

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, February 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, January 31, 2025 at 5:00 PM.

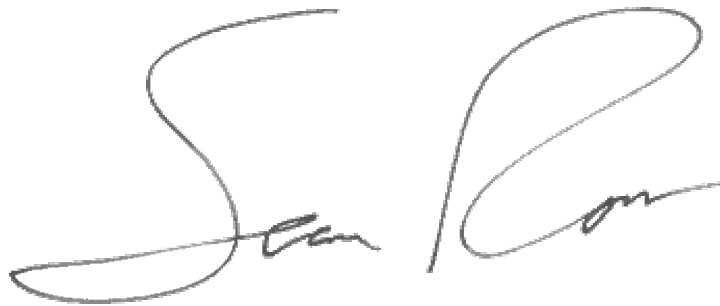
Written comments received after the deadline will not be posted and will not be provided to members.

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, February 3, 2025 at 8:00 AM.**

DATED AND POSTED this 28th day of January, 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 last name "Ross" clearly distinguishable.

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

1. Operational

Meeting commenced at: 9:35 AM

Binky Michelle Jones, Chair
Mary Berg, Vice Chair
Kellie Burns, Committee Member (virtual)
Kelly Powell, Committee Member (virtual)
Sue Durkin, Committee Member (virtual)
Wayne Tucker, Committee Member (virtual) – arrived in-person at 9:55pm
Harriet Caruso, Committee Member (virtual)

A. Comments for the record

No written comments received for the meeting before the deadline.

2. Philosophical and Policy

A. A-F Principles of Agreement

Chair Jones 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 provided background information regarding the Board's A-F Principles of Agreement and the current work of the Board to update the Principles.

Members felt positively that this work was being undertaken and emphasized the importance of all schools being able to achieve an A.

Jessica noted the possibility of ranking the importance of the priorities.

Members also felt it was important to stay true to the use of multiple measures and being aware in situations when multiple measures tie back to the test.

Members asked if there were any recommendations of changes to be made from other individuals or groups.

Jessica responded that the multiple measures have been addressed and that individuals have noted that the business rules have been getting clearer.

Members noted that transparency is important and that the ability to replicate their state accountability and data.

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, noted that his team is working on ways to make the calculations and components of the data can be made more accessible.

Members asked if we are really measuring what we should be measuring specifically in regards to the assessment because we don't follow up on students post-graduation.

Members noted that items are captured in secondary but that post-secondary measures may

not be there.

Members asked if this may align with the post-outcomes survey for students in Exceptional Student Services.

Members also noted the challenge if students leave the state post-graduation.

Members noted that potentially the wording could be changed to noted that actions are being taken to set up students for potential post-secondary success rather than specifically representing the post-secondary success.

Members noted that surveys pose challenges with responses and that once a student graduates, they are out of the school's realm of control/influence.

Members noted that there is the possibility to ask graduating students if they have been accepted to college or have an employment offer. But that the post-first year success is not the same as acceptance or enrollment.

Sean suggested maybe there is an option for students to create a portfolio to demonstrate their performance.

Members noted their focus is on opening doors for students.

Sean noted a possibility to consider using Clearinghouse data and CCRI to see if there is correlation between students that perform highly on CCRI and outcomes in Clearinghouse data.

Members noted the need to ask alternative schools to log all data for students even after they surpass the maximum points.

Members shared that some states are using post-secondary data to look at what are the outcomes of students in their state.

Sean explained that the current metrics are a "per-capita approach" while there is the opportunity to consider individual students.

Members noted that students have different timelines and asked how those different timelines could be accounted for and measured. What makes a person become successful isn't really quantifiable.

Members mentioned a self-reported data survey on post-high school plans for students.

Sean noted that collecting such a survey/ conducting an exit interview with every student leaving high school could create a valuable information source for school leaders. Members noted that this could be done at the beginning of the year and could potentially be part of the ECAP process.

Chair Jones noted that this item will return to the agenda as the Board's work continues.

3. Technical

A. Discussion on SY2023-2024 A-F Appeals for Alternative Schools

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

Jessica summarized the types of appeals seen by Alternative Schools for the 2023-2024 school year A-F Grades. Jessica noted that one appeal related to withdrawal codes.

Sean noted that this work is ongoing for ADE because the data feeds into many different places within the data held by ADE. He also noted that School Finance does not necessarily want all these changes to be done through the 15-915 process but that this opens up challenges with new integrity rules.

Members asked if there was a way to proactively notify schools that items could be impacting them. Sean and Jessica explained that this has started occurring.

Members expressed concern for schools that do not have a data person that can manage this for their schools.

Jessica explained that the other appeal related to a school not reporting themselves as ineligible for self-reporting points.

Sean noted that this is a challenging metric to proactively address with alternative schools because identifying the potential students included is difficult with the alternative business rules.

Members noted that the proactive approach is to potentially look at schools that had 0 points and do additional follow-up with On-Track to Graduate.

Sean noted that one of his team members attempted to contact every school that missed reporting. And was able to contact all but three who did not answer.

B. Discussion on School Report Cards: Representation of School Improvement Identification

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

Sean noted a need to re-address this with the School Improvement Team to get approval from their team.

Members also referenced the self-reporting for discipline incidents for School Report Cards.

Discussion was had regarding CRDC reporting and SIS vendors.

Chair Jones noted that this item will return in a future meeting.

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

Chair Jones introduced this agenda item and asked Sean Smith to present.

Sean walked through the Indicator Scoring Analysis document.

Members agreed with Sean's "skateboard to car" analogy approach.

Sean noted that the focus is to express this so that folks understand it.

Members asked if there was an intent to create additional resources to explain this concept and document to others (i.e. video, webinar, books on tape). Sean confirmed that the intent is that this goes to the public to explain the work of the technical advisory committee.

Sean highlighted the "balance" component of the scoring analysis. Sean noted that this document is "observing" issues in the system but not necessarily providing solutions to the issues.

Members noted that this is a scaling issue.

Sean highlighted the "scaling" component of the scoring analysis.

Members noted that the issue of scaling occurs even within components for example proficiency between Math and ELA and by grade.

Sean highlighted the "discretization error" component of the scoring analysis.

Sean highlighted the "sampling error" component of the scoring analysis.

Jessica noted that schools don't always know where they are performing.

Members suggested changing the farming picture to have the same farmer with the same tool to visually represent the issue.

Sean noted that CCRI is a particularly hard sell because it would mean people earning less CCRI points in order to create a more balanced system.

Members mentioned previous discussion in changing how many points are needed to get "full-points" for a student.

Sean noted that graduation rates have a very small range where you should be because there should be more graduates than not.

Members again noted that CCRI is supposed to measure post-secondary success but we don't really know if it does. Are the things that we don't measure like counseling the things that translate to student success in the long run?

Members suggested considering increasing the CCRI score to create more opportunities to prepare students for next steps and more closely mimic the spread seen in Traditional schools CCRI.

Sean mentioned that there could be value in looking at awarding points based on students who score points on the test and on the career side.

Members asked how/when to consider making changes to the point threshold for CCRI. Sean responded that 2025-2026 would be the earliest and give time to address the balance issues in the system.

Members noted that the original plan with SBE was to continue increasing the point threshold for CCRI.

Members suggested alternate ways that students could earn points like mentoring, a college and career office, increased parental involvement.

Shannon Etz, Project Director of Constituent Services for the Arizona State Board of Education, suggested that in light of the conversation regarding postsecondary success and outcomes, there could be consideration to looking at CCRI similar to the red/blue model for traditional schools. This would emphasize that students need skills and experience that pertain to both college and career because ultimately a graduate should have future education/career experiences.

Sean explained that Growth to Graduate as a whole is also skewed.

Members noted that On-Track to Graduate is a component that could be examined more closely.

Members asked if the 4-year graduation rate for traditional schools is comparable to On-Track to Graduate.

Sean will create a comparison chart for 4-year and 5-year graduate rate for traditional schools to On-Track to Graduate for alternative schools.

Members noted that there is a conflict in the Principles of agreement that an A school should be exceptional but every school should be able to get an A and those are not necessarily in alignment with each other.

Members discussed the challenge within alternative schools to get students across the finish line and the challenge when students get close to graduate and disappear.

Members noted that On-Track to Graduate is a reactive measure.

Members drew an analogy to the dashboard of a car where some metrics have a scale and others are just a light on or light off.

Sean noted that the goal of indicator scoring is to understand the scale of the thermometer and create a construct that is useful to understand the value.

Members noted the need to review the inclusion criteria for On-Track to Graduate to ensure

it is clear and makes sense to the field.

Sean noted that conversation from this document will return in future meetings.

4. Future Meeting Dates and Items for Future Agendas

2024-2025 business rules will be presented as soon as they are ready. The delay is related to Traditional Schools that need to make changes but will likely appear on the March agenda.

The next meeting will take place on March 3rd at the Arizona Department of Education North Building.

Meeting adjourned at 12:00pm.