



HOUSE OF REPRESENTATIVES

SB 1430

schools; achievement profiles; improvement plans

Prime Sponsor: Senator Allen S, LD 6

DPA Committee on Education

DPA Caucus and COW

X As Transmitted to the Governor

OVERVIEW

SB 1430 revises the annual achievement profile methodology and replaces the *A-F* letter grades.

PROVISIONS

1. Removes the academic performance indicators for the achievement profiles.
2. Requires annual achievement profiles for schools, charter holders and school districts to include, at a minimum, the following academic performance indicators.
 - a. Multiple measures of academic performance or other academically relevant indicators of school quality appropriate to assess the impact of a school during the year, as determined by the Arizona State Board of Education (SBE).
 - b. Academic progress on statewide assessments in English Language Arts and Math.
 - c. Academic progress on English Language Learner assessments.
 - d. Progress towards college and career readiness for charter holders, schools and school districts that instruct in grades 9-12.
3. Specifies that annual achievement profiles apply to Local Education Agencies.
4. Directs the standard measurement of academic progress to be the annual achievement profile compiled by the Arizona Department of Education (ADE) rather than a baseline achievement profile.
5. Requires the methodology used for determining classification labels to be developed in collaboration with a coalition of qualified technical and policy stakeholders.
6. Removes the ability for the methodology to include a measure of the perception of education quality and the academic performance measurement requirements for classifications.
7. Removes the definitions for each classification.
8. Requires an *A* grade to reflect an excellent level of performance and an *F* letter grade to reflect a failing level of performance.
 - a. Directs the letter grade system to indicate expected standards of performance for all schools and the manner in which schools may rise above or fall below the standards.
9. Permits SBE to develop profiles for schools that participate in SBE's examination system and Arizona Online Instruction schools and develop other exceptions.
 - a. Directs achievement profiles for the previous schools and accommodation schools, alternative schools, extremely small schools to be used appropriately to assess educational impact.

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10. Requires ADE to establish a process for a school to correct student data used to determine the annual achievement profile.
11. Directs SBE to establish an appeals process for letter grades that are based on mitigating factors.
12. Permits SBE to delegate the administration of the appeals process to ADE.
13. Transfers statutes relating to improvement plans.
14. Permits, as session law, ADE to release data for school districts, schools and charter schools for School Year (SY) 2017 based on assessments conducted during SY 2016 and allows school districts, schools and charter schools to publish letter grades.
15. Requires, as session law, ADE to publish letter grades in SY 2018 based on data collected during SY 2017.
16. Defines *academic progress*.
17. Modifies the definition of *research-based methodology*.
18. Makes technical and conforming changes.

CURRENT LAW

ADE is annually required to compile an achievement profile for each public school and school district ([A.R.S. § 15-241](#)). A baseline profile is established and used to determine a standard measure of acceptable academic progress for each school and school district. The achievement profiles include the following academic performance indicators:

- The Arizona Measure of Academic Progress.
- The Arizona Instrument to Measure Standards test.
- Academic performance and gain on the science portion of the test.
- The results of English Language Learner tests.
- For high schools, annual dropout and graduation rates.

Criteria for classifications are determined by ADE using a research-based methodology that include the performance of students at all achievement levels, student mobility, the distribution of student achievement and longitudinal indicators of academic performance. The methodology is also permitted to include a measure of the perception of educational quality by parents, students, staff and community stakeholders. Half of the classification is required to consist of academic performance measurements and the other half is required to consist of a measurement of academic gain. An annual achievement profile is determined and reported as an *A-F* letter grade of which:

- *A* demonstrates an excellent level of performance.
- *B* demonstrates an above average level of performance
- *C* demonstrates an average level of performance
- *D* demonstrates a below average level of performance
- *F* demonstrates a failing level of performance

[Laws 2015, Chapter 76](#) established a two-year transition period for a revised accountability system to be developed and implemented. During the transition period data was collected and published, but no letter grades classifications were assigned.