

MEETING MINUTES

Arizona State Board of Education Alternative 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 Alternative Accountability Technical Advisory Committee and to the general public that the Committee will hold a meeting, open to the public, on **Monday, March 3, 2025, at 09:30 A.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 9:20 A.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 video conferencing is available by registering here:

https://us02web.zoom.us/webinar/register/WN_nwzf0ZOYQTS8wdtWvcYuWw#/registration. 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, February 28, 2025 at 12:00 PM.

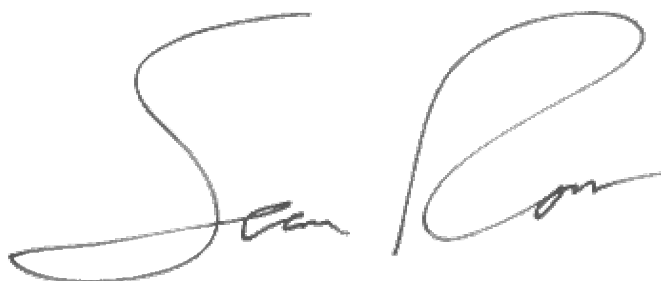
Written comments received after the deadline will not be posted and will not be provided to members.

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, February 28, 2025 at 5:00 PM.**

DATED AND POSTED this 24th day of February, 2025.

Alternative 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 the last name "Ross" clearly distinguishable.

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

1. Operational

Meeting commenced at: 9:34 AM

Attendance

Binky Michelle Jones, Chair

Mary Berg, Vice Chair (virtual)

Kellie Burns, Committee Member (virtual)

Kelly Powell, Committee Member (virtual) – arrived late at 10:05am

Sue Durkin, Committee Member

Wayne Tucker, Committee Member (virtual)

Harriet Caruso, Committee Member (virtual)

Kristi Glassmeyer, Committee Member

A. Comments for the record

No written comments received for the meeting before the deadline.

Kristi Glassmeyer was introduced as a new member for the AATAC.

B. Scheduling October 2025 meeting date

A national conference for alternative schools takes place when the October 2025 meeting is currently scheduled. After discussion, the Committee recommended maintaining the same date of October 6th and revisit if needed.

C. Discussion on plan to review and support SY24-25 self-reported data

The On-Track to Graduate submission date is scheduled for March 17th.

Committee members offered that they can send out a reminder through the Alternative Education Consortium.

In the April meeting, the Committee will review any missing submissions.

The CCRI form is being tested and is expected to go live May 1st.

The SY24-25 business rules are scheduled to appear on the March Board Meeting.

The deadline for the Credits Earned submission is still July 31st.

Alt school applications are currently open. Members asked if there is any other messaging that is needed for that. The Accountability team tries to do reminders for schools that have previously had alternative status who have not re-applied. Members expressed that the mission statement part is vital. Members asked what occurs if a mission statement does not align with the focus of alternative schools. Sean Smith, Chief Accountability Officer for the Arizona Department of Education explained that his team works to clarify to schools that being identified as an alternative school without actively seeking to serve that population intentionally does not necessarily benefit schools.

Jessica Mueller, Research and Policy Administrator for the Arizona State Board of Education noted an example where a school that served a number of alternative students had their A-F grade compared on the traditional and alternative model and it did not change their grade.

2. Technical

A. Discussion on post-secondary success measures

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

Jessica noted an interest in exit surveys and asked if future plans is part of ECAP. Members explained that is really the purpose of the ECAP. The ECAP does not have an end-of-year portion to figure out where a student is going next because ECAP mainly occurs at the beginning of the school year.

Members noted that it is difficult to get responses from students after graduation.

Members suggested potentially looking at a student's ECAP and comparing it to outcomes to see if they were prepared to go where they had planned.

Members noted that what is planned on graduation day is not success but contacting students after graduation is very difficult.

One Member noted that they have a spreadsheet where they are project future students for CCRI and have added columns to it that include ECAP.

Jessica explained that the interest stems from asking how well the components of CCRI are actually helping to ensure students achieve post-secondary success.

Members suggested looking at potential analysis between earning CCRI points and persisting forward to graduation.

Sean suggested a literature review on any existing research that may be out there. The goal is to ensure that there is alignment between CCRI and actual post-secondary success. This could be framed as a check on that alignment rather than ongoing. Sean noted that post-graduation surveys would likely have sampling errors based on who would submit the survey.

Members explained that the focus should really be on ensuring students feel capable to try opportunities not necessarily what happens in life afterwards.

Members noted that conducting a 1-year out survey would not generate reliable results but could potentially be done for the state as a whole. Asking about aspirations could be helpful.

Members noted that the current next step is to encourage everyone to complete CCRI fully even after points are maximized.

Jessica noted that conducting a literature review could be very helpful.

Members noted that after this year with the focus on collecting full points and having a future potential trajectory to raise the threshold for full-points.

B. Presentation and discussion on Department's recommendations for A-F indicators

Chair Jones introduced this agenda item.

Members noted that this discussion is driven from the issues raised in the indicator scoring analysis document from the prior meeting that has helpful graphics to visualize the challenges.

Sean explained that at this point in time, it is helpful to generate a complete list of interests.

Members noted that basing Proficiency on the ACT is challenging for alternative schools and is something that needs to be looked into.

Members noted concern with cohort graduation.

Members discussed the challenge with graduate for CSI/TSI because alternate schools are taking up those spots because of the population of students they serve.

Sean shared that he had spoken to the School Improvement unit and they are open to changing the wording related to CSI/TSI on School Report Cards. Sean noted that there is limited flexibility in how schools are identified for federal accountability and how that identification is handled.

Members asked if there is the potential to reset a student's cohort year based on credits. Sean asked if this would create a paperwork burden just to compensate for the accountability system.

Sean noted that Proficiency has a balancing issue and a sampling issue.

Members asked if Sean receives workplace readiness scores for students that take the ACT.

Members suggested potentially considering a plan where the Proficiency for ACT is lowered to 10% and ACT WorkKeys is included in a separate Proficiency metric at 5% or 10%.

Jessica noted that it would be helpful to work with the vendor to see what other states are doing.

Members asked if there is anything in the ACT that could be pulled out and used without requiring a second test. Members noted that growth could be pulled out.

Sean noted that bringing in ACT Work Keys in the current system is still contributing to the balancing issue that is occurring. Sean suggested a percentile system where the proficiency for Alt schools is ranked on a percentile which allocates points. Sean noted that this would be an increasing metric.

Members noted that there are tests through the community colleges which may be more relevant to alternative school students.

Sean's team will prepare analysis for a "balanced" proficiency system.

Jessica brought up the Growth to Graduation component and Sean raised some concerns about this indicator because it is unbalanced. Members noted that having Growth to Graduation skewed this way speaks to the purpose of alternative schools.

Members noted that there is still movement towards indicator scoring and Growth to Graduation is about 30% of the grade. Do we want indicators like this to be able to swing the summative grade?

Sean noted that for the next meeting, it would be helpful to circle back to graduation and how to consider cohort students in alternative schools.

3. Future Meeting Dates and Items for Future Agendas

Jessica will follow up with Sean and Chair Jones regarding wording related to School Improvement.

The next meeting will take place on April 7th at the Arizona Department of Education North Building.

Meeting adjourned at 11:51am.