

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 4, 2024, at 09:30 A.M at the Arizona Department of Education, 1535 W Jefferson St, Room 417, 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
- 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 1, 2024 at 12:00 PM.

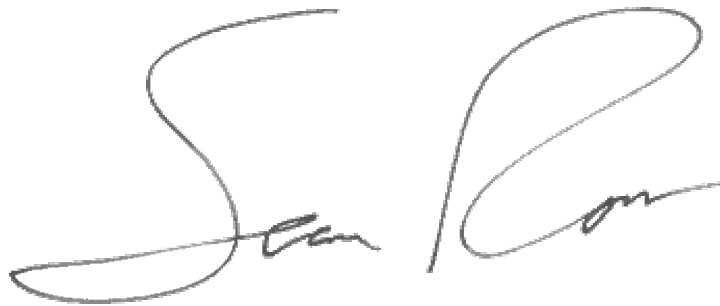
Written comments received after the deadline will not be posted and will not be provided to members.

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 1, 2024 at 5:00 PM.**

DATED AND POSTED this 28th day of February, 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

Committee Meeting commenced at 9:32am.

Attendees

Binky Michelle Jones, Chair
Mary Berg, Vice Chair
Kelly Powell, Committee Member
Sue Durkin, Committee Member
Wayne Tucker, Committee Member
Harriet Caruso, Committee Member
Kellie Burns, Committee Member

Jessica Mueller, Research and Data Analyst for the State Board of Education, took attendance. The Committee has a quorum.

A Committee Member stated that agenda items will be taken in the following order: agenda item 1A, agenda item 2C(i), agenda item 2 in consecutive order, agenda item 3, and agenda item 4.

A. Comments for the record

Jessica Mueller, Research and Data Analyst for the State Board of Education, provided an update on the public comments received. No comments were received and there are no members of the public observing the committee meeting.

2. Technical

A. UPDATED - Presentation and discussion on component scoring: Review of draft plan, timeline, and analysis of components for alternative schools - UPDATED

Jessica Mueller, Research and Data Analyst for the State Board of Education, presented to the Committee. The Senate Bill would require performance classification. The House Bill does keep summative performance classification. The Senate Bill appears to be the "sacrificial lamb". Attempts are being made to identify what is meant by "performance classification".

A Committee Member sought clarification about what the classifications are.

Jessica Mueller provided clarification that the classifications appear to be a five-point system of some kind. Such as, Exceeds, Expected Standards, etc.

A Committee Member sought clarification about whether three of the five levels are considered a variation of "meets" standards.

Jessica Mueller provided confirmation that three of the five classification levels are considered "meeting" the standards.

A Committee Member sought clarification about the temperature of the legislature.

Jessica Mueller provided clarification that per the State Board of Education's lobbyist, the House Bill is preferred.

A Committee Member sought clarification about who the identity of the State Board of Education lobbyist.

Jessica Mueller provided clarification that the State Board of Education lobbyist is Federico Yanez.

A Committee Member sought clarification on the various classification levels.

Jessica Mueller provided clarification that there are two buckets on either sides of "meets expectations".

A Committee Member reasoned that a C is "meets expectations" and "Exceeding" is an A or a B

Jessica Mueller discussed the various classification levels in more depth.

A Committee Member stated that they did not know the labeling would go in this direction.

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, shared that some of this is conceptual. Schools need to not freak out if the Committee's inquiries are too scary. The Committee is seeking feedback on these topics. The Committee can always tool it and eventually find something that works. Due to difficulty explaining dynamic, a graphic was created. Sean Smith presented the graphic of a race between red car vs. blue car. There are several components in A-F. The desire is for all schools to be able to get all the points. The Committee set up weights, but it messes with nominal vs. effective weights. A-F is like a race between CCRI and graduation. The school with the fastest time will get all the points and gets the best grade. This is the proficiency race: school blue car vs. school red car. School blue car is not great, so it doesn't have a great car. School red car is great and kicks butt and all kids are always high proficiency, so they have a race car. Clearly school red will win and they do with their race car. School blue comes in second and gets some points. In the alternative world, this is CCRI. This is the where both schools race. This race is worth 35 points. Proficiency is only 15 points. But right before the schools race, please remember that this race is capped. All schools get the same number of points and has the same time. EL is capped a bit too. CCRI is supposed to be the place to differentiate the good things that schools are doing. But Proficiency does not help. So the only race that matters is proficiency, since CCRI is capped and has a speed limit.

A Committee Member shared the presented graphic does capture what happens.

Sean Smith concurred that this is what happens in CCRI with alternative schools. The difference cannot be made between the red fastest race car and the blue compact car. CCRI does not reveal who runs the race the fastest. Mechanical failures reveal the type of "car" each school has. The important thing to keep in mind is that the speed limit needs to be removed to see which school is doing well and which schools need to compete more work. The trick is how to complete this.

A Committee Member suggested awarding the 35 points and allocating bonus points for a certain measure past X for those schools who did a great job. Clarification sought about whether the committee continues to just keep adding on after measure X.

Jessica Mueller agreed that this type of scenario is concerning.

A Committee Member added that the mechanism and actual document would need to change.

A Committee Member suggested reviewing the categories in the CCRI since it is possible that another part of the CCRI is more effective than another part.

Sean Smith concurred that these are the primary questions and areas of interest. With alternative schools, the balance is where that final score of 35 is not based on the final point in there. Clarification needs to be made regarding the threshold prior to diminishing returns. There are various buckets: testing, service learning, etc. There are four or five different columns in a spreadsheet. We don't want to incentivize schools to do every column in the spreadsheet. At some point, 17 points is no better than 16 or 8 points. We don't want every single student to complete every testing item to get the testing points.

A Committee Member advised that if categories are being utilized, those are the buckets again. Alternative schools need to stay away from buckets. There is a need for overall points. There are students who can barely complete one form. Two points is something to reach for, but accounting for 2 points is easy datawise. The concern is that everyone should be an A school and now the Committee is making achieving an A more challenging.

A Committee Member voiced opposition saying it doesn't have to be this way. A request was made to think of two other ways to make things easier while keeping normative vs. mastery measurements in mind. Most measurements are mastery based. If a score X is achieved, you achieve it. The framework of conjunctive model vs. compensatory model needs to be kept in mind. Compensatory is what is in place currently. GPA is a perfect example since one grade can compensate for another grade. There are weights to help compensate for another area. Schools earn their points via growth or proficiency. That model is different and it will trip schools up because there are more components scores to populate and it is no longer a growth measure. This won't work well in a conjunctive model. That is more of an issue for another group. We have a lot of mastery in alternative schools and only a couple of normative. Depending on how legislation goes, the committee may find itself with a conjunctive measure model in a compensatory world.

Jessica Mueller expressed thanks for the expressed caution.

Sean Smith sought clarification about whether there is a benefit to continue with compensatory or conjunctive.

A Committee Member expressed no personal opinions or solutions to this quandary. CCRI or any of the other mastery measures are like triage. In a mastery world, the measures can be more forgiving. Some measures lend themselves to that.

A Committee Member sought clarification about whether the committee wants stakeholder input on CCRI. Clarification was sought on how this would affect alternative schools.

A Committee Member provided clarification that guidance should be sought in the field from alternative schools.

A Committee Member stated that if the compensatory model is used, the accountability model becomes an arms race of sorts. The conjunctive model is different, but begs the question about what is considered "good enough".

A Committee Member sought clarification about what questions to ask the field.

A Committee member provided clarification that the committee could go consult the field about recording CCRI data for a year. Conversations with school leaders have previously transpired about focusing on the students that school leaders can earn more points out of.

A Committee Member suggested performing some data collections from the field and allowing schools to voluntarily provide information.

A Committee Member mentioned that it is too late to try this approach for this year.

Jessica Mueller sought clarification on not changing what schools are earning.

Sean Smith sought clarification about changing what is being earned for SY2024-25.

A Committee Member provided clarification that only data collection should transpire.

Sean Smith suggested a quick a dirty data collection using mastery in CCRI. Such an approach is superior to the previously suggested diminishing return notion. An honest discussion needs to transpire regarding the mastery level for each student. If the measurement is not norm referenced and not mastery based, then every student can achieve this and it has no meaning. A lot of students would benefit from a defined mastery goal. This committee can gather data from the field regarding what means to be "mastery". If mastery is set with caps and extra credit, it reduces variability and will hurt the overall picture and the schools themselves. Some schools will earn fewer points than they are used to receiving. The added fairness and added value on mastery will hurt schools initially, but will improve in the long-term. If they are a good school, they can get an A.

Jessica Mueller sought clarification about whether this information can be audited or be subject to a rubric for points.

A Committee Member added that proficiency needs to be removed or the Committee's data will hit the wall on proficiency. All the Committee is doing is changing the burden of proficiency by creating a door to more C schools vs. A schools. To get this data, the Committee needs to develop a tool or survey and the consortium can assist in implementing this.

A Committee Member stated that if the Committee removed the math points from CCRI and asked schools to insert their points, the Committee cannot calculate an average. Furthermore, nothing can be done this year.

A Committee Member noted that the primary question is how many schools can still achieve an A.

Sean Smith said that if CCRI were to be fixed in a vacuum without correcting proficiency, there will be a problem. When reviewing the distribution of proficiency, it appears like everyone is performing terribly. Currently, for schools to earn full proficiency points, 100% of their students must pass a test with a 40% pass rate. The Committee can say the outcome in an alternative school is some form of hybrid norm. The Committee can award points based on improved outcomes from one year to the next in a subgroup of students. The Committee can define a scale with Proficiency to see what the difference is between alternative schools. The Committee can define an A via proficiency level vs. 100%. "Doing really good" can be another proficiency level marker. The Committee can define B, C, D, etc. Right now, getting full points is binary: either a schools gets full points or none. If a school does not earn an A with CCRI, they become an F. A tiered approach can be offered to schools to earn a B, C, etc. CCRI and Proficiency need to be taken in distinguishable chunks. More about this proposal will be known in the next couple weeks to determine if this will work. The Committee needs to create distinguishable levels of performance within each indicator. Clarification sought on how to take the next steps.

A Committee Member stated that the Committee is past their time on this agenda item and discussed some of the objectives of agenda item 2B.

A Committee Member sought clarification about when to bring the schools into the discussion.

Jessica Mueller provided clarification that schools should be consulted in the summer or August.

A Committee Member mentioned sending notice to schools about the Committee's discussion regarding gathering data.

Jessica Mueller offered to send a reminder in July.

Sean Smith expressed positivity.

A Committee Member shared that appeals may be filed based on CCRI data.

A Committee Member summarized the Committee's discussion points for agenda items 2A and 2B to include reviewing the spreadsheet, going over component scoring, reviewing this topic again, and trying to invite a rural school.

B. Discussion on component scoring: Bonus points

This agenda item was discussed during agenda item 2A.

C. Study and discussion of AATAC member questions

i. Update on Persistence Rate report

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, shared that the update is the same as before. The Department is working on other topics, but are continually bogged down with other tasks.

A Committee Member sought clarification about whether this deliverable is on the radar for May or June.

Sean Smith provided clarification that it will be completed prior to June because it needs to be completed for data validation.

A Committee Member sought clarification about whether the Department is shooting for May.

Sean Smith provided clarification that the static file version will be started the beginning of June.

ii. Multidisciplinary Evaluation Team (MET) reports

Jessica Mueller, Research and Data Analyst for the State Board of Education, presented to the Committee. Data related to this topic has not been collected yet. A SPED Subcommittee and some members may be able to provide some valuable feedback.

A Committee Member stated that all alternative schools are seeing high percentages of students with IEPs. Information is not always kept up to date and sometimes the students are never re-evaluated. Alternative schools get students at 17 years old and need to perform an entirely new evaluation.

A Committee Member added that some students have relaxed IEPs.

A Committee Member expressed a concern with separating this out since it might reflect negatively on alternative schools. There are 17 and 18 year old students that don't want their labels anymore so they don't inform their new school. This type of situation can adversely affect alternative schools. So many students just want to be done with school and don't want to be considered as different.

A Committee Member added that these students come to alternative schools with expired METs and the alternative schools are just trying to do their best.

A Committee Member suggested gathering more data in an attempt to figure out how to address this situation.

A Committee Member sought clarification about whether there is a way to see the percentage of SPED students per school site.

Jessica Mueller provided clarification that with enough time, the data could be disaggregated.

A Committee Member provided clarification that this type of data is not submitted to the state.

Jessica Mueller provided clarification that this data may not be reported to the state, but this data could be reported to the Federal Government.

A Committee Member sought clarification about whether the Committee wants the percentage by schools, by grade level, by disability, or by alternative schools.

A Committee Member sought clarification about whether the data desired is regarding students who are initially diagnosed.

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, sought clarification about whether the Committee is considering awarding bonus points to this category.

A Committee Member provided clarification that the Committee is attempting to gain understanding from the data.

A Committee Member noted that the data will include all MET students.

Jessica Mueller sought clarification about whether the Committee is interested in considering SPED inclusion.

A Committee Member provided clarification that this topic is noteworthy.

Jessica Mueller shared that the data will be evaluated to determine if this insight is possible.

Several Committee Members echoed that this topic is something the Committee needs to know and should have knowledge about.

A Committee Member clarified that the data should be broken down to SPED by type.

Sean Smith sought clarification about whether a variability in the percentage of SPED students will be seen among the 130 alternative schools. Some alternative schools have a high population of SPED students and some do not. This comparison is important regarding the SPED bonus point. the Committee needs to decide if the bonus point is based on the distinction between what alternative schools are doing and comparing them to a traditional school.

A Committee Member provided clarification that the assumption being made is that this varies.

A Committee Member stated that a lot of SPED students are also masked by also being EL

students. This can explain why some schools reflect such lower populations of SPED students. Some alternative schools don't place a large emphasis on on this label since almost all their students have IEPs.

A Committee Member agreed. Unless the committee is considering something specialized, the data is being gathered for education purposes only.

Jessica Mueller added the Board prioritizes SPED students and reviewing te data may reveal something worth further investigation.

A Committee Member shared that the variation could be huge.

Sean Smith said that in traditional schools, this is a good topic to research because it works well to incentivize opening doors and recognizing that there is a counter balance to Proficiency. This encourages traditional schools to serve their students who are behind in proficiency. This topic could be important in the alternative school space as well.

A Committee Member sought clarification about whether the data can be broken down by grade level.

Jessica Mueller provided clarification that this data is not available to SBE.

Sean Smith provided clarification that the ADE may be able to separate out this data.

Yassin Fahmy, Director of Accountability for the Arizona Department of Education, agreed.

A Committee Member sought clarification about whether cohort is attached to the students in question.

Yassin Fahmy provided clarification that this information can be gathered if desired.

Committee Members provided the ADE with various data parameters and topics.

A Committee Member sought clarification about whether the committee is analyzing cummulative school year. Some students withdraw, so it may be worthwhile to evaluate the quantity of W4s.

Sean Smith sought clarification about the primary question that the Committee really wants to answer with this proposed analysis. A question was asked about whether the Committee is asking if there are differences in alternative schools due to the burden of their SPED students. Knowing the primary question will assist ADE in framing what data needs to be pulled and how to prioritize the data.

A Committee Member sought clarification about whether alternative schools will be awarded points in SY2024-25 or SY2025-26 since they share a greater burden of SPED students by population percentages. Perhaps this topic is worth adding.

A Committee Member sought clarification about whether the overall percentage of SPED students impacts an alternative school's Proficiency score. The Committee can make an assumption for the current school year and compare it to the next school year and use this data to create a trajectory and look at bonus points.

A Committee Member shared that there are educators in the field who are saying that the percentage of SPED students in general will increase within the next three years. Perhaps this is worth studying.

Jessica Mueller commented about how graduation rates is personally more interesting.

Sean Smith said that it takes a lot of time to write the code for disaggregation. All the proposed questions are good questions to ask and consider. From the perspective of measuring a quality school, one of the roles is teaching students with disabilities. Alternative schools may have taken on a larger role by taking on the needs of this specific population.

A Committee Member added that the number of identified students is another problem too. When taking a look at the data, it is worth noting the quantity of alternative schools taking the time in identifying students for the first time.

A Committee Member agreed. If the student's primary school had identified the student previously, things could have been different for that student.

Jessica Mueller sought clarification about whether the ADE can evaluate the data based on when students were first identified as SPED.

Sean Smith provided clarification that this data is available.

A Committee Member stated that the general trend is to have a smaller proportion of students as SPED as the school's cohort reaches 12th grade. These students are either dropping out or being re-identified. The Committee can discuss SPED incentives forever for the Accountability system. If the Committee can identify the student weight for the disability category, the Committee can evaluate the weight per school and this can be used as an indicator for severity.

Sean Smith agreed.

iii. UPDATED - Grades 6-8 students in alternative schools: Transitional readiness - UPDATED

A Committee Member shared that Arkansas does have a high school readiness indicator. Accountability is nonexistent for middle schools. K-5 evaluations includes performing arts and sports. This approach would be re-engaging and could lure students back. Although not a fan of how Arkansas included SEL students.

A Committee Member sought clarification about whether Arkansas clarifies what their SEL is.

A Committee provided clarified that Arkansas does not clarify this. However, they do include the attendance rate. There are options to include several items like SEL, English, Math, etc.

Jessica Mueller, Research and Data Analyst for the State Board of Education, sought clarification about whether this is required for their state.

A Committee Member provided clarification that yes, this is required for Arkansas. This framework could be used for traditional K-8 and CCRI.

A Committee Member suggested creating a category for re-engagement or some other ideas to get away from test scores.

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, added parent participation to the possible categories to consider. Some schools provide parents with school tours and these don't have to be tied to a specific student. Perhaps the Committee could consider some school-wide actions that are not student specific. From an alternative school perspective, topics like peer auditing would be a worthy inclusion to ensure the school is doing quality work. Some sort of rubric that includes combines school actions and an auditing process is necessary.

A Committee Member stated that this evaluation needs to be beyond a spreadsheet since the spreadsheet is student specific.

A Committee Member suggested parent involvement, ECAP, etc. Clarification sought about whether this type of evaluation is performed anywhere else.

Sean Smith provided clarification that in traditional schools, there is a bonus point for increasing the percentage of students enrolled in college or the military. This is the closest topic regarding a self reporting school activity.

A Committee Member stated that ECAP attached to a student would still encourage the school.

A Committee Member sought clarification about which age groups would be included. A suggestion was made for the 8th grade population.

A Committee Member provided clarification that a different population of students should be utilized every year so that there are multiple options to earn points since population can change greatly from year to year.

Yassin Fahmy, Director of Accountability for the Arizona Department of Education, pointed out that some would vary by grade since not all measurable topics would apply to all ages.

A Committee Member stated that there are things a school can do. Some schools choose preCTE.

Jessica Mueller, Research and Data Analyst for the State Board of Education, shared that school financial literacy is a new move.

A Committee Member added that coding and keyboarding are huge and all students should know how to keyboard now.

A Committee Member sought clarification about whether the provided chart is part of agenda item 2C(iii).

Jessica Mueller provided clarification that the chart is separate.

A Committee Member sought clarification about an ECAP for the state to use as an option in schools.

Jessica Mueller provided clarification that my future AZ is an option.

A Committee member said that for highly mobile schools, this can be problematic. Clarification sought about whether ECAP is even necessary if a school is already using Ready, Set, Go.

A Committee Member provided clarification that it can be helpful for career exploration. Perhaps there is enough of a difference between the two activities.

A Committee Member stated that another topic is 9th grade's "on track to graduate".

A Committee Member sought clarification about how many students are in alternative schools in the state of Arizona.

Sean Smith provided clarification that the exact number is unknown at the moment.

A Committee Member sought clarification about whether there are any action items or items to document in the spreadsheet.

Jessica Mueller provided clarification that she and another Committee Member will draft up the spreadsheet.

iv. Grades 6-8 students in alternative schools: Schools identified: 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

A motion was made to move into Executive Session.

Motion passed: 7-0.

Motion made by: Mary Berg
Seconded by: Harriet Caruso

Voting:

Binky Michelle Jones - Yes

Mary Berg - Yes

Kelly Powell - Yes

Sue Durkin - Yes

Wayne Tucker - Yes

Harriet Caruso - Yes

Kellie Burns - Yes

The Committee moved into Executive Session at 10:36am.

The Committee moved returned from Executive Session at 11:12am.

A Committee Member stated that they are waiting to get more data.

Jessica Mueller, Research and Data Analyst for the State Board of Education, summarized that the committee will start looking at the identified components. Those components can be shared with the schools in question. Research will be conducted regarding the provided assessments.

3. Future Meeting Dates and Items for Future Agendas

A Committee Member made comments about the next committee meeting.

The Committee Meeting adjourned at 12:10pm.