

ESSA State Plan Revision Webinar – Academic Standards and Assessments – Webinar Transcript

Ross, Sean

So as Audra just said, we are recording this webinar for those who can't attend. It'll be posted on our ESSA web page as will, actually, all of the webinars for each of the groups that hold these and so if you would like to see one from another group, say Title I, you know, or Exceptional Student Services, those will be available. Now we're all scheduling them sort of different dates, but odds are probably end of April.

Ahumada, Audra

That's correct.

Ross, Sean

OK.

Ahumada, Audra

And just so everyone knows, I've turned on the recording, but I think you get a notice of that and also transcription. We've been asked to include closed captioning on all of our trainings, so I included transcription. But you could also on teams go to the three ellipsis at the top and click on close captioning and you can get that for yourself as well.

Ross, Sean

And again we'll begin in just a couple of minutes.

Ross, Sean

As you come in, if you could put your name and your school or district in the chat, that would be great.

Ross, Sean

Nice to see some familiar names in the chat.

Ross, Sean

We are going to go ahead and get started. It's 12 o'clock. I am going to share my screen.

Ross, Sean

And as Audra said, we are recording.

Audra, can you all see my presentation mode?

Ahumada, Audra

Yeah, so you have present you have what's on the main slide and then what's on the next slide coming.

Ross, Sean

OK, how about now? OK, perfect. You never know when you have the two screens. Well, thank you everybody so much for attending today's webinar. We are going to discuss the ESSA State Plan revision process and specifically, it's easy for me to say, specifically as it relates to standards. And assessment. I'm Sean Ross. I'm the Deputy Associate Superintendent of Academic Standards and with me is Audra. Audra, do you want to introduce yourself.

Ahumada, Audra

Yeah, there we go. Now we just see the one slide.

Ahumada, Audra

Yes, thank you, I'm Audra Ahumada. I'm the Deputy Associate Superintendent of Assessment.

Ross, Sean

And we are going to walk you through some information about standards, about assessment and about how they are being addressed in the Arizona ESSA State plan revision. We will have time for questions at the end, but also if you put questions in the chat, we have some folks helping us monitor the chat for questions.

So we're going to jump right in. Arizona's ESSA State Plan is the state's response to the Every Student Succeeds Act. Now, this is the federal law that allows the US government to support both national and local educational goals with grants and other resources. And it describes how we're going to identify schools for support and improvement. It outlines our system to make sure every student leaves 12th grade ready for college, the workforce, career, the military, whatever he or she or they may choose. It reflects input from a variety of Arizona's educational stakeholders.

It was initially developed back in 2016, 2017 and we received full federal approval in September of 2017. The plan was amended to revise for accountability components in 2019 and those modifications were approved in 2020. As you can see, this is something of a living document, right? It's a state plan, so as things in the State evolve, the plan evolves with it. So that brings up the question of why we would choose to revise the plan right now, and this is... (cut out)

Ahumada, Audra

This is Audra. Can people still hear me? Sean, you have cut out.

Ross, Sean

For all students to achieve their renewed focus on equity.

Ross, Sean

Oh, did I cut out Audra?

Ahumada, Audra

You did. The last thing I heard you say was why revise the plan.

Ross, Sean

OK, I'm going to rewind. I apologize for that. I'm literally the only person in the house. Apparently, my dog is on the Internet as well, so why revise the plan? So again, this is a living document. This is, you know, as the things evolve in the state the plan sort of evolves with it. Under Superintendent Hoffman's leadership, you know she's laid out this vision for equity for all students to achieve their full potential. In fact, it's the vision statement of the Department, and so we've gone through and made some key changes that are reflected in this revised plan.

There's renewed focus on it. There's the establishment of an educator recruitment and retention team, and there we have identified current initiatives that are supported through these federal programs. And it's been four years since Arizona began implementing the initial ESSA plan, so this is a good time to go in, take a look again, and revise. And we're glad you're here because you're going to be a big component of that work as you give us feedback that will inform the revision.

So as an overview for today's webinar, just keep in mind with the plan you're going to see, the elements you're going to see, which are very specific to standards and assessment, are in draft form. So we need your feedback and input. If you see something that you want addressed or addressed differently, or even if you're just really in favor of the change, we would love to hear that, you know, so we're going to have a mechanism by which you can provide feedback to us at the end of this webinar. We're going to provide an overview of standards and the standards development process.

And an overview of assessment as it relates to federal requirements identified under the every Student Succeeds Act. And then, the edits, additions, and deletions shared and prepare and proposed changes for moderation will be considered by the ESSA review team as a whole. We'll go in, do some more revising, and then make it available again for public feedback. So, as you can tell, this is a very iterative process and it's really reliant on public feedback, especially from our educators, and so we're so appreciative that you're here.

We're so appreciative that you're giving your time and your expertise to help us really shape this so it's the best plan for Arizona.

I'm going to kick us off with standards since I'm the Deputy Associate Superintendent of standards that probably makes sense.

But I always open with and what we always open with whenever we train and whenever we bring working groups together, our definitions for standards and curriculum. And so, we know that standards are what a student needs to know, understand, and be able to do by the end of each grade level. Now they are built across grade levels into progression of increasing understanding and through a range of cognitive demand levels. And it's important understand that standards are adopted at the state level by the State Board of Education. And that's going to play a role in our ESSA revision coming up soon, so I'll go into that in a bit more detail.

Now, curriculum...those are the resources used for teaching and learning the standards and curricula are adopted at a local level by districts and schools, so Arizona is what's known as a local control state. And since schools and districts know their kids, they know their communities best. They're the ones who adopt the curricula that they think will best help their students show mastery of the standards.

So the standards review process is pretty straightforward, actually. It was adopted by our State Board of Education and this is what we use whenever we are revising standards. As an example, we are currently in a revision process for our educational technology standards which were last adopted in 2009, 2010. So those have been up for revision and we've got a working group of educators helping with that now. So, this is how that process goes. First, a Standards Review is opened by the Governor, by the Department of Education, or by the State Board of Education.

Basically, there needs to be a call for the revision of a set of standards. Now we also have a schedule by which we look at standards, but more often than not, there's a call for revision that interrupts that calendar, though for educational technology, it was based on that calendar in conjunction with some wishes by the State Board. Now what we do as soon as we have that call for standards review, is we put together working groups of Arizona educators from across the state now in particular because we are in a predominantly virtual setting, or have been a predominantly virtual setting during the pandemic, The

Educational technology standards, which I used as an example, this entire process is being done virtually and we have educators from everywhere around the state.

It's been really fantastic to get voices from every part of Arizona, to have those reflected in the standards. And depending on the size of the standards review, that educational working group can be 50 teachers, or as an example, when we redid the English language arts and mathematics standards a few years ago, we had over 200 educators.

Now those working groups are formed and the first thing they do is they dive into the research on their specific set of standards. They look at the standards as they currently exist and they review other state's standards, particularly state's that have adopted rather recently. So, they get as much information, as much data, as they can on the standards and they come together and they use that data, they use the research, and they build a draft of new standards. Now that draft is taken to the State Board of Education, and the State Board of Education puts it up for 45 days of public review. So, the draft is made public via a web page through the Arizona Department of Education. Any stakeholder actually anywhere in the country, but especially Arizona, can go in, can look at the draft and it will have an introduction.

It'll have the standards. It'll have a back matter, which could be a Glossary, some other information as well, and then they can provide direct feedback on that draft. At the same time that's occurring, we actually contract with state and national experts in that area that's being revised, and we ask them to review the draft given their lens of expertise. As an example, when we revised the math and English language arts standards a few years ago, we had experts in mathematics, we had experts in English language arts, but we also actually had developmental psychologists who looked over the standards to ensure that they were developmentally appropriate, age appropriate, through that K12 spectrum.

So just a little snapshot into how much vetting there is in this process. Now we get the feedback from the public. We get the feedback from our technical experts. We bring those working groups back together. We take a look at it. The draft is again revised in light of that feedback, and then it's finalized and it's presented to the State Board of Education, who then decides to adopt it or decides to send it back for some more needed revisions.

So, as you can see, standards really illustrate a community's faith in its children to reach their full potential. They're a declaration of the commitment and responsibility to provide a clear path to achievement and set consistent expectations for rigor and cognitive demand for all students. And the thing I really want to emphasize is, as you can see through this process, there is community involvement at every level, right?

There are educators involved in shaping the draft. There are state and national experts. There is public review, and public feedback at multiple points, and so when standards are revised and adopted, they're very representative of the community's values and their understanding of those standards.

So, in the actual ESSA State plan, you will find academic standards addressed under Title One Part A and these are the edits that we've made. They involve a clear definition of what standards are. I've already sort of previewed that... how they build across grade levels and how they progress to increase understanding and through a range of cognitive demand levels.

It includes how standards are adopted at the state level by the State Board of Education and the Standards review process, which we just went through, and it outlines a process that is driven by

educator expertise in public stakeholder feedback to ensure the creation of rigorous, developmentally appropriate standards. So again, that's why we thought it was important to really walk through not only the definition of standards, but the process by which they are created.

This is actually a snapshot of the way standards are addressed in the ESSA state plan. We have included that definition that I read earlier that standards are what a student needs to know, understand, and be able to do by the end of each grade level, that they build across grade levels in increasing understanding and cognitive demand, they are adopted by the State Board of Education, and that the process for revising standards involves the State Board of Education, Department of Education, convening of educators around the state, public feedback from stakeholders, public feedback from technical experts, and that it's really driven by educator expertise and stakeholder feedback to ensure the creation of rigorous and developmentally appropriate standards.

Now we are super proud of the work we do on the academic standards team. Some people may not know this, but we're actually one of the few teams in the Department that goes cradle to career. So we actually oversee early childhood so the birth to age 8 space.

We oversee K12 standards. We oversee the Arizona Charter school program and we oversee the department's postsecondary initiative so that transition to college, so again we are cradle to career and we're really proud of that. We are all former classroom teachers who love what we do. We miss kids on a daily basis, but we offset that by trying to help them through these statewide initiatives and programs, and here are some of the current projects that we're working on.

We have a large Acceleration Academies grant that we oversee. This is Part of ESSER 1 funding and it is targeted to accelerate learning in reading, literacy, and math. And you can find that on our Acceleration Academies webpage. We oversee the Arizona Charter School program in Grant, which supports the capacity building of new charter schools to make sure that they are meeting the needs of their students. We oversee the comprehensive literacy state Development Grant, which is a \$20 million federal grant to build the capacity for reading across the birth to 12th grade spectrum in the state. We're really excited about that. It is the first time in history Arizona has ever been awarded a CLSD grant and we couldn't be more proud.

We oversee the computer science professional development grant and pilot program. We're working with high schools, were working with K-8 teachers to get them certified in computer science, and to get them quality PD that they need in order to develop computer science programs or augment them on their campus. As I said, we're revising the educational technology standards right now. In our postsecondary space, we have FASFA completion goals, and we oversee these FAFSA drive-throughs around the state.

To help get parents and students signed up for that key financial aid, they need to be successful at the next level. We also work with pretty intrinsically with dual enrollment through the Community colleges and through our LEAs. We oversee Move on When Reading. We oversee the implementation of the new science and social studies standards and the seals of Biliteracy financial literacy and civic excellence, so a lot. There's a lot going on in our team and we couldn't be happier about it. If you have questions in any of these specific areas, or if you are looking for professional learning, resources, guidance, really, anything we can do to help...these are the folks who help lead the work for the academic standards team.

We will be sharing this PowerPoint so you can have these links available. You can also just go to the ADE website and look up academic standards and all of these names and folks are available. They are an incredibly dedicated team of professionals. I could not be more fortunate to work with them and learn from them every day, and they have dedicated their lives to helping you and helping teachers help kids and so we're really proud of the work we do. We're so proud of the work that you do, and we are here to help and to answer any questions that you may have related to standards and related to the standards part of the ESSA plan.

So that's our section. And I'm now going to kick it to Audra to talk about assessments.

Ahumada, Audra

Great. Thanks Sean. And as you can see, we're all really busy. Before assessments can begin and get started in their work, we have to have those standards and you know when there are new standards, that kicks off new work in our unit. And so, I want to first start off by saying we work very closely together. There is a point in assessment development that we're working at that very, very early stage very tightly with the K12 standards, especially content areas.

We are required by ESSA to have assessments in certain grades and areas. And Sean, if you Click to the next screen, I think there's some of that information there that I'll highlight, and so as standards are being developed or newly adopted, we're making sure that we understand the depth and breadth. We're making sure that we understand the purpose of what the message is trying to send. So, an example with the new science standards...our new science standards are much more rigorous than they have been in the past.

They're really about more than just knowing science. It's doing science, and so we had to make sure that we had a deep understanding of the purpose and the intent of these new standards so that we could build an assessment that truly measured how students, what they know, and what they can do. And so again, in those early stages we brought in the team to work with us to help us learn, to teach with them, to teach and work with our vendors so that we could develop an assessment design plan.

And then from there, we loop them back in through various parts during the assessment development process as well. So, we work very, very closely with our K12 academic standards team.

So like Sean had mentioned, there are certain pieces of the ESSA plan by program area that are looking to be... that we're looking to update or revise, and for assessments, there are going to be a couple of sections that we're looking at for information... or update and revise. But before I get there, the assessment section is addressed in Title One Part A and it requires states to administer assessments in grades three through 8 and once in high school for ELA and mathematics and in grade bands 3 through 5, 6 through 8, and once in high school for Science that are aligned to our state academic standards, and this also includes our alternate assessments.

So for Arizona we had to update our plan because beginning in 2022, we will start to administer our new academic standards assessment that will also be known as AASA in grades three through eight and ACT in Grade 11 and then for AzSCI, we're going to also be administering grades 5, 8, and 11 to meet this federal requirement. So, we've been communicating all this information for the past couple of years, and here we are just a short time away now from spring of 2022 and so we have to update our ESSA plan because we're changing the grade levels for AzSCI.

This was a decision that was made in conjunction with working with the standards because they were written at grade bands and so we worked with them and national experts that advise us on our assessment design plans to find / to determine the grade, the grades that we would be required to assess in.

And I also want to make one more note. States can do more, but at a minimum they must meet this requirement when it comes to assessment, and so I wanted to note here that beginning in 2022, ADE will also administer ACT Aspire at Grade 9, and so those are our statewide assessments. But in addition to that, we have Menu and you know other assessments that we are required to assess as well, but this satisfies the requirement for academic standards and assessment. Next slide.

So like I mentioned Title One, Part A also allow states with prior approval from the US Department of Education to administer a locally selected, nationally recognized college entrance exam. And so, as part of that, we've been doing the work to submit this to the US Department of Education ahead of time and beginning in spring of 22 we will offer as part of our Menu of Assessments, the ACT. I'm sorry....the SAT at grade 11.

And again, here on this slide I have a note that says states can do more, but at a minimum we must meet this requirement of assessing students once in high school, and so because for our statewide assessment, the state Board has guided ADE to also administer an assessment at Grade 9... for the Menu of Assessments, that will be the PSAT.

Next slide.

It looks like there is a question, so I'm going to pause for just a second and try to get to that question.

Sorry I need to transition over to the chat here.

And I don't see the hand raised.

I don't see it anywhere. Sean, do you see it anywhere?

Ross, Sean

I don't. I don't see a question.

Ahumada, Audra

OK Kelly, I thought it might have been you. Do you want to chime in?

OK, sorry, she said she was navigating around it. It's not a question. Thank you so I can see the chat on mine, Sean. I can't talk today. I can see the chat now.

Thank you.

Ahumada, Audra

So I'm going to transition now into our five-year assessment plan that was adopted by the State Board of Education in April of 2019, and I've added the link here. This is what directs our work, so anytime like very much similar to standards, they direct their work. It has to go through a review process. Our assessment plan is developed by the State Board and then we implement that. So next slide please.

As part of our five-year assessment plan...this is a little small. That's why I added the link there. It breaks down again in elementary, high school, and then our locally selected menu option. And this was started in 2018-19 and goes all the way through 2024, and so again before that time is up, I'm sure we'll have some more guidance from the State Board about assessments.

We were required in these in these last years to put out a new RFP for a new singlewide statewide assessment and that is aligned to the standards that were adopted in 2016. And then we were also asked to put out for our high school new assessment, an RFP and that again was awarded and will be administered. We will be administering ACT and ACT Aspire, so this plan just shows all the assessments and how they are connected to the one requirement in our ESSA plan for statewide assessment for ELA, Mathematics, and Science.

Next slide.

As part of our revision, there is one section that we needed to update and that is a number one to reflect our State Board of Education's five year assessment plan and then because, if you recall, when we had AZ MERIT...the last time we administered AZ MERIT with end of course assessments was in 2019. We have to now remove this allowance that says if you have end of course assessments, then you can have an eighth grade exception.

So, back in 2019 and prior, we allowed schools whose students in 8th grade were enrolled in an end of course assessment, which was Algebra 1, Geometry, or Algebra 2 in 8th grade to take that end of course assessment and they were not required to take the 8th grade regular assessment that all other eighth graders would take if they were not enrolled in those courses.

So because the State Board's assessment plan transitioned from end of course assessments to a single high school grade assessment, we have to update this part of our ESSA plan because we no longer have the end of course assessments at high school.

In addition to that, we're revising this section to include the use of SAT as part of our Menu of Assessments for Grade 11.

Next slide.

Like Sean, I feel like we tag team and we kind of work off one another; so, like Sean, we are working on the development of many, many things because we have a lot of new standards in our state. That means we're going to have a lot of new assessments and we are continuing to work on the development of AASA for grades three through 8 for ELA and mathematics. So we're working with our vendor now to prepare all of the test materials, sample tests that we've always had... all of those resources that will now be branded with the new AASA logo and name.

So we're also working with to implement the new statewide high school assessment, ACT, which will be a little bit different for us because we have always had a state developed assessment. This will be the first time in a really, really long time that we have an assessment that's a locally selected, nationally recognized college entrance exam.

So we're working with part of our vendor to make sure that we're developing and sharing resources that they have so that they will help our high school educators in schools.

We're also working on the development of the new AzSCI operational assessment. As you know, we are currently working on our testing our field test for this year. That will give us information on the items that we've developed through our prototype field test and the field test before we get to our first operational assessment next year.

We also oversee AZELLA, which is our English Language Proficiency Assessment and we are developing a new AZELLA based on the new ELP standards. There were recently new ELP standards adopted so again just shows that tight connection we have with standards. We are also working on the development of a new MSAA Science assessment for grades 5, 8, and 11 that will be aligned to the current alternate Indicators for students that have the most significant cognitive disabilities.

And then we are implementing those assessments that MSAA continued to implement that. There's no change to that assessment. We're just continuing to make those small improvements each year. But that assessment will, by and large, stay the same.

We are also working as part of a consortia group with other states to develop a new alternate English language proficiency assessment and that will be in grades K through 12 and that will also have an eligibility for students with the most significant cognitive disabilities. And then we also work on the National Assessment for Educational Progress, known as NAEP, and currently right now NAEP for English and reading and math in grades four and eight was postponed this year and so in place of that, the schools that were selected by the NAEP Sample to participate are participating in a survey asking about the kind of instruction their students are experiencing this year

So will be able to have some data from a national level and state level from those schools that were selected to participate regarding some opportunity to learn and just kind of what kind of instruction occurred during this past year?

And then finally, one of the other big tasks we're doing is updates to all of our Accessibility manuals with a lot of changes that have been happening with the standards and new assessments. We are going to have to add in processes and procedures and what's allowed for our new statewide assessments as well. So, as you can see, we are also equally busy and happy to do this work as well, but there's never a dull moment, I would say in either of our units, that's for sure.

Next slide. We're also here to help. We worked together on these slides, and I've listed out all of our assessment programs and the assessments that are aligned to those programs, and then the directors for each of these programs and/or specialists that work in these areas along with their email as well so you can have access to that. If you have any specific questions and/or you can email any of our assessment inboxes. We have one for each of our programs as well.

And I'm going to finish up here with the process that we're going to go through for this ESSA revision. So, Sean and I have both shared a little bit of background information about how assessments and standards are developed, designed, and implemented, and how that all connects to the ESSA State Plan revision that we're going through right now. So, I'm going to highlight the timeline that we have and right now, where in the first step here of collecting and engaging our stakeholders (round one) and that's occurring, Like Sean said, in March and April.

And other programs will program areas from ADE will also be having very similar presentations like Sean and I have. Some of them may group together, some of them may be individual programs, but be on the lookout for those as well.

And then we're going to have May and June as our time to collect revisions. And, in a couple slides, I'll show you how to do that and then we will get back to stakeholder engagement (round two) in July and August, and then the process for finalization and submission to the US Department of Education will be in September.

So we've been talking about your feedback and this is where you're going to go. We're going to ask that you click on this link when you get the slides and you go and provide your feedback. And like Sean said, we want both: "Yes, we like this idea. Thank you for doing this. Please consider this." We want all of your feedback and we will be collecting this first round of feedback through April 30th, 2021. So please make sure and mark your calendars to get your feedback back to us.

As far as accessing this presentation, it's going to be on the ESSA webpage and it will contain the overview of the webinar, individual program webinars, so this will have a specific link that you can go to. They will also post the survey link that ESSA Plan link up above, and then if there's any FAQs that we need to produce as a result of individual or collaborative individual program presentations, we will also post all of that information in one place at that location.

And then finally, if you have any other questions aside from what we've discussed today, or if it pertains to anything that we've discussed here today, we ask that you email the ESSA Inbox, or the Testing inbox, or the K12 Academic Standards Inbox. And those are our emails for those inboxes there.

Next, slide perfect. So that is all we have today as far as the presentation; but we do want you to know that we will as soon as the recording is rendered, we will post that and make that available to everyone. But if you would go back and get the slides and go to that link, we would greatly appreciate your feedback. But we're also here to take any questions that you may have at this time, so you can either place them in the chat. Thanks, Sean. Or you can unmute yourself and ask the question directly to us.

I'm going to take a look at the chat here. I see there's been a couple of questions that have been posted and so I will read those and go through those first questions.

The first question is, is the SAT part of the menu for high School in addition to ACT or in place of ACT if the LEA chooses? So, that's a great question and I appreciate that. So the way that it is set up is that it would be in lieu of, so we're not asking schools to take both of those. There will be a notification portal that we have every year. It opens about May and it closes July 1 where we require all districts and charters to notify the state of their participation in the Menu of Assessments.

And so for 2022, it would be in lieu of our statewide assessment, which is ACT.

Will there be any work done to crosswalk our standards to the ACT? Yes, we're working on that now with our vendor. I know that's really important. I know they have some general documents out. They have shared with us an alignment study that they did, but there is some other pieces in there and so actually we're right in the middle of revising those with our vendor and with ACT and we're hoping to post those in the summer and also then to follow up in the fall. We would like to do some webinars around resources that we have as they pertain to our new assessments.

Thank you, Candis, for answering those questions. Also, will our school staff proctor the SAT or ACT test for our students? Yes, and so we currently have a Menu of Assessments right now... it's not in lieu of... so all students are required to take AzM2 and then if a district or Charter wanted, they could have participated in either ACT or SAT in addition, and all of the schools proctor the assessments and are required to go through the specific trainings required by ACT or SAT.

Is the PSAT to be given in grade nine? Yes, as part of the State Board's plan, it was determined that we would have an additional assessment at either Grade 9 or 10 and this past year, the Board decided to go with Grade 9.

Alright and in the chat, Sean has also posted the link to give your feedback for the ESSA State plan.

So there's a question...Are you going to email the presentation? We're not going to email the presentation. We're going to post it on the ESSA website, and Sean has just put a link where that will be available. Thank you. You guys are so fast.

Ross, Sean
You're welcome.

Ahumada, Audra
And another question, will the test that we give to 11th graders be the same as the national ACT or will it be a modified exam? It will be the same test that is administered as a national test. It will not have any modifications. It is the ACT assessment.

Alright, well we have about 10 more minutes, so if there's any other questions that come in... We're checking that chat box to see, but if there's anyone that feels more comfortable with just unmuting themselves, they can do that as well.

And there's another question. And 9th grade was ACT Aspire correct? That is correct.

Ross, Sean
So Audra, I think this also, since we do have a little bit of time remaining from what we scheduled, if people would like to use that to fill out the survey, that would be fantastic. That way we can just get it done now instead of sending you there afterwards. So, we would greatly appreciate. Again, this is really helpful for us. This is a highly iterative process. We want feedback from all of you, and we know so many of you and would really love to hear what you think. And so if you could click the link and fill the survey out with the remaining time.

Ahumada, Audra
Yes.

Ross, Sean
That would be great too, and that way it doesn't cut into your day anymore. It's always nice to do it now and just get it done with. But we are here for more questions.

Koenig, Kelly

Sean, this is Kelly. I'm sorry to interject, you guys. I just wanted to make sure you were aware I posted in the chat the Title I Part A standards and assessment survey specific to your webinar. The one that is above is to the entire plan. So, you have two links... you're not required to do both, but I certainly would love to see feedback today on standards and assessment, but you have access then to both links for your reference. I just didn't want there to be any confusion because I popped in the one for standards and assessment.

Ahumada, Audra

Yep.

Ross, Sean

Thank you.

Thank you, Kelly.

Ahumada, Audra

Perfect thank you Kelly. And we will update that on our slides before we post our slides today.

Koenig, Kelly

Perfect.

Ahumada, Audra

And there is another question, will the PSAT be a requirement starting for the spring of 2022? So, it is only a requirement if your district or charter selects to do the Menu of Assessments for which SAT and PSAT will be in lieu of the statewide assessment.

So you will not be required to do both. The only requirement for our statewide assessment is ACT at grade 11, and ACT Aspire at Grade 9.

There has been a message that ACT has sent out to districts that they are discontinuing ACT Aspire for high school. But that is different because that was part of district options. This is part of our State assessment plan, so there is a difference between the two. It's the same test, but it's part of our State assessment plan.

Thank you Sean.

OK, there's another question... which assessment will be given to elementary and middle school? So, we will have a new assessment. It's called the Arizona Academic Standards Assessment or AASA, and it will be very similar to the current AzMERIT for those grades, or AzM2 for those grades, because we develop those items and have been already field testing and testing those items aligned to the 2016 standards. And since those standards have not changed, we are not required to change our assessments.

So it will be very similar to what your students have seen. Now it will just have a new name because now it's only three through 8 for ELA and mathematics.

Will ACT Aspire be administered in the fall or the spring of grade nine? It will be the spring of Grade 9. We're working on finalizing and producing a document with all the test dates for next year. That should

be out very soon. We're trying to wait till after testing completes this year, but we're getting them all ready now so we can post them as soon as the test window closes this year.

Yes, Candis has made a good point here. So ACT has their national test dates, ACT has district test dates, and then ACT has our state assessment test dates. So we want to make sure that we will that you're aware that there could be different test dates and that for our state contract there are only certain test windows and test dates that you can choose from and so we will be sharing those, like I said, but when the test window closes for this year and right around summer time.

So there's a question here. If students take the ACT outside of the test window, will those results factor into A-F? No. So, as students are taking the ACT for other reasons or other times, to better their scores, the scores that will contribute to your A through F letter grade at this time will be the ones that are taken under the state assessment window.

Now, that hasn't totally been finalized. I think we're looking at some other options as well, but for any assessment that is given, we have to use those test window dates to contribute to your letter grades. But a final determination has not been explicitly made for ACT at this time.

And those are conversations that I think that will be ongoing and coming up very soon. We have, I know that the state board oversees the A through F and so I know sometimes they ask the Department to gather information and feedback through their technical advisory committees, but that has not been finalized yet by the state Board.

Thanks, Sean, thanks for posting that again.

Ross, Sean

Yeah, I put the survey link in just one more time...the appropriate one. That way if people would like to do the survey as they are exiting, that would be great. Would be really appreciative of it.

Ahumada, Audra

And I just want to say thank you to everyone for joining us today. We really appreciate that you take time out of your day to participate in these webinars. We hope that we've given you a little bit more information to learn and also be able to give some feedback to us as well. We always appreciate your feedback and engagement with us as we work through all of these pieces of our work here at the Department.

Ross, Sean

Yeah, thank you everybody. We really appreciate you showing up and you know we are here to help, so please don't hesitate to reach out.

Ahumada, Audra

Yep.

Ahumada, Audra

Perfect I'm going to go ahead and stop the recording now so it can start rendering.