

MEETING MINUTES

Arizona State Board of Education Approved Online Instruction 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 Approved Online Instruction Accountability Technical Advisory Committee and to the general public that the Committee will hold a meeting, open to the public, on **Thursday, February 15, 2024, at 9:00 A.M at 1535 W Jefferson St, Room 208, Phoenix, AZ 85007.**

Members of the public will have physical access to the meeting location 10 minutes before the Committee meeting, at 8:50 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.

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 Wednesday, February 14, 2024 at 12:00 PM.

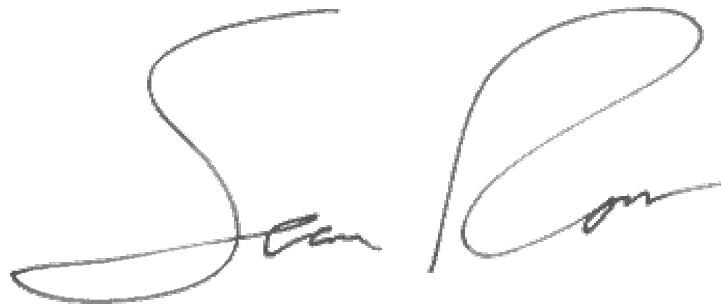
Written comments received after the deadline will not be posted and will not be provided to members.

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 **Wednesday, February 14, 2024 at 5:00 PM.**

DATED AND POSTED this 12th day of February, 2024.

Approved Online Instruction 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 called to order at 9:05am.

Attendees

Kelly Pinkerton, Chair
Julie Davis, Committee Member
Yovhane Metcalfe, Committee Member
John Kelly, Committee Member

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

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.

Jessica Mueller shared the search for a seventh member of the AOI TAC.

A Committee Member sought clarification about virtual attendance of the TAC.

Jessica Mueller provided clarification that members of the community have voiced an interest in virtually watching the TAC Meetings. The consensus among the TACs was to continue to allow in-person attendance, review of meeting minutes, providing meeting minutes, and taking written public comments. Another option is to record the meeting and publish the audio recording online. Audio can be redacted to remove private information. However, an in-person attendee cannot be stopped from recording the meeting on their own. The primary concern is inaccurate information be shared publicly.

A Committee Member stated that the TACs should be consistent. More transparency is important. One set of rules for all TACs will be better for staff too. Furthermore, this can help encourage committee members to be more cognoscente of what is said.

Jessica Mueller volunteered to review the recording to ensure certain private items are not included. This has been completed for other SBE work.

Multiple Committee Members agreed to keeping the same rules and procedures as other TACs.

Jessica Mueller agreed that different rules for each TAC can also become confusing for members of the community. A trial run can be conducted in March. The TAC can reflect on their experience to evaluate if the TAC wants to share openly. Another topic of concern is when certain committee members make statements in support of students vs. their representative institution.

2. Technical

A. Discussion and recommendation to Board on SY2023-2024 models and business rules

Jessica Mueller, Research and Data Analyst for the State Board of Education, presented to the Committee. The only business rules change recommended by the AATAC and ATAC is

regarding students with disabilities and not holding schools accountable when graduating in a larger cohort. The language included is that the Department will work with the Exceptional Student Services Department to identify language to ensure schools can appeal for this reason. The SBE supports this has demonstrated this support in the past. This will ensure that school SPED Departments are not overwhelmed with sharing information.

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, stated that when determining which students are included in CCRI or AOI Schools, the same enrollment criteria must be followed. Although it is different for alternative schools. This should be clarified prior to making a change.

(1) A motion was made to recommend that the State Board of Education approve the A-F alternative schools model and business rules for SY2023-2024 as presented, with appeals for special education student graduation.

(2) A motion was made to recommend that the State Board of Education approve the A-F alternative schools model and business rules for SY2023-2024 as presented, with recommended language consistent with ESS policies and recommendations for appeals related to the graduation rate of special education students.

Motion passed: 5-0.

Motion made by: Mary Gifford

Motion seconded by: Yovhane Metcalfe

Voting:

Kelly Pinkerton - Yes

Mary Gifford - Yes

Julie Davis - Yes

Yovhane Metcalfe - Yes

John Kelly - Yes

B. Update on nominal vs effective weights of A-F models for AOI schools

Sean Smith, Chief Accountability Officer for the Arizona Department of Education, presented to the Committee. The sample size for AOIs is so finite that gathering data is challenging. The update is sharing the general principal that every indicator, with little variability, will not count for much weight. If one must distinguish between schools these will not do a lot to assist with this goal. Indicators that do have growth, like CCRI and EL (to a lesser extent), will reduce variability and have lower effective weights. When there is more possible, the variability is reduced. Reintroduction of variability can ensure the weights go to where they are supposed to go. The growth is key. In reality, growth accounts for a lot less because it doesn't end up bring the distinguishing factor. It is supposed to count as 50, but ends up being 26. This does not match the intent of what the TACs were intending. Proficiency can hit hard with schools that are serving a surplus of academically struggling students or online students.

Jessica Mueller, Research and Data Analyst for the State Board of Education, added that these categories of student tend to be ones with high mobility.

Sean Smith agreed. Students seek out AOs for different reasons. There must be a way to reintroduce variability to meet the intent of the system without ruining the landscape of school letter grades. A environment needs to be created that allows any school to achieve an A. Without the proficiency points, there is very little possibility for a school to achieve an A letter grade. Tremendous growth can also help a school earn an A. However, there needs to be a variety of ways for schools to earn an A.

A Committee Member sought clarification about whether the Committee will be included in the ADE's proposed changes to the model to make variability more visible. Meaning, the Committee would appreciate being capable of evaluating how the model changes will affect this current year's data. Seeing how such changes impact schools will assist the committee in determining how to move forward.

Sean Smith provided clarification that the Committee will be provided an opportunity to see the impact. Would prefer to have the SY2024-25 Business Rules ready by June or May so schools may be capable of planning and reacting accordingly. This way, March, April, and May will be set aside to review the Business Rules.

Jessica Mueller agreed. Clarification sought about whether this timeline is too soon for SGT. The data may need more time to get back.

Sean Smith provided clarification that the initial analysis will be relayed as soon as the data comes back to assist everyone in making an informed decision. With this format, the changes can be discussed a year ahead of when they are set to launch.

Jessica Mueller sought clarification about whether this TAC has had discussions involving proficiency weights and making them more equal across the board instead of the current gaps.

A Committee Member provided clarification that yes the TAC has discussed changes to 0.5, 1.0, and 1.5.

Sean Smith stated that evening up those weights went a long way to fix the proficiency poverty correlation. If the weights are removed from the prior year performance and growth, variability returns in growth. Indicator scoring changes will need to be followed. Growth points will be lost, but the model can be adjusted to accommodate this. Acceleration readiness causes more problems, but the changes are happening in a positive direction. More analysis will be ready to share at the March meeting.

Jessica Mueller shared how acceleration readiness really comes down to the subgroups. This year's data needs to be used to model this to evaluate the discussed changes prior to moving forward.

A Committee Member sought clarification about whether increases in differential in weights to balance the weights. SGT should be removed entirely because it is not contributing much. Calculate using impact data and scores and identify cut off along the data this way. All the growth data is differentiated. That data is used to draw the cut offs. Perhaps the TAC should consider a similar approach. Proficiency is overused. Several of the measurable factors are

based on proficiency. It re-enters the model formulas in too many places. Such as via readiness points. Certain students are counted multiple times.

Sean Smith agreed. The ADE is fortunate to have seven years worth of data to utilize when comparing model variations. Acceleration Readiness is interesting, not because of its test outcome, but the random changes in enrollment. There are multiple problems to work out. Overall Acceleration Readiness has a lot of variability due to number of components in it. Instead of counting for 10% as it should, it ends up counting for 18%. And it is based on random changes that schools cannot control.

A Committee Member stated that it is hard to decide what to do when one is looking at the data. School size, especially with subgroup size, should be considered. Many small schools have an advantage since they cannot control the mobility of their students. This should be considered. Especially when comparing previous years to the current year. These factors have nothing to do with school performance, but they are random factors that schools cannot control.

Sean Smith said that it is ridiculous when the difference between an A and B for a school is determined by one student. For some schools, the difference between an A and B is one bad 4th grade math teacher. Since growth has such little variability, schools need those 47 points. If a school ends up with 46 points, that extra point needs to be picked up somewhere else. Indicator scoring is going to be implemented because it is in state statute and it will solve a lot of these problems. Such as with proficiency, a school only needs 100% of their students to pass a test that has a 40% pass rate. There is room for indicator scoring to define what represents "success" on this test since it is only meant to pass 40%. If every kid was passing this test, the Federal Government would be involved in a negative way. Success in Accountability land being 100% pass rate means there is a disconnect. For schools with a 100% pass rate, this would be good for them. But we can use this to improve the health of the system.

A Committee Member added that improving is better than coming up with a new evaluation system. One component is going to be their Danielson score. It would be impossible to wrestle that idea away from the educator community. Proving differentiation is much simpler. It gives the impression that everyone can be an A, but that is not what is happening.

Sean Smith agreed. Schools are used to earning 48 growth points to get an A. Promises cannot be made that everyone will be an A, but the ADE will expand so that all schools have the opportunity to be an A. The cost will be that some schools are used to getting some points in areas that will be taken away. The system must be fair for everyone. Schools that are used to maxing out the growth points, won't be able to do so anymore. But if all schools max out the growth points, it doesn't mean anything. This will be a tough sell to stakeholders. The impact data is crucial. It will show what will happen to each school.

Jessica Mueller emphasized that it is important to share this with schools to reduce alarm bells. Hopeful to present this at the March TAC Meeting. Board Members need to be included so that they understand what the TAC is doing and why. This will prevent a situation where Board Members shut the changes down. All concerns and contexts must be addressed.

Sean Smith stated that the team at ADE is very dedicated to putting in the hard work to ensure that schools get the best outcome. The team will not focus on what is easy.

Jessica Mueller noted that some Committee Members need to leave soon. The TAC Meeting is running out of time.

Sean Smith added one last point. SGT has been an ongoing issue because it is just proficiency be repeated. SGT can be good if it is looked at at the base level because it takes into account that not all students will be proficient in a year and holds the school accountable for their growth. This allows the school to be awarded points for actual proficiency. Stakeholders share that they like the data, but not the outcomes of SGT. Especially since minimally proficient students can triple points when they meet their target within three years. The method used to cycle this data up to count towards a letter grade can be adjusted. For instance, the model could instead consider Student Proficiency Target (SPT).

A Committee Member stated that SGT and SPT are very similar numbers. When they are calculated, the school considers what is easier to explain and ignore the other one. It will be interesting to see data where the two are very different.

C. Study and discussion of AOI-ATAC member questions

i. Presentation and discussion on 4, 5, 6, 7-year graduation rates: 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

Jessica Mueller stated that due to a lack of time, the presentation for this agenda item will be emailed to all Committee members. The email will include information on Business Rules for CCRI and AOIs.

ii. Discussion on School Finance guidance on 10 day absence pupil withdrawals

Jessica Mueller stated that due to a lack of time, this agenda item will be worked on with the Committee Chair, Vice Chair, and ADE Finance. More time is needed for this agenda item. The Committee may invite ADE Finance to present. Any comments may be emailed and the Committee will work on this agenda item behind the scenes and bring the outcomes back to the TAC.

3. Discussion on priorities for SY2024-2025, including component scoring

This agenda item has been pushed to a future Committee Meeting.

4. Future Meeting Dates and Items for Future Agendas

A Committee Member sought clarification and information regarding the bill in the Legislature.

Jessica Mueller provided clarification that the response appears to be positive. The SBE had a meeting with Governor Hobbs and she shared that she would not veto the bill. A similar bill has dropped in the House that does keep the school letter grades. Now it is a matter of which bill has the the most momentum.

A Committee Member stated that the next meeting is on Thursday, March 21st, 2024 at 9am.

The Committee Meeting adjourned t 9:58am.