

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, August 5, 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, August 2, 2024 at 5:00 PM.

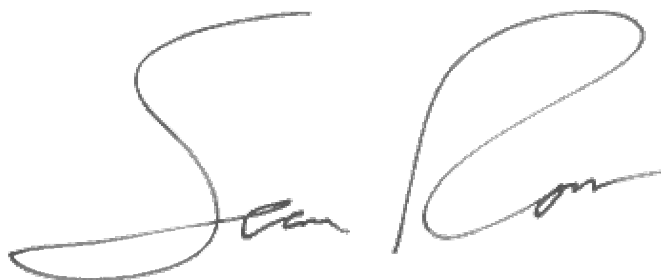
Written comments received after the deadline will not be posted and will not be provided to members.

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 **Monday, August 5, 2024 at 7:00 AM.**

DATED AND POSTED this 30th day of July, 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

Committee Meeting commenced at 1:02pm.

Attendees

Sean Rickert, Chair

Jason Piontkowski, ViceChair

David Jordan, Committee Member *(joined the meeting at 1:10pm)*

Debbie Penn, Committee Member

Kelly Powell, Committee Member *(joined the meeting at 1:03pm)*

Mary Berg, Committee Member

Jennifer Fletcher, Committee Member *(joined the meeting at 1:10pm)*

Rick Guyer, Committee Member

Tyson Myers, Committee Member

Maja Aleksic, Committee Member (*joined the meeting at 1:10pm*)
Christy Hovanetz, Committee Member

Jessica Mueller, Research and Data Analyst for the State Board of Education, took attendance. The Committee has a quorum.

A. Comments for the record

Jessica Mueller, Research and Data Analyst for the State Board of Education, provided an update on the public comments received. No comments were received and three members of the public observed the committee meeting.

B. Update on AOI-ATAC recommendations

Jessica Mueller, Research and Data Analyst for the State Board of Education, separation was not the focus of AOI schools. there was a difference in opinion regarding FAY and the graduation rate. Discussed enrollment patterns between transition and AOI schools. Another topic entailed the AOI testing conditions that the Legislature did not pass. The only recommendation so far is from the July 18th meeting regarding the SY2024-25 Business Rules to change the definition of FAY for AOI grades 9-12 to include those who have a break in enrollment for more than ten calendar days. The AOI-ATAC has focused on grades 9-12 since K-8 operates differently. The Board will review the recommendation from this AOI-ATAC then the SY2024-25 Business Rules are introduced to the Board. Suggestion was made about whether reintegration with ATAC or a quarterly meeting is necessary.

A Committee Member sought clarification about whether the AOI-ATAC separated from the AATAC or ATAC.

Jessica Mueller provided clarification that the AOI-ATAC separated from the ATAC.

The Committee Members, Jessica Mueller, and Sean Smith discussed the indicators, indicator scoring for smaller schools (i.e. proficiency, growth, acceleration readiness), FAY, and virtual attendance for meetings. The voice of AOI experts is important to include within this process. The changes might be viable for AOIs and traditional schools. The AOI Model covers Full-Time students and considering concurrent enrollment. AOIs are supposed to be held to the same standard. Challenges include chronic absenteeism since attendance is base don hours vs. days. Furthermore, some AOIs are small and do not have enough students in each demographic to earn all points.

C. UPDATED - Discussion on Committee member survey - UPDATED

Jessica Mueller, Research and Data Analyst for the State Board of Education, stated that nine of the thirteen committee members responded to the survey. The results revealed a notable division between members: 50% believe the first priority should be on growth and 50% believe the first priority should be on proficiency. Acceleration readiness and EL proficiency were honorable mentions. There were a blend of questions regarding the indicators involving the methods to set the cut scores. Suggestions involve a normal curve and percentages that reflect a distribution better than the mean and standard deviation. The primary question involves defining what each indicator is measuring.

The Committee Members, Jessica Mueller, and Sean Smith discussed the weights and cutoffs. Recommendations vary between making no changes to business rules and only changing the cut scores vs. making as many large changes as possible to fix the largest items. Benefits and disadvantages of each approach were discussed. The desire is to make the indicators as pure as possible with the greatest amount of validity. Proficiency will be the most challenging. The ATAC

must consider if the system should be component or overall. Listening to the field to be as responsive as possible vs. being unilateral about changes.

A Committee Member stated that the ATAC must begin to put some real changes on the table.

A Committee Member shared that they prefer systems with binary indicators that is transparent and understandable. Louisiana moved overhauled their system to a clear percentage of accomplishment. There is a nationwide movement to these types of systems that allow educators and stakeholders to understand the results and provides more clarity on how to respond and improve.

A Committee Member stated that they are in support of an overhaul provided that no harm is being done. The ATAC needs to define what improvement means.

A Committee Member commented that the ATAC needs to stop talking about it and just do it.

The Committee Members, Sean Smith, and Jessica Mueller discussed the data for Proficiency with an emphasis on the distribution and precision of the data. The ends are really stretched out where some schools are really really high and others are really really low. The scores can provide information regarding high, medium, and low, but provide a false sense of precision with the 0-130 point scale. There is essentially no difference between a school that scores 29 points and 30 points. Meaningful categories would be better, but the ATAC would still need to define the separation line between the categories. There are grade level biases to consider.

The Committee Members and Sean Smith discussed the relationship between the pass rate and the categorization of the school: low, medium, high. Suggestion was made for two grades (one for math and one for ELA) or for two separate indicators.

Sean Smith mentioned that the ATAC has made three (3) different proposals that might be helpful. The ATAC needs to vet the proposals via pushing back on each idea.

A Committee Member added that the Proficiency cut scores are not meaningful.

The Committee Members and Sean Smith discussed the assessments with an emphasis on its appropriateness for evaluating the quality of a school. Assessments are designed to detect differences in outcomes for student groups and not for everyone to pass the test. The assessments are not perfect, but they are the best tool at the moment since they are designed to evaluate if students have met the standards. There are issues with formulating conclusions about school quality using a metric not designed to measure or determine school quality. These assessments tell us who needs to get education attention and labels those schools as bad; however, the school may not actually be bad. The system needs to capture both signals.

The Committee Members, Sean Smith, and Jessica Mueller discussed growth in terms of the data and formula. Growth is intended to work with Proficiency. There are growth models that weigh growth based on certain characteristics. The growth formula was changed due to challenges with SGT. Reform and refinement is needed. Growth is the most rigorous measure, holds schools accountable, but could use some reform and refinement. Growth can stand alone if necessary.

The Committee Members, Sean Smith, and Jessica Mueller compared growth and proficiency. The rationale between tackling growth before proficiency. The Proficiency formula is the same as it originally was. Growth has always been second to Proficiency. If ATAC were to focus on growth first, it would be in the context that proficiency says. Proficiency captures full points when moving from partially proficient to proficient. Due to the extreme sensitivity in Proficiency, the data bottoms out

and the ATAC have to use a weighted approach. If you decrease the sensitivity in Proficiency then growth works out well. SGT be a nice calculation between Proficiency and Growth.

Jessica Mueller requested that the data is run in a couple of these models and for the math and ELA to be separated. This way, the results can be evaluated.

A Committee Member shared that they are curious about the Z-score too.

A Committee Member reminded everyone that SY2024-25 is an internal year and SY2025-26 is the public roll out. The ATAC does not want to be changing things in SY2025-26.

A Committee Member stated that ATAC should focus on just the two components of Growth and Proficiency vs. the whole model.

A Committee Member stated that subindicators within the indicators could be an alternative.

D. UPDATED - Review of A-F Appeals Applications - UPDATED

To be considered at a future committee meeting.

2. Technical

A. UPDATED - Presentation and discussion on school year 2023-2024, 9-12 growth: ACT Aspire to ACT - UPDATED

Yassin Fahmy, Senior Data Analyst for the Arizona Department of Education, presented the 2024 Growth Points Distribution to the committee.

Committee Member Aleksic left the meeting at 2:42pm.

Yassin Fahmy stated that the trends for 2022 and 2024 look similar. Presented the data distribution for 2022, 2023, and 2024. The growth would likely be consistent throughout the years.

Jessica Mueller and Yassin Fahmy made comments about the data regarding Growth, Proficiency, Z-scores, means, and the standard deviation. The 2024 Growth points variability in relation to proficiency tracks with the 2022 data for 2022, 2023, and 2024.

The Committee Members and Yassin discussed the minimum scores for the timed tests.

The Committee Members, Sean Smith, Yassin Fahmy, and Jessica Mueller made specific observations regarding the data distributions. The data is not final as it is still coming in and needs to be validated.

B. Presentation and discussion on indicator scoring: Exploration of possible methodologies for establishing expected standards of performance for the indicators outlined in A.R.S. 15-241(G): 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

To be considered at a future committee meeting.

3. Future Meeting Dates and Items for Future Agendas

A Committee Member stated that they would appreciate a future agenda item regarding scheduling.

Perhaps this needs to be a separate work session to review the modeling information. This way, the committee members are ready to discuss possible changes at the next committee meeting. Such a session will be important to be prepared for the modeling information.

Jessica Mueller, Research and Data Analyst for the State Board of Education, made comments about how a survey will be sent out regarding the next ATAC Committee meeting date, since Monday, September 2nd is a holiday. The next Board Meeting is on Monday, August 26th where the board will be appraised on the committee's progress. On August 16th, the presentations will be shared with the committee. Committee Members can provide verbal or written comments to the Board.

The Committee Meeting adjourned at 3:02pm.