

MEETING MINUTES

Arizona State Board of Education Accountability Technical Advisory Committee

NOTICE AND AGENDA **AMENDED - LOCATION**

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, April 1, 2024, at 1:00 P.M at 1400 W Washington St, Conference Rooms 1102A-C, 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 at this time. 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, March 29, 2024 at 12:00 PM.

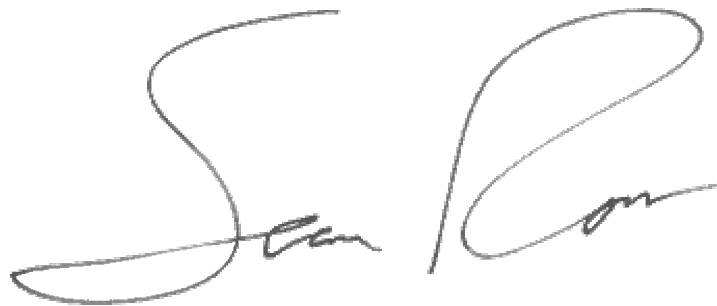
Written comments received after the deadline will not be posted and will not be provided to members.

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, March 29, 2024 at 5:00 PM.**

DATED AND POSTED this 26th day of March, 2024.

Accountability Technical Advisory Committee

by:

A handwritten signature in black ink, appearing to read "Sean Ross". The signature is fluid and cursive, with a large initial "S" and "R".

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

1. Operational

Meeting commenced at: 1:02 pm

Committee Members

Sean Rickert, Chair
Jason Piontkowski, Vice Chair
David Jordan
Debbie Penn
Jonathan Rohloff
Kelly Powell
Mary Berg (absent)
Jennifer Fletcher
Rick Guyer
Tyson Myers
Maja Aleksic
Katie Dauphinais (absent)
Christy Hovanetz

A. Comments for the record

No written comments received for the meeting.

State Board and ADE Staff will discuss utilizing District Accountability Coordinator listserv to seek feedback for the Committee.

Members suggested that background information be included in those communications to provide helpful context for the field.

2. Technical

A. UPDATED - Presentation, discussion and possible action on CCRI: Arizona Career Readiness Credential (ACRC)/National Work Readiness Credential (NWRC) - UPDATED

Jessica Mueller, Research and Data Analyst for the Arizona State Board of Education, presented on this agenda item.

The Arizona Career Readiness Credential (ACRC) is no longer funded by the State of Arizona and has now become National Work Readiness Credential (NWRC).

Members questioned if the Arizona Department of Education's Career and Technical Education unit would have additional information on this topic.

Members noted there is an opportunity to broaden this category and include other available credentials/certifications but that vetting would be needed as many focus on soft skills alone. However, ACT WorkKeys Silver Level does not include soft skills, only the graphic literacy, applied math, and workplace documents assessments are included in the Silver Level.

Members questioned if the goal is to incentivize administering these tests and noted that there is not much of a difference between ACT and ACT WorkKeys as they test the same

basic skills by looking at different types of information.

Members asked that ADE/Board staff collect information regarding rigor and technical information on similar credentials/certificates.

A motion was made to table this agenda item for future research and discussion.

Motion passed: 11-0

Motion made by: Kelly Powell

Motion seconded by: Jonathan Rohloff

B. UPDATED - Presentation and discussion on component scoring: Review of philosophical agreements, and exploratory dashboard of components: 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 - UPDATED

Yassin Fahmy, Director of Accountability for the Arizona Department of Education, presented on this agenda item.

Yassin Fahmy suggested that if the school is getting the letter grade, then as closely as possible, we should be looking at the isolated variable the school has in the student's education.

Members noted that Student Growth Percentiles (SGPs) compare students to those in similar cohorts and for students that are already proficient, proficiency shouldn't be the goal.

Members noted the performance of students compared to expectations for those students is important to measure but questioned if there is a realistic capacity to look at individual students and if there is, why is that not already being done?

Members shared that a good accountability system should provide information to schools and parents to allow them to make good choices for students.

Members noted that the Principles of Agreement direct that every school should have an opportunity to earn an "A" and questioned if indicator grades would mean that a school would have to be exceeding in all indicators in order to receive an "A".

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, shared that if A-F Letter Grades do everything right, they would highlight schools that have a systematic approach that is helping students. Student Growth Targets (SGTs) kind of get to that idea.

Members questioned how expectations could be determined for every student individually and how it would be explained to the public that there are expectations for Student A but Student B's expectations are much more advanced. Setting different expectations for every student and using normative Value-Added Models (VAM) do not allow for every school to get an "A" and creates inequitable expectations.

Sean Smith explained that the point of “All schools should have access to an “A”” is to identify the actions that successful schools take. He questioned if the A-F system has the ability to create feedback for teachers to make improvements.

Yassin Fahmy, noted that Accountability should be grading schools, not students.

Members shared difficulties in student/community perception of schools related to A-F Letter Grades and the impact this can have on marketing and awards/credentials a school is eligible for.

Yassin Fahmy expressed concern that the A-F Letter Grade system was built to have the various indicators balance each other out but any covariance in two or more components doesn't allow for a system where indicators can be analyzed on their own.

Members shared that some districts spend a lot of time breaking down their data to understand how they can improve. The A-F profile helps to look at system components and the static file helps to look at individual students.

Members and staff discussed Proficiency and considered measurements of growth in proficiency that could provide more information including creating additional performance levels beyond the four currently included and weighting SGTs by prior year performance to help incentivize it.

Discussion was had on how students are placed into classrooms for the following year. Lots of different data is considered to try to keep balanced classrooms that advance student learning for all.

Members noted that there are many systemic choices and decisions made at schools for students that are not included in the current accountability metrics.

Members noted that discussions on incentivization are difficult but schools are doing everything they can to serve every student that comes in the door regardless of the A-F Letter Grade System.

Members shared that the current A-F model is actionable up to a point and that there is always a way to find something meaningful in it but additional data and performance to state standards would be helpful.

Sean Smith pointed out that A-F could be a "flashlight" to allow schools to identify areas for improvement they didn't already see/know. He also asked if the priority should be communication or simplicity and if communication should override the need for simplicity in some situations.

Members noted that having data earlier in the process is more helpful.

3. Future Meeting Dates and Items for Future Agendas

The next meeting may include a first attempt at indicator scoring with plans to get information

out to schools.

The next meeting will take place on May 6th with the following May 13th if needed. The location will be shared at a later date.

Meeting adjourned at 3:12pm.