

MEETING MINUTES

Arizona State Board of Education Accountability Technical Advisory Committee - Study Session

NOTICE AND AGENDA - Study Session

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 study session, open to the public, on **Friday, October 4, 2024, at 9:30 A.M. at 1535 W Jefferson St Room 417, Phoenix, AZ 85007.**

Members of the public will have physical access to the study session location 10 minutes before the study session, at 9:20 A.M.

A copy of the agenda for the study session 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 study session and provide public comment on agenda items.

Methods on Accessing the Committee Study Session

This study session is accessible to the public through in-person attendance at the address listed on this notice. This study session is not live-streamed to any platform, or recorded. Accessing the study session 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 study session 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 Thursday, October 3, 2024 at 5:00 P.M.

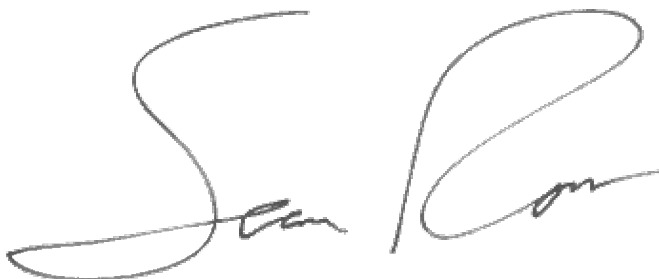
Written comments received after the deadline will not be posted and will not be provided to members.

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 8:00 A.M.**

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 commenced at 9:30 A.M.

Committee Member Attendance

- Jason Piontkowski - present
- Mary Berg - present
- Dr. Rick Guyer - present
- Sean Rickert - present
- Tyson Myers - present
- David Jordan - absent
- Debbie Penn - absent

Jonathan Rohloff - absent
Kelly Powell - absent
Dr. Jennifer Fletcher - absent
Dr. Maja Aleksic - absent
Dr. Christy Hovanetz - absent

A. Comments for the record

No written comments were received for today's agenda.

Chair Rickert made comments about the purpose of today's study session.

2. Technical

A. Presentation and discussion on proficiency and growth indicator scoring methods: 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

Committee Members reviewed the validity of accountability measures, particularly how median Student Growth Percentiles (SGP) are used within accountability models. The discussion emphasized that most schools rely on median SGP rather than an aggregated weighted measure, which affects how growth is represented in the accountability system.

Members analyzed various growth model considerations, with Members highlighting the key differences between K-8 and 9-12 models. A 0-1-2 system for scoring was proposed, and Members expressed interest in further exploring this model. Additionally, Members raised concerns about whether proficiency is being reinforced within the growth model, questioning the extent to which the two measures are intertwined.

The Committee conducted an analysis of growth scoring and its impact on different school configurations. The findings indicated that K-4 schools generally benefit from the current system, while 6-8 and 7-8 configurations experience slight declines in letter grades. High schools (9-12) tend to see more letter grade reductions than gains, whereas non-traditional configurations (K-12, 5-12, 6-12, 7-12) typically show improvements. A focused discussion was held on middle school growth comparisons. The analysis confirmed that median SGP and growth points accurately reflect student progress, ensuring that middle schools are neither under-rewarded nor over-rewarded for growth. The Committee concluded that observed changes in growth scores were systemic effects rather than distortions introduced by the model.

The Committee also debated the implications of separating proficiency from growth measures. Members expressed interest in evaluating how schools perform if growth and proficiency were treated as distinct indicators. Additional analysis was requested to determine where schools fall within the growth indicator letter grade spectrum and whether removing proficiency from growth calculations would result in notable shifts.

Concerns were raised about letter grade clustering, particularly the observation that a large number of schools score at 100 points, potentially creating a score ceiling. Members cautioned against modifying the 0-100 framework without careful consideration, as any changes could have unintended consequences. Additionally, it was noted that lower-proficiency schools tend to experience disproportionate reductions in letter grades compared to higher-performing schools.

Committee Members examined the impact of school characteristics on growth metrics. Members

initiated an inquiry into how demographics influence performance shifts, prompting ADE to provide proficiency-based school characteristic breakdowns. Members recommended further disaggregation of data for growth metrics to ensure a more precise understanding of student performance patterns.

Discussions also focused on potential adjustments to cut scores. The Committee agreed that modifying cut scores should take precedence over altering indicators. However, concerns were raised that any cut score changes could exacerbate existing disproportionalities, possibly artificially inflating performance for some schools while failing to address challenges for others.

Long-term considerations were also reviewed, including maintaining SY24-25 business rules consistent with SY23-24, while exploring potential SY25-26 adjustments that align with new assessment contracts. Members proposed applying a proficiency-based cut score methodology to growth metrics, analyzing historical trends, aggregate data, and percentile distributions to determine appropriate thresholds.

3. Future Meeting Dates and Items for Future Agendas

The Committee's next meeting will occur Monday, October 7, 2024 at 1:00 P.M.

Topics for discussion at future meetings will include:

1. Further evaluation of growth metric scoring in relation to proficiency.
2. Updates on cut score methodologies and potential impacts.
3. Exploration of alternative accountability models for different grade-level configurations.

The meeting adjourned at 11:05 A.M.