

# Arizona State Board of Education

## Study Session: PARCC Transition

November 20, 2012

# Fundamental Question:

Should AZ maintain its high stakes requirement for the purpose of graduation from high school?

- If, “NO” then legislation is needed to eliminate the requirement, effective with the class of 2015.
- If, “YES” then the Board needs to address several issues to ensure a fair and successful transfer to the new assessments.

# Key Transition Considerations

- “Opportunity to Learn”
- Level of expectations (10<sup>th</sup> grade or CCR?)
- Alternative methods of demonstrating proficiency
- Accountability (A-F and teacher/principal evaluations)

# Opportunity to Learn

- *Due to the high-stakes nature of Arizona's high school assessment the Board and LEAs must ensure that students have had adequate opportunity to learn the material on which they are being tested.*
  - This makes a “clean” transition from AIMS to PARCC difficult.
- Question: What constitutes adequate exposure to the AZ Common Core Standards to support use of the PARCC assessments for high stakes purposes?

# Opportunity to Learn

## Task Force Recommendations:

- Preserve student accountability (no gap)
- Phase in the PARCC as the high stakes assessment:
  - Class of 2016 will continue with the current AIMS HS requirement
  - Class of 2017 will take a modified version of AIMS that contains items aligned to the Common Core Standards
  - Class of 2018 (current 7<sup>th</sup> graders) should be sufficiently familiar with the Common Core Standards to fully transition to the PARCC assessments

# Opportunity to Learn

- Implications
  - Retests will be offered according to student cohort
    - For a time this means two separate high school tests will be administered simultaneously (AIMS and PARCC)
  - Possible increased expenses due to multiple retest requirements
  - Burden on LEAs (two assessment systems)
  - Reading and Writing requirement
- Action required
  - As long as there is no break in the high stakes requirement the Board has the legal authority to phase in the PARCC assessments. No legislation is required.

# Level of Expectations

- A.R.S. § 15-701.01 – The State Board of Education shall:

*“develop and adopt competency tests...for the graduation of pupils from high school in at least the areas of reading, writing and mathematics and shall establish passing scores for each such test.”*

- The law is silent on the specific level of expectations:
  - The Board has historically set this requirement at the 10<sup>th</sup> grade level
  - This is consistent with the practice of most states with high stakes requirements
  - Students must be afforded multiple opportunities to pass the high stakes exam

# Level of Expectations

## Task Force Recommendations:

- Class of 2018 must pass:
  - High School ELA/Literacy II
    - No retests for ELA/Literacy I
    - Students that do not pass ELA Literacy II may retake that assessment OR pass the ELA Literacy III assessment
  - Algebra I, or Integrated Sequence I or higher
- 9<sup>th</sup> grade students in 2015 and 2016 who took Algebra I prior to entering HS will have multiple options:
  - Take Algebra I or Integrated Sequence assessment; or
  - Take end of course assessment of enrolled math course (Geometry or Algebra II)

# Level of Expectations

- Implications
  - Multiple testing avenues to meet the high stakes requirement
  - Impact on graduation rates is unknown (PARCC tests still being developed)
  - Logistics
  - Achievement levels
- Action required
  - A.R.S. § 15-701.01 delegates the details of the graduation test requirements to the Board. The Board can set the specific level of expectations and testing requirements as a matter of Board policy.

# Alternative Methods of Demonstrating Proficiency

- Alternative methods have been in place since the first year the AIMS requirement was enforced.
- AZ law currently establishes the following alternatives to meeting the AIMS graduation requirement:
  - “AIMS Augmentation”
  - Comparable score on another state’s NCLB test
  - Minimum score on SAT or ACT
  - Passing score on approved Board Examination System test (Grand Canyon Diploma)
  - IEP and 504 plans
- All of these alternatives are statutorily mandated and will continue after PARCC implementation

# Alternative Methods of Demonstrating Proficiency

## Task Force Recommendations:

- Allow all methods to continue (with some tweaks):
  - The Board will need to access consistency of established ACT and SAT scores with PARCC expectations
  - Add acceptance of a third party license, credential, or certification (CTE)

# Alternative Methods of Demonstrating Proficiency

- Implications
  - Existing alternative methods are well understood
  - Public perception
- Action required:
  - Amend A.R.S. § 15-701.02 to include the acceptance of a third party license, credential, or certification

# Summary

Opportunity to Learn	Level of Expectations	Alternative Methods of Demonstrating Proficiency
<p><b>Phase in PARCC as the high stakes assessment:</b></p> <ul style="list-style-type: none"> <li>• Class of 2016 will continue with the current AIMS HS requirement</li> <li>• Class of 2017 will take a modified version of AIMS that contains items aligned to the Common Core Standards</li> <li>• Class of 2018 (current 7<sup>th</sup> graders) should be sufficiently familiar with the Common Core Standards to fully transition to the PARCC assessments</li> </ul>	<p><b>Class of 2018 must pass:</b></p> <ul style="list-style-type: none"> <li>• High School ELA/Literacy II <ul style="list-style-type: none"> <li>No retests for ELA/Literacy I. Students that do not pass ELA Literacy II may retake that assessment OR pass the ELA Literacy III assessment.</li> </ul> </li> <li>• Algebra I, or Integrated Sequence or higher</li> <li>• 9<sup>th</sup> grade students in 2015 and 2016 who took Algebra I prior to entering HS will have multiple options: <ul style="list-style-type: none"> <li>Take Algebra I or Integrated Sequence assessment; or</li> <li>Take end of course assessment of enrolled math course (Geometry or Algebra II)</li> </ul> </li> </ul>	<p><b>Allow all methods to continue (with some tweaks):</b></p> <ul style="list-style-type: none"> <li>• AIMS Augmentation</li> <li>• Comparable score on another state's NCLB test</li> <li>• Minimum score on SAT or ACT</li> <li>• Passing score on approved Board Examination System test (Grand Canyon Diploma)</li> <li>• IEP and 504 plans</li> <li>• <b>Add</b> acceptance of a third party license, credential, or certification (CTE)</li> </ul>

-OR-

# Alternative Implementation Plan

- Based on a more conservative approach to the “opportunity to learn” issue:
  - Suspend the high stakes requirement until all students have been exposed to the AZ Common Core standards from K-10 (cohorts 2017, 2018 and 2019);
  - Course requirements remain unchanged;
  - Implement applicable elements of primary proposal beginning with 2020 cohort (level of expectations, alternative methods, etc.).

# Alternative Implementation Plan

- Implications

- Positives

- Greatly mitigates any “opportunity to learn” issues
    - Avoids complicated retesting scenario
    - Saves state resources (retesting and multiple assessments)

- Negatives

- Questionable impact on student motivation (accountability repercussions?)
    - Perceived lack of accountability
    - Fairness for students meeting current high stakes requirement

# Alternative Implementation Plan

- Action required:
  - Possibly amend A.R.S. § 15-701.01 to suspend the high stakes graduation requirement until the 2019-2020 school year.

# Additional Options/Suggestions

- Cut scores should be evaluated and established after PARCC's first administration and standard setting
- Rescale augmentation to coincide with original rollout (25% - 15% - 5%)
  - Soften the transition while still moving to the higher expectation
- Require students to pass ELA/Literacy and Mathematics assessments each year (3<sup>rd</sup> – 8<sup>th</sup> grades)
- Create College Career Readiness certificate or endorsement for diplomas
- Terminate existing high stakes requirement and instead require PARCC assessment scores to be included in course grades

# Accountability Implications

No action required at this time, but the Board needs to understand the potential implications of the transition on:

- Teacher/Principal Evaluations;
- AZ LEARNS classifications (A-F); and
- Federal accountability requirements.

