

MEETING MINUTES

Arizona State Board of Education Accountability Technical Advisory Committee

NOTICE AND AGENDA

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, the Accountability Technical Advisory Committee and to the general public that the Committee will hold a meeting, open to the public, on **Monday, October 7, 2024, at 1:00 P.M. at 1535 W Jefferson St Room 417, Phoenix, AZ 85007.**

Members of the public will have physical access to the meeting location 10 minutes before the Committee meeting, at 12:50 P.M.

A copy of the agenda for the meeting is attached. The Committee reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Committee may participate telephonically.

Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to A.R.S. 38-431.03 (A) (2), the Committee may vote to convene in executive session, which will not be open to the public, for discussion or consideration of records exempt by law from public inspection.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter or narrator 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.

Please see below on how to access the meeting and provide public comment on agenda items.

Methods on Accessing the Committee Meeting

This meeting is accessible to the public through in-person attendance at the address listed on this notice. This meeting is not live-streamed to any platform, or recorded. Accessing the meeting virtually through a link is not available. Please refer to materials published on this agenda, procedure for submitting public comment, and minutes published online: <https://azsbe.az.gov/public-meetings/committee-meetings>.

Procedure for Submitting Public Comment:

For individuals wishing to submit public comment

Written Comment:

Written comments for the meeting will be accepted by:

- email inbox@azsbe.az.gov
- fax to (602) 542-3046
- USPS to 1700 W. Washington St., Executive Tower, Suite 300, Phoenix, Arizona 85007

The deadline to submit a written comment will be Friday, October 4, 2024 at 12:00 PM.

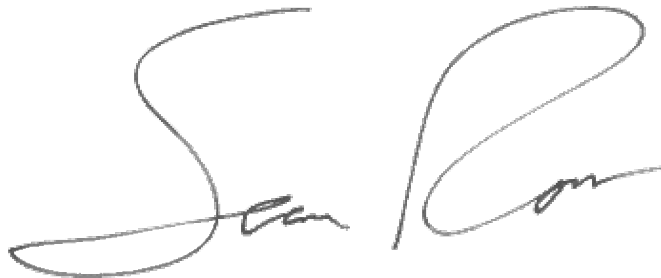
Written comments received after the deadline will not be posted and will not be provided to members.

Written comments will not be read into the record, however, staff will post all written comments received by the deadline on the Committee's agenda by **Friday, October 4, 2024 at 5:00 PM.**

DATED AND POSTED this 1st day of October, 2024.

Accountability Technical Advisory Committee

by:

A handwritten signature in black ink, appearing to read "Sean Ross". The signature is fluid and cursive, with the first name "Sean" and last name "Ross" clearly distinguishable.

Sean Ross, Executive Director
State Board of Education
(602) 542-5057

1. Operational

The meeting was called to order at 1:01 PM.

Attendance

Sean Rickert, Chair - present
Jason Piontkowski, Vice Chair - present
David Jordan - absent
Debbie Penn - absent
Jonathan Rohloff - absent
Kelly Powell - present
Mary Berg - present
Jennifer Fletcher - present
Rick Guyer - present

Tyson Myers - present
Maja Aleksic - present, arrived at 1:05 PM
Janice Palmer - present
Christy Hovanetz - absent

A. Comments for the record

No written comments received for the meeting before the deadline.

2. Technical

A. Presentation and discussion on A-F appeals policies and procedures for SY2023-2024

Jessica Mueller, Policy and Research Administrator, SBE presented a draft of the A-F policies and procedures for SY2023-2024 letter grade appeals.

Sean Ross, Executive Director, SBE commented on the process and the approval of proposed changes.

Dr. Clay, SBE Member echoed Sean Ross's comments.

Committee Members raised concerns about the placement of the extenuating circumstances section, emphasizing that its role is fundamental to the Committee's purpose. They noted that the goal should not be to disincentivize schools from addressing students' needs.

Committee Members expressed appreciation for the clause stating that no new information would be introduced within the scope of non-expedited appeals.

B. Presentation, discussion and possible recommendation on cut scores for proficiency indicator for implementation in SY2024-2025

The Committee made a motion to table the recommendation on cut scores for proficiency indicator for implementation in SY2024-2025.

Motion passed 10-0.

Roll Call

David Jordan - 1st, yes
Vice Chair Jason Piontkowski - 2nd, yes
Kelly Powell, yes
Mary Berg, yes
Jennifer Fletcher, yes
Rick Guyer, yes
Sean Rickert, yes
Tyson Myers, yes
Maja Aleksic, yes
Janice Palmer, yes

Receiving a first and a second on a motion, Members held discussion.

The discussion focused on ensuring that any criteria adopted would not negatively impact schools.

The Committee debated whether to determine the correct approach by focusing on averages or derivatives but agreed that the historical distribution of letter grades should be a guiding principle. A

key benefit of a historical approach is its alignment with summative letter grades.

Committee Members advised against relying too heavily on historical distributions due to existing concerns about their validity. Instead, they suggested using means and standard deviations or setting a goal for schools to strive toward.

Committee Members cautioned against imposing excessive rigor on indicators, which could undermine the validity of the summative letter grades.

The Committee reviewed past distribution trends, noting that the previous standard (set seven years ago) allocated grades as follows: 16% A's, 34% B's, 34% C's, 14.5% D's, 1.5% F's

However, due to school improvement over time, the proportion of A's has increased to 25%.

Committee Members supported this approach, stating that it maintains internal consistency with summative letter grades.

An alternative approach suggested a 33%-33%-33% distribution for A's, B's, and C's, with a smaller percentage allocated to D's and F's.

The Committee discussed the concept of normal curve equivalency and how to integrate statistical benchmarks.

The importance of evaluating bias in proficiency letter grades was raised, with members discussing how setting standards minimizes systemic bias.

Key findings from odds ratio analyses showed that: Rural schools' ratings declined. Low-poverty schools saw an increase in A's. Other schools remained close to the baseline.

Arizona Department of Education staff will compile a list of possible cut-score scenarios with accompanying pros and cons.

C. Presentation and discussion on cut scores for growth indicator for implementation in SY2024-2025

The Committee reviewed proposed changes to student growth calculations:

Prior-year weights were stripped away (set to 0, 1, or 2). A Sankey chart was presented to illustrate the impacts of these changes. Growth calculations now reflect actual student progress rather than artificial weightings.

Key observations: Equal gains and losses were noted in K-8 and 9-12 schools. Lower-achieving students who exhibited minimal growth saw declines in their scores. The median SGP and student attainment above 50 were highlighted as priority indicators.

While proficiency adjustments have not yet offset growth methodology changes, Committee Members expressed confidence that the revisions are moving in the right direction.

The Committee raised concerns about whether this shift would require different business rules for indicators versus summative calculations.

Members emphasized that fairness should take precedence over consistency when making these adjustments.

The largest decreases in indicator letter grades were observed in: Grades 6-8 and 7-8 (for K-8 schools). Grades 6-12 (non-typical schools). Grades 9-12 experienced notable decreases as well.

The Committee began outlining the timeline for SY25-26 while preparing for the release of SY24-25 results.

Members proposed a working session prior to November 4 to further refine these models.

October 24th was suggested as a potential meeting date for additional discussions.

3. Future Meeting Dates and Items for Future Agendas

The next scheduled working session will take place on October 24, 2024.

The next full Committee meeting is scheduled for November 4, 2024.

The Committee will continue refining growth and proficiency measures while examining potential adjustments to graduation rate and CCRI indicators.

Members requested an in-depth review of proficiency and growth odds ratios and an explanation of poverty measures in the A-F system.

The meeting adjourned at 3:20 PM.