

# THE ARIZONA MOVE ON WHEN READY INITIATIVE

## ARIZONA STATE BOARD OF EDUCATION MEETING APRIL 28, 2014

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# Context for Today's Presentation

- Move On When Ready (MOWR) – An innovative performance-based high school education model that prepares all students to graduate high school college and career ready.
- Part of Excellence For All, led by the National Center on Education and the Economy (NCEE).
- Center for the Future of Arizona (CFA) - under a no-fee contract with the Board to manage and oversee MOWR. CFA supported by funding through the Helios Education Foundation and the State Board of Education Innovative Education Program Grant.
- Students qualify for the performance-based Grand Canyon High School Diploma when they demonstrate college and career readiness on a series of curriculum-based State Board-approved examinations in all core subject areas.
- Existing State Board rule R7-2-315.01(F)(1) provides a rigorous pathway to a standard diploma for MOWR students who do not qualify for the Grand Canyon HS Diploma by end of grade 12 and need the option of earning a standard diploma in order to graduate high school.
- Bringing before the State Board today:
  - 1) Equivalent proficiency scores for AIMS examinations and the MOWR assessments, which are necessary for operationalizing the standard diploma pathway under MOWR.
  - 2) Recommended method for awarding MOWR students a standard diploma.

## Key Points

- Existing State Board rule already provides for the standard diploma option for MOWR students. What we are bringing forward today simply operationalizes the existing rules, and brings clarity to how the standard diploma can work in practice for schools and students.
- While we don't anticipate large numbers of MOWR students will need the standard diploma option, there is a real need for this option in the field in order to make certain schools can serve all students appropriately.
- The standard diploma option in practice will provide a bridge between the performance-based Grand Canyon HS Diploma and the credit-based traditional diploma. (Schools can continue to offer the traditional diploma.)
- The rigor of the proposed program of study for the standard diploma is equal to or greater than the rigor of the traditional pathway to a high school diploma.
- Recognizing Arizona will soon adopt a new state assessment, the plan before you today would apply to students who graduate through 2016.
  - Meets an immediate need in the field, which can be revisited as needed once the new state assessment is known
  - NCEE is already committed to completing the exam equating work for Arizona's new state assessment

## The Arizona Move On When Ready Initiative: A Rigorous, Performance-Based Student Experience

- MOWR students work within rigorous State Board-approved instructional systems (e.g. Cambridge) with the goal of demonstrating college and career readiness on a series of curriculum-based exams in all core subject areas (math, ELA, science, history, fine arts/CTE<sup>1</sup>) before they leave high school.
- MOWR is based on a rigorous performance standard identified through empirical research.
- Students advance based on their mastery of knowledge and skills - not seat time. Time is the variable.
- Schools make student-centered decisions with the explicit goal of every student actually demonstrating college and career readiness before leaving high school.

<sup>1</sup>. Students choose to take fine arts or CTE. For fine arts, students take an examination if available (e.g. through Cambridge). If one is not available, then a passing course grade fulfills the requirement. For CTE, a passing course grade fulfills the requirement.

# MOWR Grand Canyon High School Diploma Requirements

In order to qualify for a Grand Canyon High School Diploma, a student must:

- Meet the college and career readiness qualification scores on a series of curriculum-based examinations within a State Board-approved aligned instructional system in the following subject areas: English, mathematics, science, and history.
- Students must complete a fine arts or career and technical education (CTE) requirement.
  - For fine arts, students will take an examination if available through an approved aligned instructional system (e.g. Cambridge IGCSE fine arts). If one is not available, then a passing course grade in a fine arts course will fulfill the requirement.
  - For CTE, a passing course grade fulfills the requirement.
- Students must successfully complete one-half credit of economics (outside of the approved aligned instructional system).
- Students do have room to take electives while working towards qualifying for the Grand Canyon HS Diploma.

## MOWR Standard Diploma Pathway – Arizona State Board Rule R7-2-315.01(F)

A student who remains in a board examination system curriculum through grade twelve and does not pass the board examination may graduate with a standard diploma provided that the student meets the following requirements:

1. The student has passed the Arizona Instrument to Measure Standards assessments in mathematics and English or received a sufficient score as determined by the Board on the ACT, SAT, or an approved board examination in mathematics and English.
2. The student has earned at least 22 credits and has passed a Board-approved sequence of courses within the board examination system curriculum.

For the purpose of this requirement the private organization and the department of education shall recommend for Board approval a sequence of courses for each approved board examination system. The sequence of courses for each board examination system shall ensure that students receive instruction in all Board-approved academic standards encompassed in R7-2-302.02(1) (a) through (e).

## Intent and Purpose of Establishing the Standard Diploma Option for MOWR Students

- Give students every opportunity to reach college and career readiness in the MOWR performance-based system, without penalty
- Maintain the spirit and practice of performance-based education
- Make decisions relative to coursework and sequencing based on mastery, not seat time
- Assure students, families, schools, and teachers they can fully commit to a performance-based approach
- Provide students the time and support they need to demonstrate college and career readiness
- Resist the tendency to fall back into a seat time based model
- Assure students they can earn a “standard diploma,” even if they don’t follow a traditional path
- Provide students with a program of study that is equal to or greater than the rigor of the traditional pathway to a high school diploma

# MOVE ON WHEN READY STANDARD DIPLOMA OPTION

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## Exam Equivalencies

# Process for Establishing Exam Equivalent Scores

- In order to earn a standard diploma a student must pass the AIMS assessments in mathematics and English, or receive a sufficient score as determined by the Board on the ACT, SAT, or an approved board examination in mathematics and English.
- Technical work was completed for the purpose of identifying exam equivalent scores for AIMS examinations and the board examinations utilized in the Move On When Ready initiative:
  - ACT QualityCore
  - Cambridge International Examination International General Certificate of Secondary Education (IGCSE)
- The technical work was led by the University of Michigan Institute for Social Research.
- In order to establish the exam equivalent scores, researchers examined the distributions of scores based on student exam performance. Scores were linked based on smoothing and fit analysis, which are recognized research methods for the equating of exams.

# Recommended Exam Equivalent Scores

## AIMS and Cambridge IGCSE Equivalent Scores

Course	GCD Qualifying Score		AIMS Approaches		AIMS Meets		AIMS Exceeds	
	Cambridge	AIMS	Cambridge	AIMS	Cambridge	AIMS	Cambridge	AIMS
IGCSE English First Language - Reading	70	802	21	627	31	674	63	773
IGCSE English First Language - Writing	70	634	22	433	37	480	64	587
IGCSE Mathematics	65	592	25	471	31	487	52	537

## AIMS and ACT QualityCore Equivalent Scores

Course	GCD Qualifying Score		AIMS Approaches		AIMS Meets		AIMS Exceeds	
	ACT QC	AIMS	ACT QC	AIMS	ACT QC	AIMS	ACT QC	AIMS
QualityCore English 10 - Reading	159	764	137	627	144	674	161	773
QualityCore English 10 - Writing	159	561	141	433	148	480	161	587
QualityCore Geometry - Mathematics	145	523	139	471	140	487	147	537
QualityCore Algebra I - Mathematics	150	578	140		147			
QualityCore Geometry and Algebra 1 Composite <sup>1</sup>	-	-	280		292			

<sup>1</sup>. The ACT QualityCore Math composite measure combines the Geometry and Algebra 1 scale scores, which shows a stronger correlation with AIMS HS Mathematics scores than the Geometry and Algebra 1 scores separately.

# MOVE ON WHEN READY STANDARD DIPLOMA OPTION

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Proposed Method for Awarding

## Proposed Method for Awarding a Standard Diploma to MOWR Students Who Need the Option

- Applies to students who graduate through 2016. The plan would be revisited as needed once the new state assessment is known. NCEE will complete the technical work needed to establish exam equivalent scores for the new state assessment.
- Students will pass the AIMS examinations in mathematics and English, or receive a sufficient score as determined by the Board on the ACT, SAT, or a State Board-approved board examination in mathematics and English
- When a student reaches the college and career readiness qualification scores on the examinations required for MOWR in a given subject area (math, ELA, science, history, fine arts/CTE<sup>1</sup>), he or she may elect to continue or stop taking classes in that subject area contingent on future plans
- A student who has not yet reached the college and career readiness qualification scores on the examinations required for MOWR in a given subject area (math, ELA, science, history, fine arts/CTE<sup>1</sup>) will continue to receive instruction through the State Board-approved board examination system in the subject area through the end of grade 12, or until he or she reaches the college and career readiness qualification score

<sup>1</sup>. Students choose to take fine arts or CTE. For fine arts, students take an examination if available (e.g. through Cambridge). If one is not available, then a passing course grade fulfills the requirement. For CTE, a passing course grade fulfills the requirement.

## Proposed Method for Awarding a Standard Diploma to MOWR Students Who Need the Option (Con't)

- All students will be given fair and ample opportunities to demonstrate college and career readiness
  - A student will take his or her initial examinations required for MOWR no later than the end of his or her third year of high school, to ensure enough time for the school to receive and analyze exam results, and make timely decisions regarding further preparation and personalized supports for the student before he or she graduates
  - A student who does not initially meet the college and career readiness qualification scores on the math and/or ELA examinations will, at a minimum, take the math and/or ELA examinations a second time, providing the student with ample opportunity to receive personalized support from the school in order to demonstrate college and career readiness in these areas, which are essential to student success post high school

## Proposed Method for Awarding a Standard Diploma to MOWR Students Who Need the Option (Con't)

- Students will earn 22 credits
  - Credits will be determined on an individual student basis by local education agencies as the student continues within the performance-based system
  - A student may earn more credits in subjects in which they require more time to meet the college and career readiness qualification scores, or fewer credits in subjects in which they demonstrate mastery quickly
  - Specific numbers of credits are not required for specific subject areas
- Regardless of whether or not the student reaches the college and career readiness qualification scores on the examinations required for MOWR, the student, at a minimum, will pass the courses in the core academic subject areas (math, ELA, science, history, fine arts/CTE<sup>1</sup>) within a Board-approved board examination system
- Schools will ensure the student receives instruction in all Board-approved academic standards

<sup>1</sup> Students choose to take fine arts or CTE. For fine arts, students take an examination if available (e.g. through Cambridge). If one is not available, then a passing course grade fulfills the requirement. For CTE, a passing course grade fulfills the requirement.

## Student Course Taking Sample Scenario: MOWR Student Who Does Not Meet College and Career Readiness Qualification Scores on Any Exam

HIGH SCHOOL YEAR 1	HIGH SCHOOL YEAR 2	HIGH SCHOOL YEAR 3	HIGH SCHOOL YEAR 4		
IGCSE English First Language I Core	IGCSE English First Language II Extended <i>Takes exam in Spring</i>	IGCSE English Literature I <i>Takes Language exam a 2<sup>nd</sup> time in Fall Takes Literature exam in Spring</i>	IGCSE English Literature II <i>Takes exam a 2<sup>nd</sup> time in Spring</i>	4 English Credits	
IGCSE Mathematics I Core	IGCSE Mathematics I Extended	IGCSE Mathematics II Core <i>Takes exam in Spring</i>	IGCSE Mathematics II Extended <i>Takes Exam a 2<sup>nd</sup> Time in Fall or Spring</i>	4 Math Credits	
IGCSE Biology I	IGCSE Biology II <i>Takes exam in Spring</i>	IGCSE Chemistry I <i>Takes exam in Spring</i>	IGCSE Chemistry II <i>Optional opportunity to take science exams a 2<sup>nd</sup> time in Fall or Spring</i>	4 Science Credits	
IGCSE World History I	IGCSE World History II <i>Takes exam in Spring</i>	IGCSE American History I <i>Takes exam in Spring</i>	IGCSE American History II <i>Optional opportunity to take exams a 2<sup>nd</sup> time in Fall</i>	Economics	4 Social Studies Credits
Fine Art or Career and Technical Education Elective	Continued Elective Study (Fine Art, CTE, World Languages, Etc.)	Continued Elective Study (Fine Art, CTE, World Languages, Etc.)	Continued Elective Study (Fine Art, CTE, World Languages, Etc.)		8 Elective Credits
Student Core Course Support or Elective Study	Student Core Course Support or Elective Study	Student Core Course Support or Elective Study	Student Core Course Support or Elective Study		22+ Credits

- \* Government taught through history courses, or taught as a standalone course.

# Next Steps

- Requested Board action at May 2014 meeting for:
  - Exam equivalent scores
  - Method for awarding the standard diploma to MOWR students
- Revisit the method for awarding the standard diploma to MOWR students once the new state assessments are adopted
  - The National Center on the Economy is committed to establishing exam equivalent scores for Arizona's new state assessments, once identified. The University of Michigan Institute for Social Research will complete the technical work.

# REFERENCE

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# Recommended Exam Equivalent Scores for Standard Diploma

High School Graduation AIMS “Meets” Requirement		Recommended BES Equivalency Score			
AIMS Exams	“Meets” Score	ACT QualityCore Score	Equivalent AIMS Score	Cambridge International Examinations Score	Equivalent AIMS Score
<b>AIMS Reading</b>	674	ACT QualityCore English 10	<b>144</b>	Cambridge IGCSE English First Language	<b>31</b>
<b>AIMS Writing</b>	480	ACT QualityCore English 10	<b>148</b>	Cambridge IGCSE English First Language	<b>37</b>
<b>AIMS Mathematics</b>	487	ACT QualityCore Math Composite <sup>1</sup>	<b>284</b>	Cambridge IGCSE Mathematics	<b>31</b>

<sup>1</sup> The ACT QualityCore Math composite measure combines the Geometry and Algebra 1 scale scores, which shows a stronger correlation with AIMS HS Mathematics scores than the Geometry and Algebra 1 scores separately.