

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, February 3, 2025, at 1:00 P.M. at 100 N 15th Ave Room 101, 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 Monday, February 3, 2025 at 9:00 AM.

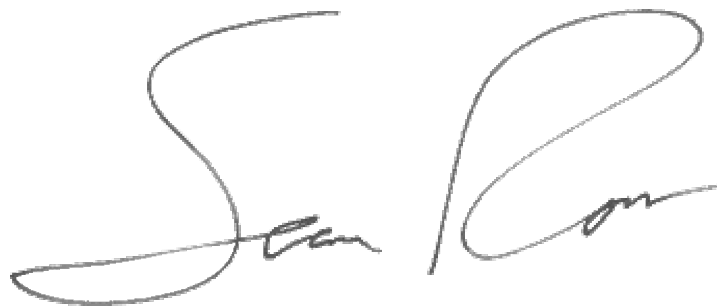
Written comments received after the deadline will not be posted and will not be provided to members.

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, February 3, 2025 at 9:30 AM.**

DATED AND POSTED this 28th day of January, 2025.

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

Meeting commenced at: 1:01pm

Sean Rickert, Chair
Jason Piontkowski, Vice Chair (virtual)
David Jordan (virtual)
Debbie Penn (virtual)
Jonathan Rohloff (arrived at 1:04pm)
Kelly Powell (virtual)
Mary Berg (virtual)
Jennifer Fletcher (virtual)
Rick Guyer (virtual)
Tyson Myers
Maja Aleksic (absent)
Janice Palmer (arrived at 1:05pm)
Christy Hovanetz (virtual)

A. Comments for the record

No written comments were received by the deadline.

2. Philosophical and Policy

A. A-F Principles of Agreement

Chair Rickert introduced this agenda item and asked Jessica Mueller, Policy and Research Administrator for the Arizona State Board of Education to present on this item.

Jessica noted that this item will return on a future agenda.

Members noted that for indicator scoring, piloting would be helpful for the field and direction may be needed from the Board.

3. Technical

A. SY24-25 business rule needs and considerations: 9-12 minimum eligible points

Chair Rickert introduced this agenda item.

Jessica presented the requirements under A.R.S. § 15-241 to include multiple measures of educational performance such as graduation rates and attendance rates.

Jessica asked members if measures towards postsecondary success and graduation rate are essential components for the accountability measures for 9-12 schools.

Members commented that student population characteristics tend to be static over time (subgroups, etc.) but the school characteristics that were described change over time and develop. Suggested the possibility to identify a school or grade as “developing”.

Members noted that sometimes within graduation rate, schools become eligible for some of

the points before they are able to get full access to the points. Is there an opportunity to adjust the denominator to represent the parts of the component for which they are eligible?

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, noted that graduation is one of the components that balances the overall system.

Members asked if there should be caution regarding CCRI because part of the goal is to ensure that systems are developed to support those pieces.

Members noted concern with enabling schools to just get a letter grade when they are ready instead of having a set window of time. Members suggested a potential 4-year window since operation begins to receive a letter grade.

Jessica noted that the Department could look at who would be impacted by that potential system.

Members noted that this would address the developing schools piece but would not solve the problem for small high schools.

Sean asked if CCRI and graduation rate are so fundamental to a high school that it cannot be evaluated without those metrics, or is it just a balancing concern within the model?

Shannon Etz, Project Director of Constituent Services for the Arizona State Board of Education, asked if this would be something that would be addressed by a small schools model for A-F similar to what was done historically with state accountability or if it would be considered as part of the eligibility.

Members asked how many schools this is referring to. There are 4 schools in the 2023-2024 A-F Letter Grade file that have blanks for the Graduation Rate field on the 9-12 worksheet tab.

Members asked if this was more of a policy decision than a technical decision.

Jessica noted that this situation could be flagged ahead of time for the school.

Members expressed that it was important to include all the schools that we can and prorate the points to reflect what they are eligible for.

Members noted that there may be some disconnect between schools that are getting 100% of the graduation rate points and the statewide graduation rate.

Sean noted that there is a desire to include as many schools and students in the accountability process as possible.

Members suggested giving them a letter grade and leaving the potential to appeal up to the school and addressing the appeals on a case by case basis.

B. SY24-25 business rule needs and considerations: MSAA performance in CCRI

This agenda item was postponed until the April meeting.

C. Discussion on SY2023-2024 A-F Appeals for Traditional Schools

Chair Rickert introduced this agenda item and asked Jessica to present on this agenda item.

Jessica noted that the Alt-ELPA was included in the 2023-2024 A-F Letter Grades and additional schools were eligible for EL points.

Jessica Harrington from the Paradise Valley Unified School District found that at one of their schools, the inclusion of Alt-ELPA brought in three additional students and brought the school over the threshold to receive EL points. The inclusion of the EL component brought the school from an A down to a B. The school did not feel it was fair that three students had that significant of an impact on the school's grade.

Jessica Mueller noted that other states have higher n-counts for EL components.

Members noted that it is the balancing act between validity and including as many school and students as possible.

Jessica noted that there were concerns from several schools that a very small number of students appear to be making a big difference in their letter grade.

Members noted that combining multiple years of data means that if there is a difficult year, it can take a long time for schools to rebound and have that year carry forward for multiple years.

Jessica noted that some appeals were submitted on mathematical issues and the discreteness of the model.

One of the Members discussed the appeal for one of the schools. It was noted that the comparison to the state average for EL makes it difficult when the target moves. It was also noted that measuring out to the hundredth of a degree raises concerns for them.

Jessica noted that there were several schools that were not eligible for at least 10 points in the Acceleration Readiness component but noted that finding a solution to this may come out of the balancing of the system.

Members asked about the distinction between some of the appeals that were discussed.

Members suggested focusing on the validity of the concept. However, many different items have been aggregated into acceleration readiness.

Sean noted that the business rules are supposed to get the system most of the way to getting letter grades but then introducing human conversations to go the rest of the way.

Jessica explained that the remaining appeals were related to special education inclusion.

Members noted that it is difficult to get through all the requirements for IEP meetings by October 1st. Could a date later in the school year be considered?

Sean noted that it was discussed during appeals.

Shannon noted that historically, the ESS unit at ADE felt very strongly that October 1 data should be used.

Members noted that IEP referrals seem to spike in the spring. Members suggested considering the date of January 1.

Members suggested coordinate with ADE ESS to determine what reasons there may be for the October 1 date.

Sean noted that if the scaling is adjusted where 1 point is the same component to component, it is a better place to discuss rounding.

D. Presentation and discussion on Department's analysis of A-F models

Chair Rickert introduced this agenda item and asked Sean to present on this agenda item.

Sean explained the "skateboard to car" analogy included in the Indicator Scoring Analysis document.

Members expressed concern about continually changing the model on schools and that creating confusing and frustration. Sean clarified this system would be internally focused.

Members expressed concern about getting to the motorcycle and then having to go backwards.

Members expressed need for the Principles of Agreement to be clear to direct the ATAC in addition to the statute requirements.

Sean provided an example of what this modeling could look like.

Members asked if there could be a pilot test group of districts used for this approach.

Members noted that until it is determined how the skateboard model will align with statute and the principles of agreement, it is better to keep it private.

Sean asked if he should create a skateboard model and then bring it to the committee to review and determine where it should go.

Members suggested looking at construct validity prior to other work.

Chair Rickert suggested that recommendations come to the March meeting and members come prepared to review the recommendations.

Sean highlighted the mathematical issues identified in the indicator scoring analysis document.

Members asked if the balance was addressed, would the other errors still be meaningful.

Jessica mentioned the LEA letter grades in relation to the representation error and discretization error.

Sean noted that the way LEA grades are currently calculated does impact those errors and recalculating the LEA as a whole could address some of those errors.

Jessica asked Sean how he envisioned this fitting in with the existing business rules. Sean noted that it would likely be a completely separate document.

Members noted concern with address mathematical problems without addressing the policy problems.

4. Future Meeting Dates and Items for Future Agendas

Next Meeting is March 3rd at the Arizona Department of Education North Building.

Adjourned at 2:51pm