41.02
50.0%	median	36.71
25.0%	quartile	31.68
10.0%		27.15
2.5%		22.151
0.5%		14.7066
0.0%	minimum	9.53

Summary Statistics

Mean	36.121572
Std Dev	6.780204
Std Err Mean	0.1820558
Upper 95% Mean	36.478706
Lower 95% Mean	35.764437
N	1387

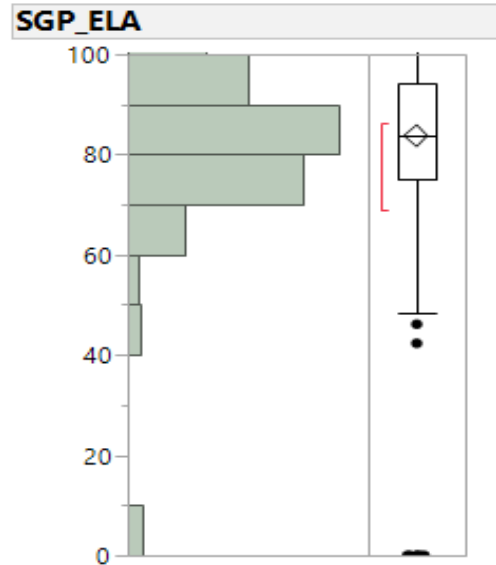
	Mean	Standard Deviation	Range
Total Growth	36.1	6.8	9.5-50

- 100% of K-8 schools are earning SGP points, as evidenced in these data.
- The bottom **3%** of schools are earning between 9.5 to 22 points.

K-8 Correlation to Poverty

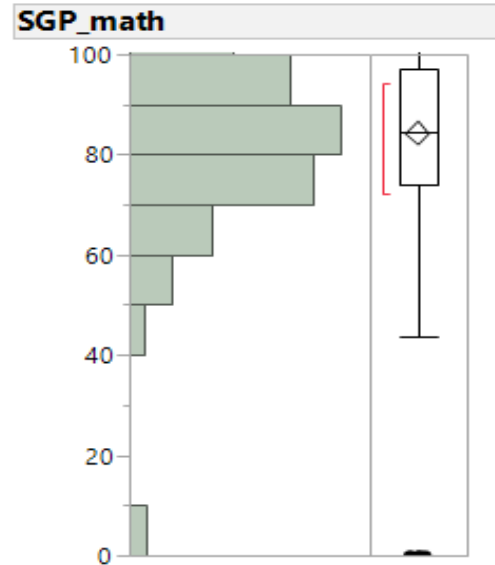
	Proficiency	Growth	Percentage (Total Points/ Eligible Points)
Method #2	-0.798	-0.263	-0.541

HS SGP Method #2



Quantiles		
100.0%	maximum	138.8
99.5%		136.5477
97.5%		115.8675
90.0%		104.731
75.0%	quartile	94.2125
50.0%	median	83.86
25.0%	quartile	75.2225
10.0%		69.074
2.5%		44.3355
0.5%		0
0.0%	minimum	0

Summary Statistics	
Mean	83.8269
Std Dev	18.92307
Std Err Mean	1.092524
Upper 95% Mean	85.97691
Lower 95% Mean	81.67689
N	300

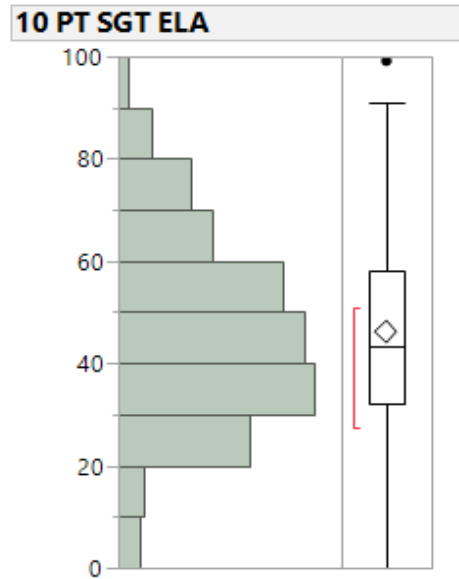


Quantiles		
100.0%	maximum	132.5
99.5%		132.3283
97.5%		120.77625
90.0%		108.669
75.0%	quartile	96.9525
50.0%	median	84.4
25.0%	quartile	73.9825
10.0%		61.796
2.5%		44.14975
0.5%		0
0.0%	minimum	0

Summary Statistics	
Mean	84.247067
Std Dev	20.597341
Std Err Mean	1.189188
Upper 95% Mean	86.587305
Lower 95% Mean	81.906828
N	300

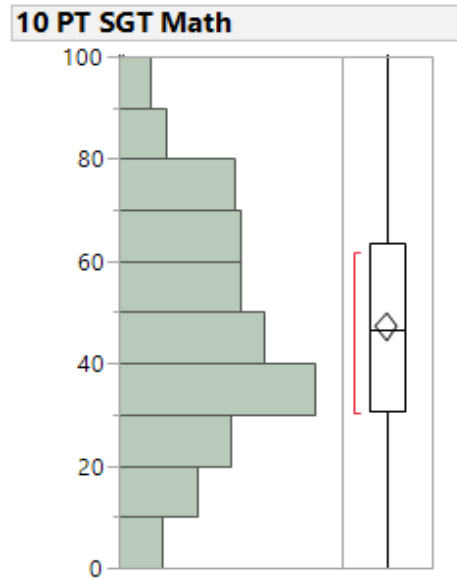
	Mean	Standard Deviation	Range
Math	84.2	20.6	0-132.5
Reading	83.8	18.9	0-138.8

HS SGT Method #2



Quantiles		
100.0%	maximum	99.1
99.5%		95.0095
97.5%		86.4425
90.0%		72.17
75.0%	quartile	58.3
50.0%	median	43.5
25.0%	quartile	32.3
10.0%		24.43
2.5%		8.9075
0.5%		0
0.0%	minimum	0

Summary Statistics	
Mean	46.115333
Std Dev	18.971172
Std Err Mean	1.0953012
Upper 95% Mean	48.270809
Lower 95% Mean	43.959858
N	300

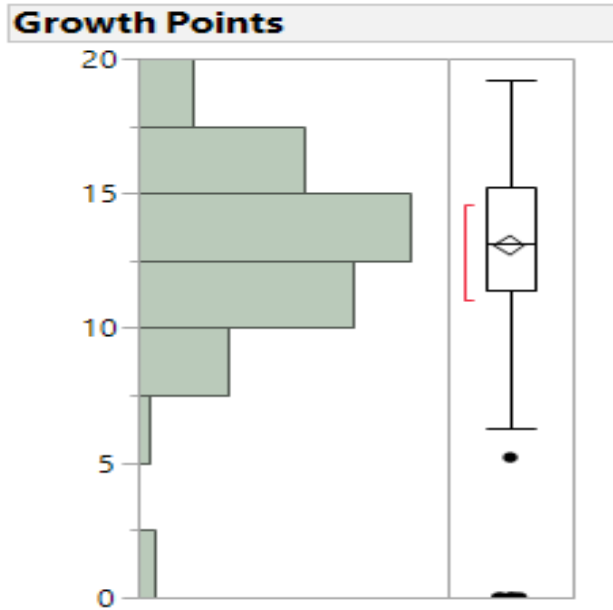


Quantiles		
100.0%	maximum	103.1
99.5%		101.1305
97.5%		91.3425
90.0%		76.8
75.0%	quartile	63.65
50.0%	median	46.5
25.0%	quartile	30.85
10.0%		18.3
2.5%		4.515
0.5%		0
0.0%	minimum	0

Summary Statistics	
Mean	47.153
Std Dev	22.777485
Std Err Mean	1.3150587
Upper 95% Mean	49.740943
Lower 95% Mean	44.565057
N	300

	Mean	Standard Deviation	Range
Math	47.2	22.8	0-103.1
Reading	46.1	19	0-103.1

HS Total Growth Method #2



Quantiles

100.0%	maximum	19.24
99.5%		19.2198
97.5%		18.68975
90.0%		16.954
75.0%	quartile	15.2
50.0%	median	13.16
25.0%	quartile	11.43
10.0%		9.234
2.5%		5.767
0.5%		0
0.0%	minimum	0

Summary Statistics

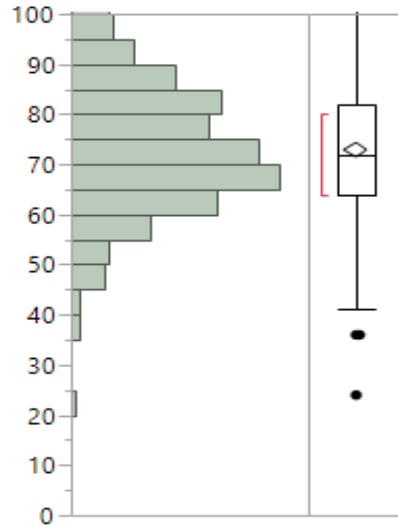
Mean	13.048667
Std Dev	3.2919619
Std Err Mean	0.1900615
Upper 95% Mean	13.422694
Lower 95% Mean	12.674639
N	300

	Mean	Standard Deviation	Range
Total Growth	13	3.3	0-19.2

HS Total Points Method #2

Distributions

Percentage (Total Points/Eligible Points)



Quantiles

100.0%	maximum	105
99.5%		104.495
97.5%		100.475
90.0%		90
75.0%	quartile	82
50.0%	median	72
25.0%	quartile	64
10.0%		57
2.5%		45.525
0.5%		30.06
0.0%	minimum	24

Summary Statistics

Mean	72.996667
Std Dev	13.48739
Std Err Mean	0.7786948
Upper 95% Mean	74.529083
Lower 95% Mean	71.46425
N	300

	Mean	Standard Deviation	Range
Total Points	73	13.5	24-105

9-12 Growth Method Recommendation

- Recommendation: Method #2 should be used to calculate growth for elementary schools and high schools.
- Rationale:
 - Provides differentiation in the SGT calculation, i.e., partial credit
 - The method uses the same weights for SGP and SGT which:
 - Makes the method clear and transparent
 - Addresses the concern about over weighting SGP
 - Increased the amount of points that schools received for average growth (SGP) while still maintaining a reasonable correlation to poverty.

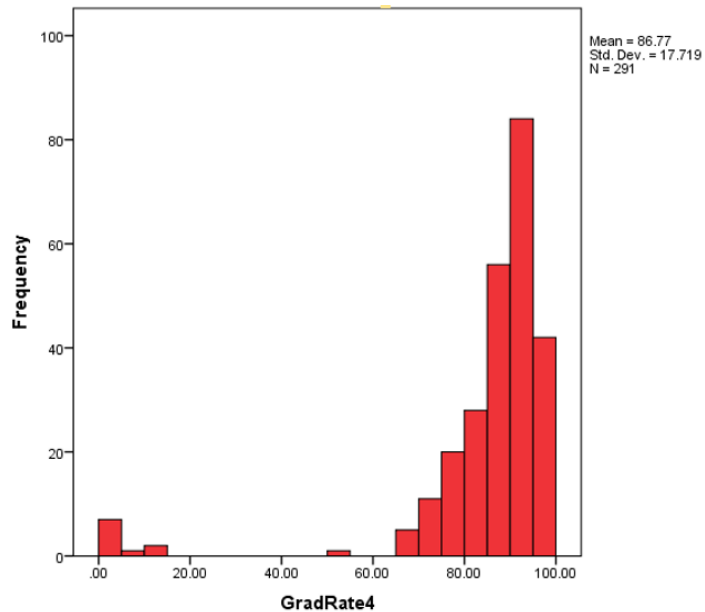
HS Correlation to Poverty

	Proficiency	Growth	Percentage (Total Points/Eligible Points)
Method #2	-0.700	0.029	-0.654

Graduation Points

We made the current 4-5-6-7 year graduation rate calculation worth 10 points and made improvement of the four-year graduation rate worth 10 points. This distributed the points more widely.

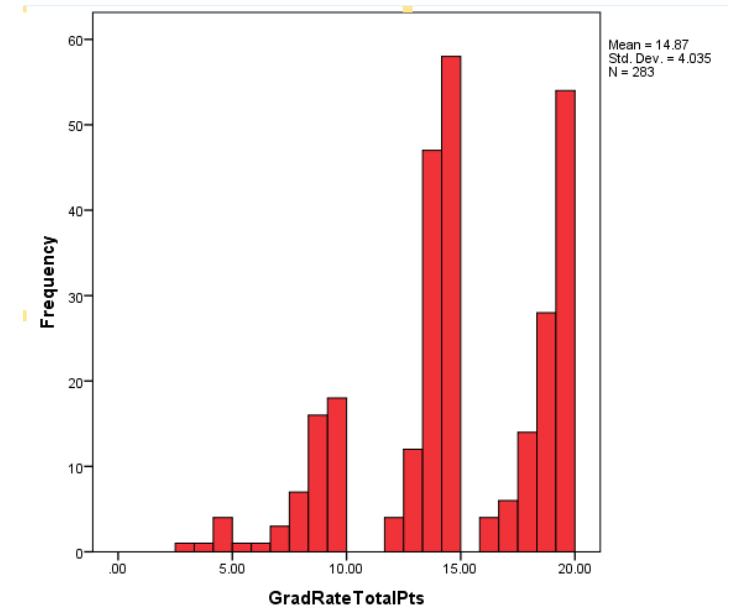
The four year grad rate is bunched at a 80%+ so grad rate points did not distinguish schools.



The Governor's goals, the ESSA plan, and the Progress Meter focus on improving the 4 year graduation rate. So, we are proposing adding a graduation rate improvement measure.

Schools improving graduation rates more than 2 percentage points or who are at a 95%+ rate would receive 10 points. Schools at or near their prior year rate (+/- 2 pts.) would receive 5 points. Schools that decline more than 2 points would get no points.

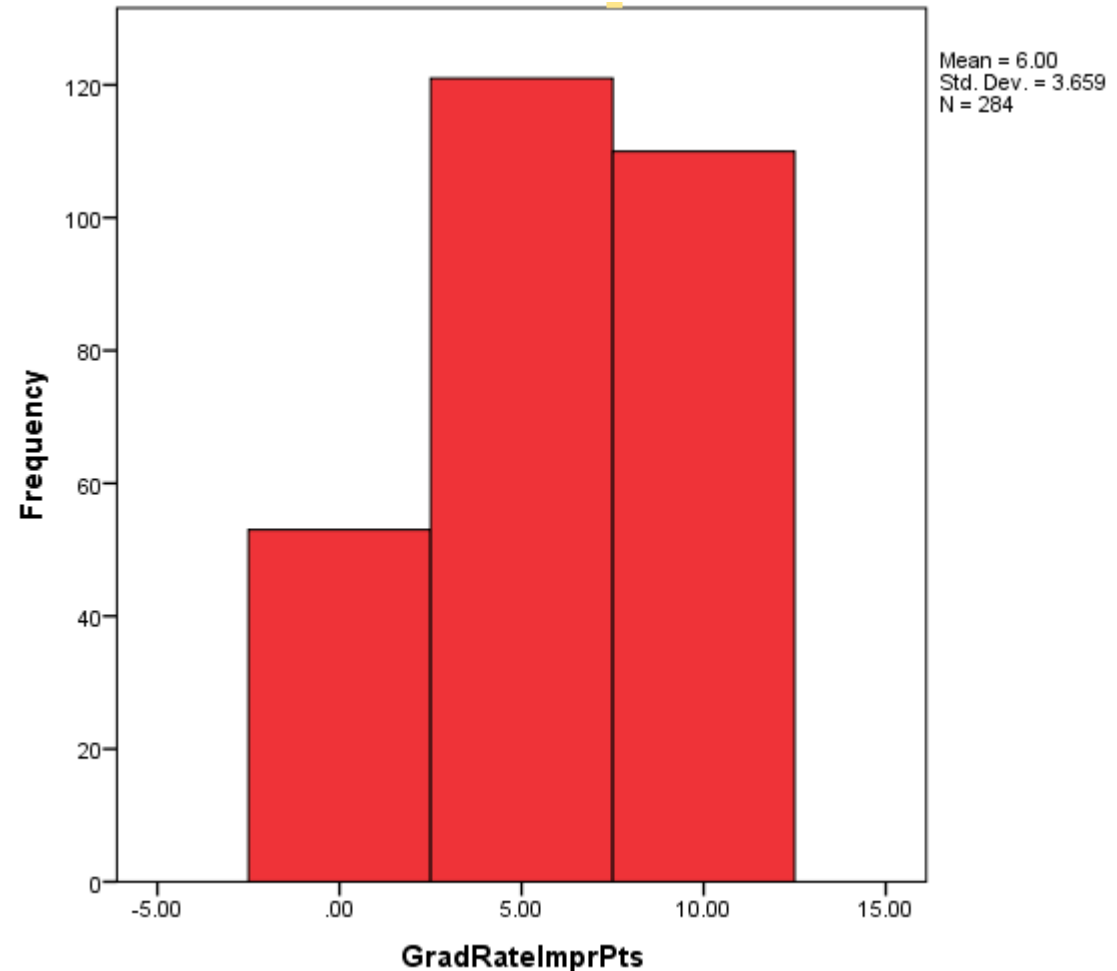
By combining the points for the 4-5-6-7 year graduation rate and the points for improvement, schools are distributed more widely.



If We Rate Schools on Improvement In The 4-Year Grad Rate We Do Differentiate Among Schools

0 points	If grad rate decreases more than 2% pts from baseline year
5 points	+/- 2% of baseline year
10 points	Maintain 95% grad rate or increase more than 2%

AAG recommends that the ADE evaluate lower thresholds or an alternative methodology to address concerns about schools with 90% or greater graduation rates not getting full points.



9-12 Grad Rate Recommendation

- AAG recommends that the ADE evaluate lower thresholds or an alternative methodology to address concerns about the high overall grad rate threshold.

Dear Board Members,

As members of the Accountability Advisory Group, we have been involved in the development of the new accountability system since January. And, like anyone with a September delivery date, we are looking forward to the culmination of this effort to produce an accountability system.

Over the past nine months we have literally analyzed dozens of models with different ways to measure growth and to weight components of the formula (see Appendix for a more complete timeline). In February, at the direction of the Ad Hoc Committee, AAG began evaluating the “Florida Model”. From February to April, AAG developed at least three variations including changes in performance levels, scale scores, and using a variety of scale score bands; AAG modeled various weights within each of these methods as well. The final Florida method and weights, presented in April, culminated in a “pantyhose chart” that gave different points based on the AzMERIT category and change in scale score bands (see table below).

Prior Year Achievement	Sub Band	Band Movement in Current Year																		
		-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9
Minimally Proficient	MP1	X	X	X	X	X	X	X	X	X	0.75	0.85	0.85	0.95	0.95	0.95	1	1	1	1
Minimally Proficient	MP2	X	X	X	X	X	X	X	X	0	0.75	0.85	0.85	0.95	0.95	1	1	1	1	X
Minimally Proficient	MP3	X	X	X	X	X	X	X	0	0	0.75	0.85	0.85	0.95	1	1	1	1	X	X
Minimally Proficient	MP4	X	X	X	X	X	X	0	0	0	0.75	0.85	0.85	1	1	1	1	X	X	X
Minimally Proficient	MP5	X	X	X	X	X	0	0	0	0	0.75	0.85	1	1	1	1	1	X	X	X
Minimally Proficient	MP6	X	X	X	X	0	0	0	0	0	0.75	1	1	1	1	1	X	X	X	X
Partially Proficient	PP1	X	X	X	0	0	0	0	0	0	0.625	0.85	1	1	X	X	X	X	X	X
Partially Proficient	PP2	X	X	0	0	0	0	0	0	0	0.625	1	1	X	X	X	X	X	X	X
Proficient	P	X	0	0	0	0	0	0	0	0	0.375	0.625	X	X	X	X	X	X	X	X
Highly Proficient	HP	0	0	0	0	0	0	0	0	0	0.5	X	X	X	X	X	X	X	X	X

Each time the AAG reviewed the results of applying the Florida Model and its various weights we rejected them due to 1) methodology concerns (e.g. awarding .75 points for staying in the minimally proficient level year after year), 2) problems with using scale scores (e.g., they are not on an interval scale, they overlap across grades, scale scores increase just because you have gone up a grade level), and 3) high correlations to poverty. AAG consistently recommended the use of SGP and SGT to calculate growth in the A-F model. The Ad Hoc Committee chose to use SGP and SGT to calculate growth on April 13, 2017.

In addition to modeling alternative growth measures, AAG also evaluated and presented a variety of other methods and techniques for the Ad Hoc Committee to consider:

- AAG evaluated the impact of different weights for the primary components of the model.
 - Weighting proficiency and growth equally (40% - 40%).
 - The Ad Hoc Committee rejected this due to the overall high correlation to poverty.
 - AAG evaluated the impact of “float weights” where a school would get more credit for their strength – growth or proficiency- which would be weighted at 70% of the available points and the other component would be weighted at 30%.
 - The Ad Hoc Committee rejected this method due to guidance from the Attorney General.
- AAG evaluated impact of “capping points”.
 - Academic achievement (growth and proficiency) was evaluated as a maximum of 80 points and schools could earn up to 80 points between the two calculations, or

- Any additional points above the cap for proficiency and growth could be moved to the acceleration or CCRI points for schools to capture these “extra points”.
 - Both methods were rejected by the Ad Hoc Committee.

That brings us to where we are today. We understand the desire to get this model right; we too have been working to develop the best model possible. As Dr. Schmidt has repeatedly said over the last nine months, “trust the process.” Your thoughtful and deliberate process has gotten you to an A-F model, with its current measures, calculations and weights. We have all acknowledged that this system is not perfect and will need to be adjusted for next year. AAG members are looking forward to finalizing the 2017 model so we can begin refining the models for 2018 and develop a ‘report card’ that gives a more complete picture of a school.

Having said that, using the latest models created by AAG, what is the impact on Arizona’s schools?

- Could any school theoretically get an A? We think they “could” because strength in some areas can compensate for lower scores in others.
- Schools of many types – high income, low income, district and charter, Title and non-Title, are earning many points.
- Of the K-8 schools with high proficiency (25-30 points): 182 would receive an A, 105 would receive a B and 9 would receive a C under the standard deviation model. Schools with high proficiency are doing very well under this model but **do** have room for improvement in student growth and acceleration measures.
- Of the 9-12 schools with high proficiency (25-30 points): 31 schools would receive an A and one school would receive a B under the standard deviation model.
- Of the K-8 schools with high growth (40-50 points): 219 would receive an A, 184 would receive a B and 19 would receive a C under the standard deviation model. Growth alone is not leading to A schools.
- Of the 9-12 schools with high growth (15-20 points): 40 would receive an A, 32 would receive a B and 8 would receive a C under the standard deviation model. Using the adjusted graduation rate, 35 schools would receive an A, 35 would receive a B and 10 would receive a C. Growth alone is not leading to A schools.
- Of the K-8 schools with high proficiency and high growth: 158 would receive an A, 12 would receive a B and 0 would receive a C under the standard deviation model.
- Of the 9-12 schools with high proficiency and high growth: 25 would receive an A and 1 would receive a B under the standard deviation model. Using the adjusted graduation rate, 25 schools would receive an A, 1 school would receive a B and one school would receive a C.
- Schools need to be ‘well rounded’ so they get points throughout the many measures that make up the system in order to be an A school. The weights recommended by Ad Hoc Committee (proficiency 30%, K-8 growth 50% or 9-12 growth 20%) are such that a school must get points in all areas to be an excelling school.
- Will all schools that received an A in the past continue to receive an A? That depends on where the cut scores are set. In 2012, the first year of A-F letter grades, 20% received an A and by 2014 33% were rated A. So, it is likely that the Board will set cut points such that not all schools that received an A in 2014 will receive an A in 2017.

As members of your technical committee, we encourage you to spend the remaining time focusing on setting cut points and how those cut points reflect the goals of the board and the definitions of each letter grade that you have adopted. AAG recommends that you strongly consider the standard deviation methodology, with an F cut score of three standard deviations, to establish cut scores because it represents the only statistical approach to setting cut scores and therefore can be explained and defended. The AAG could support the 80-70-60; however, we acknowledge this method results in a large percentage of A and B schools. The AAG would not support the traditional 90-80-70 overly restricts the A and B results and identifies too many D and F schools. Finally, as it relates to graduation rate in the 9-12 model, the AAG recommends that the ADE evaluate lower thresholds or an alternative methodology to address concerns about schools with 90% or greater graduation rate not getting full points.

Sincerely,

Joe O'Reilly, Mesa Public Schools
Wendy Davy, Peoria Unified School District
Ildiko Laczko-Kerr, Arizona Charter Schools Association
Mary Berg, The Leona Group
Kathi Marston, Phoenix Elementary School District
Jay Midyett, Amphitheater School District
John Wilson, Tempe Elementary School District
Harriet Caruso, Career Success Schools
Kevin Kilborn, Saddle Mountain Unified School District
Anju Kuriakose, Higley Unified School District
Maja Aleksic, Tempe Union High School District
Dan Anderson, Arizona Board of Regents

The following members support the cut score recommendation only:

Anna McCauley, Scottsdale Unified School District
Sean Rickert, Pima Unified School District
Matt Strom, Chandler Unified School District

The following members decline to respond due to their limited engagement in the AAG:

Gail Pletnick, Dysart School District
Anabel Aportela, Arizona School Boards Association
Amanda Burke, Center for the Future of Arizona

The following members did not respond:

Debbie Penn, Vail Unified School District
Rebecca Bolnick, Kyrene School District
Jason Piontkowski, Madison School District (awaiting approval)
Nichole Peterson, K12

Appendix

	Ad Hoc Committee Directives	AAG Analysis	Findings & Recommendations
January 2017	ADE is directed to analyze SGT/SGP	ADE begins to model SGP/SGT weights.	
February 2017	ADE is directed to analyze Florida model	<p>ADE analyzes SGP/SGT using various weights, and Florida model (ES); change in proficiency (HS).</p> <p>Data is presented to AAG for review, discussion and feedback.</p>	<p>Findings: Florida model is highly correlated to poverty. Florida model lacks targets for improvement and incentivizes through significant points no improvement.</p> <p>AAG reports that the Florida methodology is not sound:</p> <ul style="list-style-type: none"> ○ Despite their appearance scale scores don't ascend in equal sequential order, i.e., 20, 21, 22, etc. ○ The range of scale scores varies depending on the performance level; therefore making improvement is more difficult depending on where the student is scoring. ○ Scale score point increases don't represent the same level of growth. In fact, students' scale scores will increase naturally from one grade to another simply because of the scale ranges. <p>AAG is concerned about unintended consequence of teaching to the test type behaviors, even with adjusted weights at the low end to address correlation to poverty.</p> <p>Recommendation: AAG reaches consensus that the SGP/SGT method should be used to calculate growth points (2/22/17).</p>

<p>March 2017</p>	<p>ADE and AAG are directed to analyze SGP/SGT and Florida models</p>	<p>ADE continues to analyze SGP/SGT using various weights, and Florida model using new weights (ES); change in proficiency (HS).</p> <p>Data is presented to AAG for review, discussion and feedback.</p> <p>AAG receives data to begin modeling. AAG models “float weight” along with growth measures and recommends an AAG growth model.</p>	<p>Despite the updated weights, the FL model AAG doesn’t support the use of the FL model because:</p> <ul style="list-style-type: none"> ○ High correlations to poverty ○ In order to achieve lower correlations weights are inconsistent with Ad Hoc direction ○ Model is complex and new, and schools are familiar with SGP <p>Recommendations:</p> <ul style="list-style-type: none"> ● SGP for grades 4-8 and HS ELA and Math ● Calculate percentage instead of count ● SGP max= 2 points, SGT max=4 points, tables accordingly ● 0 weight for all low growth, no matter level of proficiency. ● SGT calculation uses the prior year performance level and current year SGP ● SGT targets 3-8 are proficiency or highly proficient depending on starting point, three year target ● SGT targets HS are proficiency ELA III and Alg II
<p>April 2017</p>	<p>ADE and AAG are directed to analyze SGP/SGT and Florida models</p>	<p>AAG extensively analyzes 11 HS models and 8 ES models that included various SGP/SGT and Florida methodologies, weighting configurations, etc.</p> <p>AAG evaluates the national landscape in terms of growth models; submits a paper to Ad Hoc presenting various methodologies along with descriptions and</p>	<p>4/10/17: AAG recommends the use of SGP/SGT for growth calculations.</p> <p>4/13/17: Ad Hoc approves the following motion:</p> <p>Member Tighe made a motion seconded by Member Palmer that the Ad Hoc Committee’s primary recommendation to the State Board of Education for grades K- 8 is to have the</p>

		<p>pros/cons for the SGP/SGT and Florida models.</p> <p>SBE receives a review of the proposed school accountability reporting system, technical merits and simulations, from WestEd on April 19.</p>	<p>weighted proficiency and a weighting of three years of the full academic year for proficiency with growth at 50% and proficiency at 30% split initially to be adjusted based on statewide proficiency triggers yet to be determined and within growth to include an even split student growth to percentile and student growth to target with the model to be revisited and monitored annually.</p> <p>Motion passed 9-0</p>
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Dear President Carter, Governing Board Members, Superintendent Douglas and Arizona Educators,

I have been a part of the A-F process from the beginning, like many of you who are reading this, however, I feel it is time to speak up with a different voice. I believe it is important to support the past nine months of work including, hundreds of hours reviewing models, discussions on equity, equality, and Free and Reduced Lunch (FRL) correlations. I also believe it is important to support the debates, the heated conversations, the public hearings, the compromises and the commitment to do no harm. I sit on the technical groups with a commitment to building a model, or models, that can meet the diverse needs of students attending Arizona's schools. I, like many others, was committed to building a model that would allow me to stand in front of Peoria Unified's 42 school's administrators, our teachers and our community and say that based on the time, the law, and the overall framework of A-F, we have presented the best possible models for final consideration. Up until September 5, I believed we were meeting that goal within all our constraints and challenges.

The last couple of meetings seem to be moving toward undermining a system that many people have worked tirelessly to build. Not just the technical committee, but the Ad-Hoc committee, Arizona Department of Education, our dedicated communities and our education advocates who have been working to get to the point we were prior to September 5. As we discuss issues of "measurement" on September 22, please remember that it takes more than a perfect zip code to be a truly excellent school. If a school doesn't have growth points it is more than likely not the norm reference nature of SGP or SGT, but a possible result of not growing students based on 80,000 plus students at each grade level and close to a million students statewide.

You've listened to me several times over the last year as a technical member talking numbers, correlations and outcomes. I thank you for listening to what we are not measuring in this model. *This model did not take into consideration the heroics of our Title I schools, educators, and families.* About 70% of all our schools in the state of Arizona getting a label are Title I schools. We need to remember that we are not measuring how many breakfasts are served so kids are not hungry and we are not measuring other necessities the school provides each day so kids are ready to learn. When we can successfully measure those things, then maybe we can worry about a tiny handful of schools that just possibly are succeeding based on their location and not their ability to grow their kids or provide a more well-rounded education.

The Peoria Unified School District administration trusts that my representation on the technical committee will serve the best interest of our schools with 10% FRL all the way across the range to upwards of 85% FRL. I have kept them up to date the past nine months, providing professional development on the various components of A-F, working one on one with those who wanted to know more or were new to the process. I shared with them we were almost to the end and we had a model that was equitable under all the various constraints and conditions. Arizona would move into the new year with the knowledge we could make it even better. I've asked them to join me in supporting the work all of us have done up to this point.

Working with all the people involved in this challenging task is an honor and a privilege. We (the undersign) appreciate the opportunity to express the need to respect the process, or have the fortitude not to make last minute changes to calm the eleventh-hour voices, or to tell the State Legislature it isn't going to happen this year. If I can answer any additional questions on behalf of our point of view, please do not hesitate to contact me at (623)412-5274.

Respectfully,

Wendy L Davy
Director of Research, Planning and Assessment

Dr. Darwin Stiffler
Superintendent

Kenneth Hicks
Chief Financial Officer

Steve Savoy
Chief Instructional Officer

Dr. Kendra Bell
Chief Academic Services Officer

John Gay
Chief Technology Officer, Information
Management and Technology

Dr. Carter Davidson
Chief Personnel Officer

Danielle Airey
Chief Communication Officer

John Croteau
Executive Director of Secondary Education

Heidi Stillman
Principal Apache Elementary School

Tony Vining
Assistant Principal Cactus High School

Christine Lopezlira
Principal Centennial High school

Dale Shough
Principal Cheyenne Elementary School

Dave Snyder
Principal Cotton Boll Elementary

Terry Balliet
Principal Coyote Hills Elementary

Lynn Foremny
Assistant Principal Country Meadows
Elementary School

Michael Halley
Assistant Principal Desert Harbor Elementary

Richard Troy
Principal Desert Palms Elementary

Dana Matousek
Principal Desert Valley Elementary School

Allison Shinkle
Assistant Principal Foothills Elementary School

Lynn Brodie
Principal Heritage Elementary School

Alice Cushing
Principal Ira Murphy Elementary School

Vance Setka
Principal Ironwood High School

Russell Dunham
Assistant Principal Ironwood High School

Landa Tartaglio
Principal Kachina Elementary School

Marla Hobbs
Principal Marshall Ranch Elementary School

Gail Miller
Principal Oasis Elementary School

Janet Swarstad
Principal Parkridge Elementary School

Heather Wright

Assistant Principal Parkridge Elementary School

Mark Stutesman

Principal Paseo Verde Elementary School

Lisa Rose-Reese

Assistant Principal Paseo Verde Elementary

CJ Smith

Principal Peoria Elementary School

Cybill Jacobs

Principal Peoria Flex Academy

Paul Bower

Principal Peoria High School

Becky Rusher

Assistant Principal Pioneer Elementary School

Dr. Eric Gundrum

Principal Sahuaro Ranch Elementary School

John Nitschke

Principal Santa Fe Elementary School

Holly Harper

Principal Sky View Elementary School

Jennifer Silva

Principal Sundance Elementary School

David Svorinic

Principal Sunrise Mountain High School

Christine Gutierrez

Assistant Principal Sunrise Mountain High School

Rae Conelley

Principal Sunset Heights Elementary School

Phil Valentine

Assistant Principal Sunset Heights Elementary School

Anne Babina

Acting Administrator MET Academy

Valerie Naish

Director of Education Technology Services

Connie Witte

Director of Professional Development Academic Services

Doug King

Director of Transportation

Dr. Patti Beltram

Director of Career and Technical Education

Anita Gomez

District Testing Program Coordinator

Alexandra Mistak

Research Analyst

To: The Arizona State Board of Education

From: Kevin Kilborn

Saddle Mountain Unified School District
Member of the Accountability Advisory Group

Re: Response to the SBE meeting on Tuesday, September 5th

September 8th, 2017

It has taken me some time to process the outcome of the meeting on Tuesday and reflect on how we got here as a group of people who all have the goal of improving outcomes for students. I know that I left the meeting feeling a range of emotions. I felt at times that the conversation was very muddled and at other times I felt as if accusations of outright deception were in play. It was difficult to watch and disheartening as the amount of effort that was poured in during that unbelievably limited timeline required phenomenal work from a very broad spectrum of good people. President Carter's mention that time has never been our friend is certainly accurate and can be validated by anyone involved in the process. As I reflected I had several thoughts that came to mind that I believe are worth sharing with the board in order to move forward towards a practical and useful outcome. ***Please note that "I" is used frequently throughout as I do not consider this letter a communication on behalf of any specific group, rather it is my own personal perspective as a school employee, an AAG member, and a parent of 3 children who attend Arizona public schools.***

1. Throughout this process the terms SGT and student growth targets have been referred to many times and have been presented in many different contexts as a moniker for student growth trajectories. However, SGT and student growth targets are generally associated with the student learning objective (SLO) methodology. A quick Google search will illustrate the relationship between SLO's and SGT and I am wondering if this has led to the confusion around SGT and what it actually means in the context of these models? I would also point to the growth document that AAG, of which I'm a member and a document that I also endorsed, put forward during the April 10th Ad Hoc meeting which really simplifies the "SGT" calculation and refers to scale scores in the second bullet on the top of the fourth page. At no point does this document ever specify the relationship between "SGT" and SGP. ADE published the A-F technical manual on behalf of the SBE and it does mention this distinction; but then uses a very linear graphic to provide a graphical representation of the measure and in doing so further masked the complexity of what is behind the actual calculation.

I am not trying to place or shoulder blame, I am simply trying to make a point about where the consternation is coming from. Betebenner's work never refers to student growth trajectories as SGT. SGT is almost universally referred to in a relationship to SLOs. I think it is really important to clear this distinction up and give everyone a common language to talk about these measures. I would also further state that in many meetings SGP and SGT are used interchangeably, at times with no challenge from anyone. I think that the people at the

very highest levels of understanding make the leap in their minds and assume that the rest of the people in room will do the same.

In my mind it would be extremely easy for anyone, regardless of background, to fall prey to misconceptions given the amount of technical jargon, complex statistical models, volume of information, and constrained timeframe that was in play. The timeline and the extent of information that had to be processed by all parties, including ADE staff, Ad Hoc committee members, AAG members, and the SBE members, required incredible amounts of time and energy. At no point did I feel that there was anyone in any of these groups or settings who was unwilling to examine his/her own position and advocated from an agenda-driven position. I feel that the decisions were made in the best interest of kids, and I'll stand by that to the very end. At the end of the day this lack of clarity was not unexpected, given the complexity of the issue and the limitations in time to allow for each individual component to be scrutinized at a granular level and be made crystal clear. But that does not mean that what has been proposed is useless or not meaningful.

I believe that we are at a point where these clarifications need to be made explicit and make sure that everyone has the vernacular down to be able to follow the conversations. Why this is important follows.

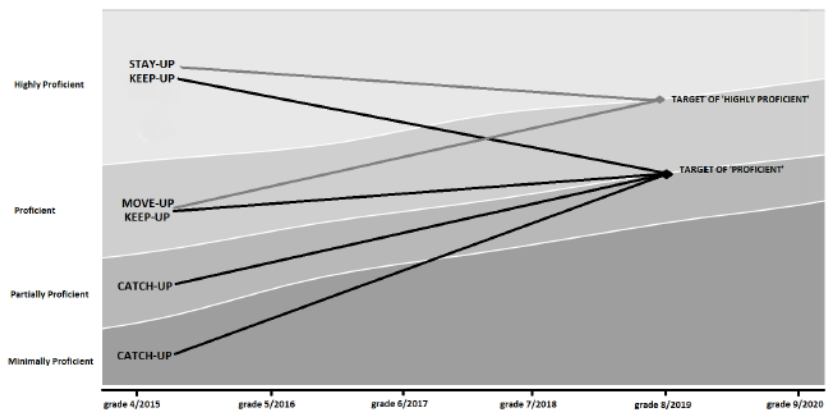
2. Student growth trajectories are calculated in part to provide a more accurate picture of how a student grew to an established target, in an environment that does not have an equal interval scale. Student growth targets exist primarily in a 100 point scale linear change "world." The band of scale scores at each grade level for each content area are varied. The lowest proficient scale score does not change by the same number of points year over year and the highest proficient scale score does not change in an equal interval either; so you have a varied range for what is considered proficient from year to year. For example, the range of proficient scale scores changes from 3595-3634, a range of 39 points, in grade 5 math to a range of 3629-3662, a spread of 33 points, in grade 6 math. The range in which a student can land to be considered proficient contracted by 6 points between these years.

In addition, the scale scores between grade levels are not equal intervals and, in actuality, vary greatly between grade levels. This creates a target that differs from grade level to grade level that is very difficult to pin down. For example, a student on the lowest end of the proficient range, in grade 3 ELA would have to increase his/her scale score 14 points to hit the proficiency cut in grade 4 ELA. However, in grade 4 he/she would have to increase his/her scale score by 20 points to meet the lowest end of the proficient scale in grade 5.

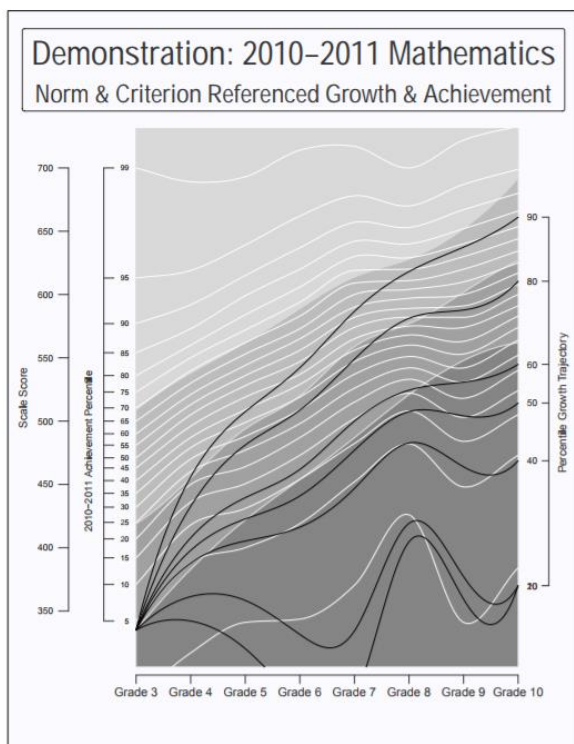
In the end, the interplay between the range of scale scores and the lack of equal intervals make for a very dynamic environment in which to try to interpret scale score landing spots. The model tries to smooth out the reporting by overlaying the SGP as the primary driver for context to provide clarity to the end user. By trying to standardize the context, however, the resulting SGP can mask other meaningful information that is included in the calculation.

- It is my understanding that a meaningful and useful indicator can be derived from the student growth trajectory calculation in the form of a scale score or other meaningful metric. Member Cal Baker raised the issue that a target was the intention behind the inclusion of the other growth metric, with the idea that schools would be able to have a meaningful and useful target for students to shoot for that could inform instruction. Betebenner's work relies on identifying a scale score cut to determine proficiency targets, which is rooted in what the historical data tells the modeling software. This scale score should be readily available and can be reported as the scale score that needs to be attained for that student to make his/her target. The difference being that the linear aspect of the way people think about these things does not really apply here given the dynamic interplay as specified above. People would need to understand that different jumps that are between the grades levels and content areas will affect the scale score reporting and that an equal interval pattern would not apply. I think the graphic in Betebenner's NJ white paper exemplifies this best.

Here is how student growth trajectories are currently portrayed. This is very similar to the classic linear scaled SLO growth target (right):



Betebenner's NJ example (below):



4. There was mention of minority reports at the meeting and the desire for those voices to be heard. To be fair to all of those on AAG, I think it needs to be stated that each member would probably have his/her own minority report that would differ slightly from the overall consensus. However, having each individual member report his/her own take on the AAG recommendations would do nothing but add more material into an information saturated environment. Doing this, given the incredible time constraints that the board is under, would only serve to further muddle the conversation. For example, I personally believe I could make a very convincing argument that Student Growth Percentile (SGP) is the only growth indicator that we should use on the growth side because of its independence from Free and Reduced Lunch counts and the current state of proficiency in the state. However, listening to the rest of the AAG discuss the various options created a recommendation centered on consensus, that included myself, that the group felt comfortable moving forward with. This would apply to those who had issues with graduation rate calculation, high proficiency schools, etc.

In fact, I think it is important to note that the idea that there are high proficiency schools that are being unfairly penalized because of the model has been explored, vetted, and ultimately dismissed by the AAG group as a whole. An examination of the data would suggest that not only does the model not penalize high proficient schools but does little to mitigate the proxy relationship between free and reduced lunch counts and proficiency. If you look at schools that earned at least 25 of the 30 total points available in proficiency, the vast majority of these schools are likely to be A-rated schools. In fact, of the 295 elementary schools that would fall into this category, the overwhelming majority of these schools would be A-rated schools, some would be B-rated schools, and one would be rated a C. From that standpoint the model tracks to proficiency level, which at the end of the day is what we all would expect to happen.

Taking a deeper dive means examining this potentially C-rated school's data further. When this is done, it shows several areas in its data that would seem to indicate work is needed. For example, on the Student Growth Percentile (SGP) side, 22% of the students considered proficient in ELA in the school fell into the Low Growth category. In other words, these students fell into 1-33rd percentile of growth when compared to their academic peers across the state. As a result, these students earned zero points on the growth side. Closer examination of highly proficient ELA, and math proficient and highly proficient percentages reveal a similar status. This would demonstrate that many students who attended this school, when compared to their academic peers, fell into the bottom third in growth performance, thereby earning zero points. In addition this school earned 2 of the 10 total points in the acceleration readiness portion of the model. When this school is compared to the schools that are in the same band of proficiency, the argument that they cannot access growth points is simply not true; there is no pattern that points to a lack of an ability to earn growth points. What it does demonstrate is that the results for growth fall into the bottom third when compared to the rest of the state. To me, this does not serve as an indicator of an A school. It serves as a flag to this school that further examination needs to occur in order to improve outcomes for students. To look only at the face value of this school and not dig deeper into

the data would be contrary to the school improvement process, and is probably detrimental to the student population served there.

Various members of AAG had this discussion many times and examined data specifically regarding this subject. Each time, the AAG members came to consensus that what was being demonstrated in the model was fair and reasonable. Does it mean that everyone was 100% behind the results and loved what was being reported? Of course not. However, it was very telling that at least 4 members of AAG had schools that would fall from an A rating to a B or C rating and, although disappointed, could understand why the schools' letter grade would reflect this lower rating. The information that has been put forth by AAG has always been a consensus of the participants. To characterize any of this information otherwise simply does not recognize the complexity of the process or validate the effort of those who participated.

I think it is appropriate to point out that the model that has been presented is built on consensus and data validation. I feel compelled to mention that the professionalism and thoughtful consideration of all of the parties involved in this process, SBE members, Ad Hoc Committee members, ADE staff, and AAG members, should be considered meritorious. Any implication, intended or unintended, that some nefarious activity was involved would only serve to further some agenda or demonstrate a lack of understanding of what the various members of these groups lived for the past year or more. It is my belief that the latter would be have to be true because of this group of people whose consideration, thoughtfulness, and dedication to do what is best for children never wavered. Again, it is not my intent to place or shoulder blame. My intent is to point out some issues that I believe are important to address and provide a pragmatic way to move forward. Thank you for your time and consideration as I know this "note" was lengthy.

With sincere appreciation,

Kevin Kilborn

Saddle Mountain Unified School District

Item 3

Study Session: Presentation and discussion regarding
the Board's strategic plan

DRAFT AGENDA

Arizona State Board of Education Study Session – 22 September 2017

- **APPROACH** (15 minutes – 15 cumulative)
 - Roadmap for today's Strategic Planning efforts
- **REFRESHER** (15 minutes – 30 mins cumulative)
 - Results of discussions at Prescott meeting – top 5 strategic themes (see page 2)
 - Review top 5 strategic themes
 - Brief discussion on upcoming “*Pathways*” presentation at October meeting (Key theme #1)
- **DISCUSSION on Key Theme #2** (90 minutes – 120 mins cumulative)
 - *ACCURATE, ROBUST, and MORE COMPREHENSIVE ACCOUNTABILITY of the SYSTEM – “ARE PROCESSES WORKING?”*
 - Process surrounding A-F once finalized and cut scores issued
 - “How does the Board, on a systematic, clear and routine basis, evaluate and revise A-F system?”
 - “What is the process?”
 - Action steps
 - Who does what when? (Develop skeleton spreadsheet of activities)
 - Notional timeline of activities
- **Wrap-up** (15 minutes – 2¼ hours total)

- **5** (B) DEVELOP CAREER READY PATHWAYS
 - Equity/Access to computer science education K-12
 - Standards, all, not just ELA and math
 - Better serve CTE responsibilities
 - Reduce HS dropouts
 - Develop pathways for success
 - Real world relevance is critical
 - Promote character/civics education
 - Create policies frameworks that encourage achievement without limiting innovation
- **4** (A) ACCURATE, ROBUST, and MORE COMPREHENSIVE ACCOUNTABILITY of the SYSTEM – “ARE PROCESSES WORKING?”
 - Administrator/Teacher Accountability
 - A-F Accountability & Achievement post-implementation
 - Accurate School evaluation
- **3** (F) INFORMED AND ENGAGED CITIZENS
- **3** (E) IMPROVE OPPORTUNITIES FOR STUDENTS IN POVERTY OR UNSTABLE ENVIRONMENTS
 - Educate students in poverty

- **1** (C) ADVANCE TEACHER QUALITY
 - Explore competency-based teacher endorsements via micro-credentialing
 - Increase college enrollment
 - Certification-protect and strengthen
- **2** (D) PROMOTE BETTER AWARENESS AND ENFORCEMENT OF PROFICIENCY STANDARDS
 - Promote better awareness of what’s working vs not working in AZ schools. Promote best practices including academic, operational, fiscal practices
 - Early literacy, improving rates, better measures

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding an Alternative Education 9-12 School Accountability Plan for 2016-2017

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-241 (H) states that subject to final adoption by the State Board of Education, the Department of Education (ADE) shall use achievement profiles to appropriately assess the educational impact of accommodation schools and alternative schools.

At its February 27, 2017 meeting, the Arizona State Board of Education voted to extend the approval date of an accountability plan for alternative schools until August 2017. The Board subsequently extended the approval date of an accountability plan until December 2017.

At its August 4, 2017 meeting, the Alternative Accountability Advisory Group, in collaboration with ADE's Accountability and Research, presented a consensus framework that uses the same categories as traditional schools. The categories include some components that are the same as traditional yet adds distinct components that appropriately assess the educational impact of alternative schools.

On August 11, 2017, the Board distributed the working draft of the 9-12 Alternative Schools Accountability Plan for public comment and on August 28, 2017, the Board reviewed the public comments and the plan. The Board also sought clarification from the U.S. Department of Education (USDOE) on the following matters: 1) the use of ACCUPLACER or other assessments as an assessment option for the Alternative Education 9-12 Accountability Plan; 2) flexibility regarding the definition of cohort; and 3) flexibility regarding the definition of graduation rate.

In response, USDOE, through correspondence with ADE, noted that for the purposes of federal accountability, states are not permitted to utilize separate accountability systems for alternative schools if accountability determinations can be made using its systems of annual meaningful differentiation. Therefore, alternative schools will utilize the traditional model for the purposes of federal accountability and ADE will modify school improvement supports appropriately. The Board may still adopt an Alternative Schools Accountability Plan for the purposes of state accountability.

Additionally, USDOE indicated that ACCUPLACER is not eligible to replace the statewide assessment and that states must adhere to the federally cited definition of "Cohort." Regarding graduation rate, USDOE stated that the preference is for states to use 4 year rates however there is flexibility to include graduation rates for 5th year and beyond. The

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

entire correspondence is attached.

The details of the plan, including suggested weightings and the distinct components, are attached.

The following are outstanding issues the Board may give direction on:

ACCUPLACER

At its August 4, 2017 meeting, the Board included ACCUPLACER as an allowable assessment, in lieu of AzMERIT, under the proficiency category. USDOE indicated this inclusion is not allowable under the Every Student Succeeds Act for the purposes of federal accountability. There may be two systems of accountability for alternative schools, a federal system and a state system. If the Board wishes to retain ACCUPLACER in the working accountability plan, it is recommended that the Board provide direction as to whether ACCUPLACER is in lieu of AzMERIT results or in addition to those results. Additionally, ACCUPLACER cut scores and costs vary by institution.

English Language Learners (ELL)

Because alternative high schools may utilize separate systems for the purposes of federal and state accountability, the Board has flexibility regarding the ELL category and weight. According to ADE, there are no alternative high schools that meet a minimum n-count of 20.

Self-Reported Data

Similar to the traditional model, a tool will need to be developed for alternative schools to report data required within the plan, including data on: growth, school option 1 of graduation rate, and CCRI.

Recommendation to the Board

That the Board provide guidance regarding ACCUPLACER, the n-count for ELL, and the method of collection of self-reported data, to include directing ADE, in collaboration with the ALT AAG, to develop and disseminate the data collection tool(s) for systematic collection of self-reported data for growth, school option 1 of graduation rate and CCRI measures

To: Tim Carter, SBE President; Lucas Narducci, SBE Vice President; Diane Douglas, Superintendent of Public Instruction

From: Carol Lippert, ADE Associate Superintendent; Kelly Koenig, ADE Associate Superintendent

Re: ESSA Follow-Up from State Board of Education Meeting (8/28/2017)

Date: August 31, 2017

Cc: Karol Schmidt, SBE Executive Director; Catcher Baden, SBE Deputy Executive Director

At the August 28, 2017 meeting of the State Board of Education, ADE staff was directed to gather information to clarify ESSA requirements as they relate to alternative school accountability systems. Specifically, ADE staff was asked to investigate: the use of *Accuplacer* (or other assessments) as an assessment option (menu of assessments), the definition of cohort, and the definition of graduation rate. In the course of this conversation, we also sought additional clarification regarding the use of a different accountability system under ESSA for alternative and AOI schools.

We were offered the following guidance:

1. Regarding the use of a separate accountability system for alternative and AOI schools:
 - a. *USDOE Response: The ESEA requires a State to include all public schools in its system of annual meaningful differentiation. A State may only develop an alternative methodology for annual meaningful differentiation for schools for which an accountability determination cannot be made using that system. If a State is able to make accountability determinations using its system of annual meaningful differentiation for alternative and AOI schools, it would not be permitted to develop an alternative methodology for those schools.*
 - i. *Note that the ESEA requires a State to identify at least the lowest-performing five percent of Title I schools, but does not place a limit on the number of such schools that may be identified for comprehensive support and improvement (i.e., a State may over-identify schools for Comprehensive Support and Improvement).*
 - ii. *A State may permit differentiated improvement activities that utilize evidence-based interventions in the case of a school that predominantly serves students returning to education after having exited secondary school without a regular high school diploma or who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet the high school graduation requirements.*
 - b. This means that, for the purposes of ESEA reauthorized in 2015 as ESSA, Arizona is not permitted to utilize a separate accountability system for alternative and AOI schools. Because it is clear that alternative schools that serve under-credited and over-aged students will be more likely to fall with the lowest percentages of schools, the SEA is

permitted to provide differentiated types of interventions through the school improvement systems.

- c. ADE, however, is unwilling to change the accountability system without the input of stakeholders and the State Board. As a result, we will not remove the A-F proposed accountability system for Alternative and AOI schools until a final determination is made by the State Board. Language has been added to our state plan submission to clarify that a separate accountability system is allowable under state statute.
2. Regarding a Menu of Assessments:
 - a. Though ESSA allows for a “menu of assessments,” it allows for them only at the high school level.
 - i. It does not allow for alternative assessments to be used in lieu of the statewide assessment for accountability purposes.
 - ii. Any assessment beyond the statewide assessment must be nationally recognized. Accuplacer, is not to our knowledge, a nationally recognized assessment for the purposes of ESSA academic achievement measures.
 - iii. Any assessment used for accountability purposes must be given to all eligible students (95% tested requirement).
 - b. At the elementary level, this means that schools will have to continue administering AzMERIT end of course assessments even if the district were to choose an additional assessment.
 - c. At the high school level, the statewide assessment for Algebra 1 and either ELA 9, 10 or 11 must be the assessment that is utilized for accountability purposes under ESSA. Any additional assessment put into place via Arizona’s Menu of Assessments statute (ARS §15-741.02) can be offered by a district but would not become the assessment utilized for the academic achievement indicator under ESSA accountability.
 3. Regarding a definition for Cohort – cohort is specifically defined in ESSA, and Arizona does not have flexibility to change this definition. The text is quoted below:
 - a. EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE.—
 - i. (A) IN GENERAL.—The term “extended-year adjusted cohort graduation rate” means the fraction— (i) the denominator of which consists of the number of students who form the original cohort of entering first-time students in grade 9 enrolled in the high school no later than the date by which student membership data must be collected annually by State educational agencies for submission to the National Center for Education Statistics under section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543), adjusted by— (I) adding the students who joined that cohort, after the date of the determination of the original cohort; and (II) subtracting only those students who left that cohort, after the date of the determination of the original cohort, as described in subparagraph (B); and (ii) the numerator of which— (I) consists of the sum of— (aa) the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of— (AA) one or more additional years beyond the fourth year of high school; or (BB)

a summer session immediately following the additional year of high school; and (bb) all students with the most significant cognitive disabilities in the cohort, as adjusted under clause (i), assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) and awarded a State-defined alternate diploma that is— (AA) standards-based; (BB) aligned with the State requirements for the regular high school diploma; and (CC) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)); and (II) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

- ii. (B) COHORT REMOVAL.—To remove a student from a cohort, a school or local educational agency shall require documentation, or obtain documentation from the State educational agency, to confirm that the student has transferred out, emigrated to another country, or transferred to a prison or juvenile facility, or is deceased.
- iii. (C) TRANSFERRED OUT.—For purposes of this paragraph, the term “transferred out” has the meaning given the term in clauses (i), (ii), and (iii) of paragraph (25)(C).
- iv. (D) SPECIAL RULES.— (i) SCHOOLS STARTING AFTER GRADE 9.—For those high schools that start after grade 9, the original cohort shall be calculated for the earliest high school grade students attend no later than the date by which student membership data is collected annually by State educational agencies for submission to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543). (ii) VERY SMALL SCHOOLS.—A State educational agency may calculate the extended year adjusted cohort graduation rate described under this paragraph for a high school with an average enrollment over a 4- year period of less than 100 students for the purposes of section 1111(c)(4) by— (I) averaging the extended-year adjusted cohort graduation rate of the school over a period of three years; or (II) establishing a minimum number of students that must be included in the cohort described in clause (i) of subparagraph (A) that will provide a valid graduation rate calculation as determined by the Secretary, below which the school shall be exempt from differentiation and identification under such section.

4. Regarding Graduation Rate:

- a. USDOE response: *Although graduation rate is not specifically defined in law, the preference is that states use a 4th year graduation rate. States are allowed to include graduation rates for 5th year and beyond.*

Arizona 2016-2017 Alternative High School A-F School Accountability Plan

Category	Component	Weight	Points/ Percentage
Proficiency	AzMERIT English Language Arts 9 & 10 and Algebra 1 & Geometry <ul style="list-style-type: none"> • 0 credit lower half of minimally proficient (MP) • .3 for upper half of minimally proficient performance band • .6 for partially proficient (PP) • 1 for proficient (P) • 1.3 for highly proficient (HP) 1 Year OR community college placement exam (ACCUPLACER)	15%	15%
Growth	Academic Persistence <ul style="list-style-type: none"> • Continued enrollment at any public school in AZ by October 1 in current year from the prior year 	10%	20%
	Credit Earned <ul style="list-style-type: none"> • Students enrolled by Oct 1 who earn ≥ 4.5 credits by the end of the school year, June 30 	10%	
English Language Learners	Proficiency on AZELLA (Oct. 1 FAY students only) Based school's percentage of students proficient compared to the current year state average ELL proficiency	5%	10%
	Growth on AZELLA (Oct. 1 FAY students only) Based on school's change in performance levels compared to the current year state's average change in performance levels the prior year	5%	
High School Graduation Rate	School Option 1: Graduation rate of students on track to graduate, within three credits of the SBE established graduation requirements, and graduate by June 30	School Chooses 1 for 20%	20%
	School Option 2: Best of 4, 5, 6, or 7-year cohort-based graduation rate		
	School Option 3: 1% or greater increase of overall (4-7 year inclusive) graduation rate year over year, until the school meets or exceeds the state alternative high school baseline average at which point, the school maintains the state average graduation rate		
	Bonus Points for McKinney-Vento and/or Foster Care Graduate		
College and Career Readiness	Schools self-report data for graduating students to generate an overall score. <ul style="list-style-type: none"> • Schools self-report data for FY 17 graduating students to generate an overall score • All the components included in the traditional model • The percentage of graduating students that earn at least 1-point result in that school receiving that percentage of the 35 points. 	35%	35%

Category	Component	Weight	Points/ Percentage
	<ul style="list-style-type: none"> Post-secondary education (college) and workforce readiness (career) blend for alternative school graduates; therefore, “red” & “blue” are combined. Alternative school additions must be at the alternative high school of graduation. 		
All values and indicators found in traditional model will follow the rules for the traditional model (apply to entire HS career).			
Additional Alternative School Indicators			
	Value	Indicators	
	.25 per exam	AzMERIT – partially proficient on Algebra 2 or ELA 11	
	.5 per course ¹	Second Language - credit earned ² in a second or dual language course which would satisfy 4-year university entrance requirement	
	.5 per course	Work Study - earns credit in course, verified by W2/pay stubs & evaluated by school supervisor	
	.5 per course	Workplace Readiness – earns credit in a course that prepares student to find, interview for, obtain, and keep employment	
	.5 per course	Career Readiness - earns credit in the course that prepares students for a specific vocation (not the formal CTE programming through ADE)	
	.5 per course	Service Learning - See letter of support from National Dropout Prevention Center	
	1.0	Accelerated Credit Recovery student earns ≥ 5.5 credits in a single academic year at the alternative school of graduation	
	.5	Recipient of Competitive Scholarship to Post-Secondary Institution Minimum award of \$500	

¹ Courses must use ADE’s corresponding SCED code. The list of accepted SCED codes will accompany the business rules. “Course” refers each time to a semester course or equivalent, ½ credit.

² Credit Earned for each course refers to an A, B, C, or equivalent course grade.

September 22, 2017

Board reviews and provides direction regarding the working accountability framework for alternative high schools.

Board provides feedback and direction regarding the K-8 Alternative School Model.

Alternative Accountability Advisory Group

Amy Schlessman, Rose Operating System for Education; Andrew Szczepaniak, Donald Mitchell, & Jason Tourville, Primavera; Binky Michele Jones, Ombudsman; David Reed, Grad Solutions; Harriet Caruso, Career Success; Mary Berg, Leona Group; Sue Durkin, International Commerce; Todd Brown, Eastpointe, Wayne Tucker, PPEP; Wendy Davy, Peoria USD

Alternative Schools: Descriptions & Comparison



Descriptive Component	FY 14	FY 15	FY 16	FY 17
# of Alternative Schools	140	161	140	150
# of Alternative High Schools			132	141
# of Credit Recovery Schools				115
# of Elementary Schools			8	
# of Schools Serving Grades K-8				44
# of Schools Serving Exclusively K-8				9
Average Student Population			90	

Arizona's Commitment to Alternative School Accountability

We, the Alternative AAG, genuinely thank Arizona Policy Makers for continuing to honor our right as a state to have a distinct Arizona Accountability System for Alternative Schools.

Arizona Strong!

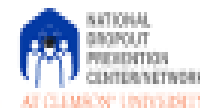
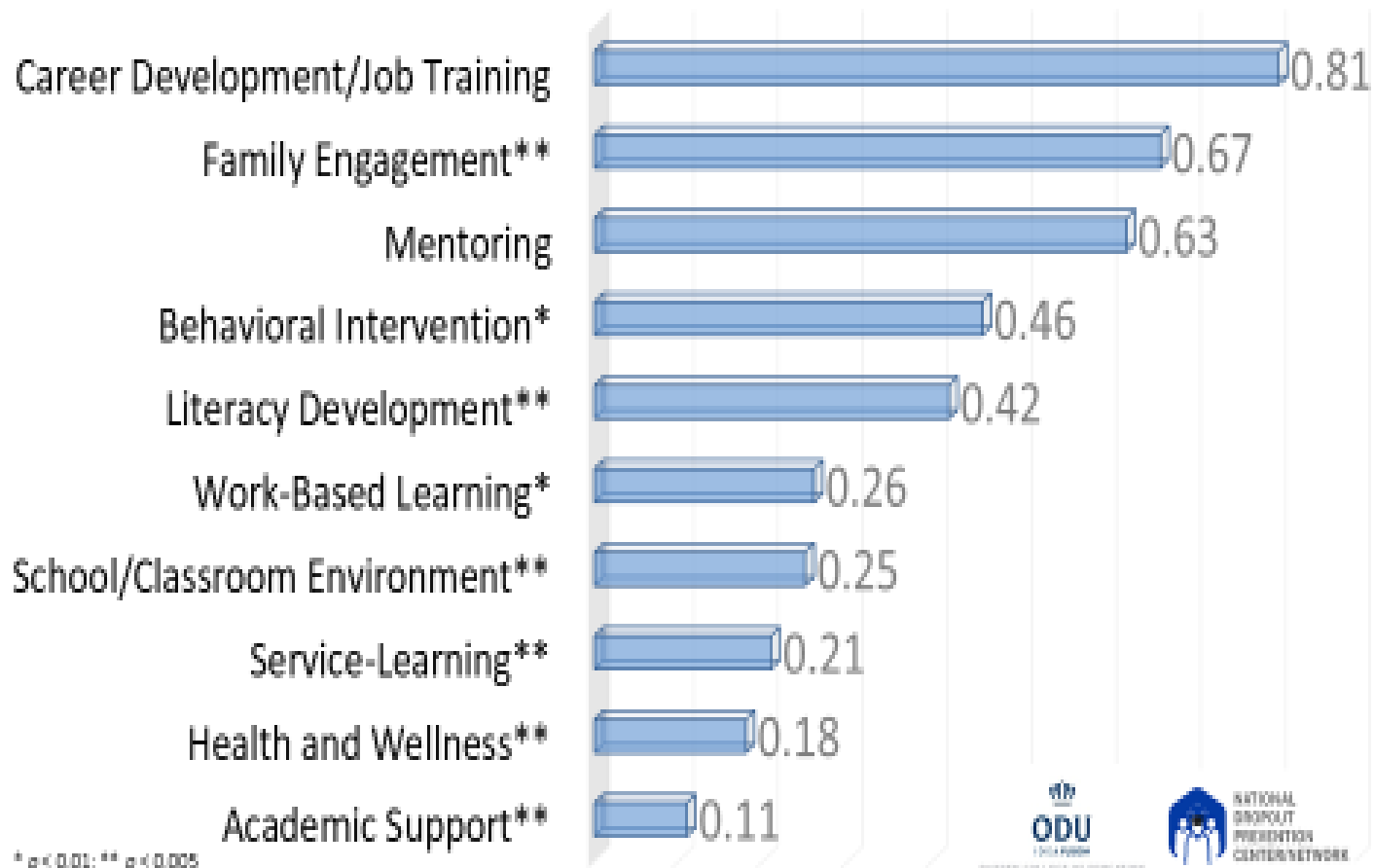


Requests

- Provide direction & guidance regarding the development of data collection tool(s) to assure systematic collection of self-report data for Growth, School Option 1 of Grad Rate, and CCRI
- Please provide guidance as to the components and indicators, especially Acceleration-Readiness, on the K-8 Alternative Model while ADE Accountability works on providing FY 17 impact data

Effectiveness of Strategies on Dropout Rate

A meta-analysis of dropout prevention outcomes & strategies



Chappell, S. L., O'Connor, P., Withington, C., & Steglin, D. A. (2015, April). A meta-analysis of dropout prevention outcomes and strategies. Retrieved from www.dropoutprevention.org/major-research-reports/meta-analysis

<http://dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/>

Proficiency

- Authorize collection of **Accuplacer** data from alternative high schools
- Provide direction to Alt AAG about whether Accuplacer is in lieu of AzMERIT results or in addition to

Growth to Graduation

- **Academic Persistence** – We will be able to look at impact data including any adjustment, such as looking at two points in time such as Oct 1 and Jan 15, when ADE Accountability is available to work with us regarding this revision
- **Credit Earned** - Collect self-reported data from schools. We need to see impact data before final recommendation about number of credits. “Credit needed for graduation”
- We discussed a school’s increase in Percent Passing Rate on AzMERIT.
 - School-level data
 - Student population changes year to year.

ELL

- Now that ESSA compliance is not an issue, does SBE want to weight 10%?
- ADE reports that **none** of the schools meet a minimum n-count of 20.

Graduation Rate

- Please approve the working plan's three options, School Options 1, 2, and 3, so that we can move forward with collecting the self-reported data for School Option 1.

College and Career Readiness

Additional Alternative School Indicators

- ALT AAG discussed at several meeting whether the additional indicators should be only at alternative high school of graduation or from a student's entire high school years. The majority of ALT AAG members prefer the method of counting all high school years, as in the Traditional Model.
- Alt AAG would prefer to collect data on **all** suggested indicators, traditional and alternative, in order to set a realistic expectation for points earned.

College and Career Readiness

Additional Alternative School Indicators

- Second Language*
- Work Study*
- Workplace Readiness*
- Career Readiness*
- Service Learning*
- Accelerated Credit Recovery**
- Recipient of Competitive Scholarship
- Verification of Enlistment in US Military branch

*Course must use ADE's corresponding SCED code. Codes will be provided. "Course" refers each time to a semester course or equivalent, ½ credit.

**Courses must be towards graduation or for engagement, those listed in additional alternative school indicators.

K-8 Alternative Accountability Guidance

We respectfully request that the State Board of Education give additional guidance to the Alt AAG regarding:

- Contents of categories, the components/indicators
- Weightings

We would like to ask that the board consider placing Alt K-8 schools on the same timeline as small schools. The majority of Alt K-8 schools are small schools. We have concern about how components might be affected by the size of the school.

Next Steps

- Communicate expectations for self-reported data collection to schools on ADE's alternative school list
- Offer training to alternative schools
 - Several organizations/membership associations are eager to collaborate

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding an Alternative Education K-8 School Accountability Plan for 2016-2017

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-241 (H) states that subject to final adoption by the State Board of Education, the Department of Education shall use achievement profiles to appropriately assess the educational impact of accommodation schools and alternative schools.

At its February 27, 2017 meeting, the Arizona State Board of Education voted to extend the approval date of an accountability plan for alternative schools until August 2017. The Board subsequently extended the approval date of an accountability plan until December 2017.

At its August 4, 2017 meeting, the Alternative Accountability Advisory Group, in collaboration with ADE's Accountability and Research, presented a consensus framework that uses the same categories as traditional schools. The categories include some components that are the same as traditional yet adds distinct components that appropriately assess the educational impact of alternative schools.

The Board declined to release the K-8 Plan for public comment and directed stakeholders and staff to present an updated proposal at the September meeting for consideration. Many of the K-8 Alternative Education Schools qualify as a small school.

Recommendation to the Board

That the Board exempt the Alternative Education K-8 Schools from accountability in the 2016-2017 school year until a qualitative plan can be developed in collaboration with ADE

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding the Arizona Online Instruction Accountability Plan for 2016-2017.

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with the final approval of criteria for each school and school district local education agency ("LEA") classification label used to determine A through F letter grades. A.R.S. § 15-241 (H) states that subject to final adoption by the State Board of Education, the Department of Education (ADE) may develop profiles for schools that participate in Arizona Online Instruction (AOI).

At its June meeting, the Board adopted a timeline to set cut scores and issue letter grades. The Board subsequently extended the timeline to issue letter grades in December 2017.

At its August 4, 2017 meeting, the AOI Accountability Advisory Group, in collaboration with ADE, presented a draft plan similar to the Alternative Education School Accountability Plan. Board members encouraged that the draft plan be reconsidered along the traditional plan framework with revisions as appropriate. The AOI Accountability Advisory Group presented a revised framework at the August 28, 2017 meeting.

Through ADE, USDOE indicated that, for the purposes of federal accountability, a *"state may only develop an alternative methodology for annual meaningful differentiation for schools for which an accountability determination cannot be made using that system. If a state is able to make accountability determinations using its system of annual meaningful differentiation for alternative and AOI schools it would not be permitted to develop an alternative methodology for those schools."*

Recommendation to the Board

That the Board provide guidance on an A-F model for AOI schools, based on the traditional model, with appropriate revisions for an AOI FAY definition, graduation rate and criteria to distinguish between AOI schools from AOI programs

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

TO: State Board of Education
FROM: Arizona Online Instruction Accountability Advisory Group
DATE: Monday, September 18, 2017
RE: Arizona Online Instruction Accountability Framework

The Advisory Group has continued to review the A-F accountability framework models that the State Board has been considering for both Traditional (“TRAD”) and Alternative (“ALT”) schools. We respect the complexity of the challenge you have, and support the need to find a unifying framework that provides clarity on school success. During the September 5th Study Session, we shared that in the past the Arizona Online Instruction (AOI) schools have been afforded a different model because doing so provided greater clarity, and was statistically more valid based on objective data regarding student populations, mobility, and to accurately reflect successful completion rates.

However, in an effort to respect the State Board’s inclination and limit the A-F accountability framework to only two models, the AOI Accountability Advisory Group cautiously recommends to have AOI schools conditionally included in the TRAD model as a “subgroup”. It is crucial that AOI schools are distinguished as a subgroup under that TRAD model based on the applicability of the AOI FAY definition. The AOI subgroup must recognize if a LEA fits under the AOI FAY model, an alternate path will follow. Such path must accommodate and adequately account for the following guiding principles:

1. Student mobility pursuant to A.R.S. § 15-241
2. Alternative Measures for CCRI
3. Completion – with consideration to the ESSA “Partial Attendance” Provision Section 1111(c)(4)(F) (ii)
4. Choice
5. AOI Program v. AOI School – Grade Exemption

As we move forward and continue to develop the framework for AOI schools we recommend to carefully study possible approaches to adequately address student mobility. In the meantime, we respectfully request your consideration for the inclusion AOI schools as a subgroup within the TRAD model as describe in the flow chart below.

The AOI Accountability Advisory Group has not had access to any impact data on this proposal. However, we are committed to continue to work develop an adequate model that provides a clear and effective measurement of school success.

TRADITIONAL ACCOUNTABILITY MODEL

AOI FAY DEFINITION
Students continuously enrolled as of October 1st in the fiscal year with at least 75% of the minutes required of a full-time student by A.R.S. § 15-808 and enrolled on the first day of the testing window; an AOI FAY student cannot enroll in another institution simultaneously.

AOI PROGRAM v. AOI SCHOOL

GUIDING PRINCIPLES

MOBILITY
Adequately account for student mobility pursuant to A.R.S. § 15-241 (E). Framework should account for the fact that switching schools is related to academic regression.

ALTERNATIVE MEASURES FOR CCRI

COMPLETION
A school should not be penalized for receiving and retaining students who are not on track for a 4-year graduation completion. Graduation rate calculation should not include students who were significantly credit deficient when they enrolled in the school.

CHOICE
No penalty for choice

GRADE EXEMPTION
Letter grades should not be issue for district-based AOI programs that serve less than 5% of full-time AOI students.