

## MEETING MINUTES

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### Arizona State Board of Education Alternative 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 Alternative 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 09:30 A.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 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 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](mailto: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.

Alternative 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: 9:57 AM

### Attendance

Binky Michelle Jones, Chair

Mary Berg, Vice Chair

Kellie Burns, Committee Member

Kelly Powell, Committee Member

Sue Durkin, Committee Member, *arrived at 10:05am*

Wayne Tucker, Committee Member

Harriet Caruso, Committee Member, *departed at 10:27am*

### 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 share agendas and seek feedback for the Committee

## 2. Technical

### A. **UPDATED - Presentation, discussion and possible action on CCRI Arizona Career Readiness Credential/National Work Readiness Credential - 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 has now become National Work Readiness Credential (NWRC).

Discussion was had on retaining "ACRC" on the Alternative Schools CCRI Spreadsheet through 2030 to allow any student that may have potentially received the credential to have it reflected on their CCRI.

Members requested that information be collected for various work readiness certificates/credentials that are roughly equivalent and that they be considered at a future meeting to potentially expand the "ACT Workkeys or ACRC" indicator and add clarification to the "Stipulations" tab.

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

Motion passed: 7-0

Motion made by: Wayne Tucker

Motion seconded by: Kellie Burns

**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**

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

The Committee reviewed the Board Adopted Principles of Agreement and Alignment of Components with Principles of Agreement.

Yassin Fahmy, Director of Accountability for the Arizona Department of Education, discussed shared values and the philosophy of the Accountability system and its purpose. At Alternative Schools, the A-F Letter Grade for a school may say more about the specific students at the school that year than about the program itself.

Members and staff discussed if the indicators within the Accountability system are generalized enough to not capture noise in the system. Questions were raised about if indicator scores would make sense within the context of a school's summative grade. Would a school that gets a "C" in all their indicators end up with an overall "C" letter grade or would they be a "B" due to bonus points?

It was noted that CCRI gives space to grow individual students based on their needs but other indicators like Graduation Rates and Dropout rates are difficult for alternative schools because students in alternative schools have already "failed" by those metrics before even entering the school. Similarly students at alternative schools typical start at the school behind in cohort which impacts their ability to participate in the state assessment and thus impacts Proficiency.

Discussion was had on the Proficiency indicator with a desire to look at the growth of students towards proficiency rather than just looking at proficient and not proficient. Members discussed looking at student reading level and noted that benchmark assessments and other interim testing provides more helpful and relevant information to consider a student's growth than the state assessment. Currently Proficiency weights English Language Arts and Math equally, questions were posed on considering if it should be weighted differently.

Questions were raised about if any other states have a different state assessment system for alternative school students but concerns were identified with such a path leading to a segregated system.

Ashley Berg, Executive Director for the Arizona State Board for Charter Schools, explained that the Board has separate accountability for mission driven schools, not receiving letter grades, that are not alternative and provides a pathway to demonstrate growth outside of the state assessment if the school is in the "Demonstration of Sufficient Progress" (DSP) process.

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, noted that there are federal requirements to look at the proficiency of the student but question if there is value/ a way to separate school and student proficiency and measure two different phenomenon.

Yassin Fahmy, suggested that indicators should be aligned with procedures in schools.

Members questioned if the current scores provided by ACT had to be used as a whole or if it could be broken down.

Members noted that the current Proficiency Indicator includes a very small number of students at Alternative schools due to testing requirements but a different growth-based measure could include more students and potentially show differentiation in schools.

Yassin Fahmy noted that what is currently missing in the state assessment is a feedback loop that can engage students and teachers towards improvement.

Jessica Mueller noted that consideration could be given to Proficiency following the other Alternative indicators and looking at Growth to Proficiency.

Members discussed an issue with On Track to Graduate where current year 11th grade students meet the criteria to be included but their parents are electing to keep them enrolled an additional year for other programs/courses. A suggestion was made to add clarification that On Track to Graduate may exclude students not in the current cohort year or beyond. Discussion was had on why students included in On Track to Graduate cannot be missing more than one math credit in order to be included.

Sean Smith stated that there is a desire to get business rules for 2024-2025 out before August if at all possible and noted that clarification to business rules can be done mid-year.

This agenda item will be carried forward to a future agenda.

## **C. Study and discussion of AATAC member questions**

### **i. UPDATED - Grades 6-8 students in alternative schools: Transitional readiness - UPDATED**

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

Committee Members discussed the following proposed indicators for Transitional Readiness

Attendance – Members made suggestions to lower the threshold to as low as 70 or 80% or to make attendance its own standalone indicator

Tardy – Members noted that tardiness is difficult for schools to track and submit data.

Parent Survey – Members suggested to change the frequency from monthly to quarterly.

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, suggested that ADE could build an initial survey base schools could use and then expand if desired to allow for easier data collection for schools.

Campus Visit – Members agreed with this indicator as presented.

Parent Event Engagement – Members suggested conducting research to compare to a national average.

Weekly Organized Physical Activity – Members noted a need to build out terminology and definitions for this indicator as some schools allow students to meet Physical Education requirements through virtual courses.

CTED/JTED Night – Members suggested changing “Night” to “Event” and expanding verification to include student rosters and official school announcements.

Career Interest Inventory – Members agreed with this indicator as presented.

This agenda item will be carried forward to a future agenda.

### **3. Future Meeting Dates and Items for Future Agendas**

Members noted that staff within the Arizona Department of Education might benefit from further information to fully grasp the operational processes associated with the development of the A-F letter grading system. Members proposed extending invitations to staff members from other ADE units to attend meetings.

In future agendas, the Committee will return to Transitional Readiness and look at the “Set” and “Go” components.

The next meeting will take place on May 6th and the location will be shared at a later date.

Meeting adjourned at 12:04pm.