



Arizona State Board of Education

NOTICE OF PUBLIC MEETINGS
AMENDED 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 and to the general public that the Boards will hold a meeting, open to the public, on **Monday, December 21, 2015, at 9:00 AM at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007**. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

Pursuant to A.R.S. §38-431.02 (H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session, which will not be open to the public, to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice with the Board's attorneys concerning any item on this agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, 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.

DATED AND POSTED this 18th day of December, 2015.

Arizona State Board of Education

By: _____

Dr. Karol Schmidt
Executive Director
(602) 542-5057

AMENDED AGENDA
ARIZONA STATE BOARD OF EDUCATION
December 21, 2015
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Monday, December 21, 2015
9:00 am
Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE,
AND ROLL CALL

1. BUSINESS REPORTS

A. President's Report

1. Appointment of Nominating Committee pursuant to AAC R7-2-101(A)(5).
2. A-F School Accountability Committee update

B. Superintendent's Report

1. Updates on Department of Education activities

C. Board Member Reports

1. Member Amy Hamilton – Teacher and Principal Evaluation Task Force update
2. Member Jared Taylor – AZ Standards Development Committee update

D. Executive Director's Report

1. Update on studies regarding the feasibility of multiple assessment options
2. Investigative Unit update and the resolution and reporting of State Board disciplinary actions

2. CONSENT AGENDA

Any matter on the Consent Agenda will be removed from the Consent Agenda and discussed as a regular agenda item upon the request of any Board member.

A. Approval of the following contract abstracts:

1. Migrant Education Grant
2. Math and Science Partnership Grants
3. School Safety Grants

- B. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by Russell Arlos Williams.
 - C. Approval of the voluntary surrender of the educator certificates held by Juan F. Gatica.
 - D. Approval to accept grant monies related to the Johnson-O'Malley grant in the amount of \$345,246.00.
 - E. Approval of Move On When Reading LEA Literacy Plans for release of K-3 Reading Base Support Funds.
 - F. Approval of additional monies for Teacher Compensation for the Fiscal Year 2015-2016 – Snowflake Unified School District.
 - G. Approval of the award for the Alternative Teacher Development Program Grant, pursuant to A.R.S. §15-552 and appropriations to the Department for the program in Laws 2015, Chapter 8, Section 34.
 - H. Approval of the Move On When Ready World History Qualifying Scores for Fall 2015.
3. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
4. GENERAL SESSION
- ~~A. Presentation, discussion and possible action regarding AELAS FY16/17 funding to support Current Year Funding.~~
 - B. Presentation, discussion and possible action regarding criteria to identify alternative schools with “below average level of performance” during the 2014-2015 and 2015-2016 school years.
 - C. Presentation, discussion and possible action to initiate rulemaking

procedures for proposed amendments to rules R7-2-607 regarding General Certification Provisions and R7-2-619 regarding Certification Renewal Requirements.

- D. Presentation, discussion and possible action to initiate rulemaking procedures for proposed amendments to Board rule R7-2-614(E) regarding the Teaching Intern certificate.
- E. Presentation, discussion and possible action to initiate rulemaking procedures for proposed amendments to Board rule R7-2-615 regarding Special Subject Area Endorsements, Gifted Endorsements, and Library-Media Specialist endorsements.
- F. Presentation and discussion regarding NAEP 2015 Mathematics and Reading Results for Grade 4 and Grade 8.
- G. Presentation, discussion and possible action concerning the Department's procedures related to the issuance of copies of educator certificates.
- H. Presentation, discussion and possible action to accept the recommendation of the Professional Practices Advisory Committee to approve the settlement agreement for Ninfa Blanco.
- I. Presentation, discussion and possible action to accept the recommendation of the Professional Practices Advisory Committee to approve the settlement agreement for Tammy Lee McGuire.
- J. Presentation, discussion and possible action to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to revoke the certification of the following individuals:
 - 1. William Eddings, Jr.
 - 2. Matthew Harry Conover
- K. Presentation, discussion and possible action to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to suspend the certification of the following individuals:
 - 1. Tara L. Andrews
 - 2. Darrell L. Foster
 - 3. James A. Sykes

- L. Presentation, discussion and possible action to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to grant the application for certification for Allan R. Smith.
- M. Presentation, discussion and possible action regarding local education agency (LEA) declarations of curricular and instructional alignment.
- N. Presentation, discussion and possible action regarding approval of ADE's recommendation regarding the Request for Proposals (RFP) for the Multi-State Alternative Assessment to A.R.S. § 15-741(A)(7).

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice on this agenda item.

- O. Presentation, discussion and possible action regarding issuance of an RFP approval of the ADOA procurement official's recommendation regarding the Request for Quotes (RFQ) for a legislative liaison for the State Board of Education.

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice on this agenda item.

- 5. SUMMARY OF CURRENT EVENTS, FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with Saddle Mountain Unified School District for funding services to eligible migrant students and identification and recruitment activities. Pursuant to Arizona revised Statutes (A.R.S.) 15.207.

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

Background: The Migrant Education Program (MEP) is a federally funded, state-operated program under the No Child Left Behind Act (NCLB) that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers. In Arizona, the program delivers services primarily through local educational agencies (LEAS) that design programs to meet the unserved needs of children residing in their area. To facilitate broader services, some provisions are delivered through statewide models which, in particular, are designed to meet the credit accrual and informational needs for students.

Purpose of the Contract: To provide funding to the LEA to identify and recruit Migratory students as well as provide for supplemental services to those eligible students. This program will also support migratory pre-school students. There are migratory students in the region west of Phoenix that will benefit from these services.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following: Saddle Mountain Unified School District

Contract Amount

\$41,634.21

Source of Funds

Authorizing Legislation: Title I, Part C of the No Child Left Behind Act of 2001, Education of Migratory Children

Function Code: MIGRANT500FAY14

Contact Information:

(Christopher Dickinson, Education Program Specialist)
(Mary Frances Haluska, State Migrant Director)

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

Chief of Staff:

Michael Bradley

State Migrant Director:

Mary Frances Haluska

Program Contact:

Christopher Dickinson

11/19/2015
Michael Bradley
Mary Frances Haluska

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on September 30, 2016.

Previous Contract History

Number Affected (Students, Teachers, Public, as appropriate)

Funding to the LEA to provide for Identification and Recruitment activities to identify eligible migrant students as well as provide services to those students and their families. The number of students affected (served) is estimated to be approximately 35-45 eligible migratory students for the first year.

Method of Determining Contract Amount(s)

The method in determining initial funds is based on the need from the LEA and dependent on the relevant need of the students they will serve. Subsequent funding will be based on the approved funding formula which is based on multiple factors such as the number of migratory students, number of LEP students, geographic location, as well as the number of schedule interruptions and students already served by Title I.

Evaluation Plan

School districts are subject to monitoring visits by staff of the ADE Migrant Education Program Office. During these monitoring visits, the district Migrant program is reviewed to determine if program goals and objectives are being met.

Recommendation to the Board

It is recommended that the Board approve the contract with Saddle Mountain Unified School District as described in these materials.

EXECUTIVE SUMMARY

Issue: Pursuant to Arizona revised Statutes (A.R.S.) 15-207. Consideration to award MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM funding to four local educational agencies under the established competitive process in the form of Subgrant Awards.

Action/Discussion Item

Information Item

Background and Discussion

Title II, Part B of NCLB authorizes a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM (MSP) competitive grant program. The intent of this program is to increase academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Core partners in these grants must include mathematics, science, and/or engineering departments/faculty from institutions of higher education (IHE), including community colleges. Partnerships of higher education, high-need LEAs, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will increase student achievement by providing teachers with strong mathematics and/or science content knowledge.

The Arizona Department of Education (ADE) is responsible for the administration of the MSP Program. Available funds will be awarded by the ADE to support successful proposals submitted by eligible partnerships comprised of departments/faculty of mathematics, science, or engineering at Arizona institutions of higher education and high-need LEAs.

In order for LEAs (school or schools) to be eligible, they must demonstrate student need by meeting the following criteria:

- Evidence of school(s) with a poverty level, defined by Title 1 Section 1114 of the NCLB Act, of having at least a rate of 35% Free and Reduced lunch program student participation.

If a school district decides to apply for an Arizona MSP Grant, all schools included in the grant application must meet the definition of **high-needs** as defined by the Arizona MSP program.

Contact Information:

Suzi Mast, Director K-12 Mathematics and Educational Technology Standards
Carol Lippert, Associate Superintendent High Academic Standards for Students

EXECUTIVE SUMMARY

Pursuant to Arizona revised Statues (A.R.S.) 15-207.

Proposed contract between the **State Board of Education**, acting for and on behalf of the Arizona Department of Education (ADE), and **Name of Contracting Party(ies)**:

The table below contains the name of **1** eligible local educational agency (LEAs) requesting participation in Arizona’s MATHEMATICS AND SCIENCE PARTNERSHIP (MSP) PROGRAM through submission of Subgrant Applications to the ADE in response to the prescribed competitive process and have, as a result, received technical review scores sufficiently high enough to be considered for funding.

NAME OF THE APPLICANT LEA		LEA-REQUESTED AMOUNT
Coconino County Education Service Agency		\$ 575,500
Total:		\$ 575,500
Estimated Impact of MATHEMATICS AND SCIENCE PARTNERSHIPS Awards		
LEAs	Teachers	Students
23	80	7,490

Contract Amount:

Total not to exceed \$600,000

Each local educational agency that submitted a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application has developed a **15** month budget. LEAs receiving sufficiently high enough technical review scores entered into budgetary and programmatic negotiations with staff to further refine the dollar amounts being requested. Starting with the highest scoring LEA, each requested contract reimbursement ceiling is subtracted from the total of funds set aside under law for such Subgrant Awards.

EXECUTIVE SUMMARY

Source of Funds:

Authorizing Legislation: *No Child Left Behind Act of 2001*, P.L. 107-110, under Title II, Part B.

Function Code No.(s): MATH100-FAY14

Responsible Unit at Department of Education:

HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION

Associate Superintendent: Carol Lippert

Deputy Associate Superintendent: Sarah Galetti

Dates of Contract:

Subgrant Awards shall become effective on December 21, 2015 and shall terminate on June 15, 2017.

Previous Contract History

The MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM is authorized under P.L. 107-110. The MSP funding is available to LEAs to increase the content knowledge and pedagogical knowledge base of teachers of Mathematics and Science, and increase the numbers of appropriately certified teachers in these subject areas.

Method of Determining Contract Amount(s)

The contract reimbursement ceilings being proposed under each MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application are sufficient to provide the services, support and assistance that are to be delivered to classroom teachers and other educators in eligible, participating schools throughout Arizona. Project ceilings were set, following successful negotiations of both budgetary and programmatic issues, supported by detailed budgets that were prepared by the contracting parties, and reviewed and approved by the ADE. Approved budgets shall be entered into the Department's on-line Grants Management System.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and the LEAs who applied and qualified for Mathematics and Science Partnership Subgrant awards.

EXECUTIVE SUMMARY

Issue: Consideration to approve grant awards to Creighton Elementary School District, Western Maricopa Education Center Public District, and Sierra Vista Unified School District, pursuant to Arizona Revised Statute (A.R.S.) 15-154 and Laws 2015 Ch. 15 Sec. 14 (SB1476).

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

The \$3,646,400 appropriation to the Department of Education (ADE) for the School Safety Program for fiscal year 2015-2016 in Laws 2015 Ch. 15 Sec. 14 (SB1476) includes \$100,000 for a pilot program on school emergency readiness.

The statute stipulates that districts shall submit applications to the ADE to participate in the pilot program on or before September 30, 2015, that the ADE shall notify awarded districts on or before November 30, 2015, and that the ADE shall select three districts to participate in the pilot program. The selected school districts shall collectively consist of no more than thirty-one individual school sites and shall consist of:

1. One school District that is located in a county with a population eight hundred thousand persons or more.
2. One school District that is located in a county with a population of more than one hundred thousand persons but less than eight hundred thousand persons.
3. One school District that is located in a county with a population of less than one hundred thousand persons.

Since no applications were received for County Group 3, the third award was given to the next highest scoring application overall.

The statute further stipulates that the program must incorporate the following:

1. Education specific emergency management software that makes plans and critical emergency readiness information accessible online and off-line via mobile device applications and that the software comply with the national emergency information management system adopted by the federal emergency management agency.
2. Training of teachers and administrators in the readiness and emergency management program.
3. The development, implementation and maintenance of a comprehensive crisis plan for those school Districts and their teachers and administrators.

Contact Information:

Denise Muller, Program Director, School Safety and Prevention Unit
Mary Szafranski, Associate Superintendent, Health and Nutrition Division

EXECUTIVE SUMMARY

Name of Contracting Party(ies)

Proposed grant awards issued by the State Board of Education, acting for and on behalf of the Arizona Department of Education, for the following: Creighton Elementary School District, Sierra Vista Unified School District, and Western Maricopa Education Center Public District.

Contract Amount

Creighton Elementary School District (County Group 1) - \$39,636.91
Western Maricopa Education Center Public District (County Group 1) - \$30,257.00
Sierra Vista Unified School District (County Group 2) - \$30,106.09

Source of Funds

Laws 2015 Ch. 15 Sec. 14 (SB1476) appropriated \$100,000 for a pilot program on school emergency readiness.

Responsible Unit at the Department of Education

School Safety and Prevention Unit

Dates of Contract

January 1, 2016 – September 30, 2016

Previous Contract History

n/a

Number Affected (Students, Teachers, Public, as appropriate)

Approximately 25,550 students and 1651 staff among the three school districts will be served by this grant.

Method of Determining Contract Amount(s)

Contract amounts were determined by total appropriation from Laws 2015 Ch. 15 Sec. 14 (SB1476) and the competitive grant review process in accordance with ADE policy.

Evaluation Plan

Per SB 1476, on or before November 1, 2016, the ADE shall submit to the Governor, the President of the Senate, the Speaker of the House, and the Secretary of State a report that summarizes the results of the pilot program.

The report will include the activities accomplished by each grantee including the following:

- The developments made to the schools' emergency response plans
- The outcomes of trainings conducted under the Program in support of emergency readiness for the districts and schools; and
- The software programs adopted and benefits resulting from software utilization.

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board approve the grant awards to Creighton Elementary School District, Western Maricopa Education Center Public District, and Sierra Vista Unified School District.

EXECUTIVE SUMMARY

Issue: Consideration of Revocation of Certification for Russell A. Williams, C-2013-084.

Action/Discussion Item

Information Item

Background and Discussion

Russell Arlos Williams holds a Standard Secondary Education K-8 certificate, valid from October 18, 2010 through October 18, 2016.

On or about December 19, 2013, in Riverside County Superior Court of California, Indio, CA, Russell Arlos Williams was found guilty of one count of Possessing Matter Depicting a Minor in a Sexual Act; two counts of Person Sending Arousing Matter to a Minor with Harmful Intent; and one count of Contact with a Minor with Intent to Commit Specific Crimes -- dangerous crimes against children. These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certification.

Recommendation to the Board

That pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all teaching certificates held by Russell Arlos Williams, and that all states and territories be so notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Juan F. Gatica, Case No. C-2015-101.

Action/Discussion Item

Information Item

Background and Discussion

Juan F. Gatica holds a Standard Secondary Education 6-12 valid February 14, 2014, through February 19, 2020; a Provisional Career and Technical Education certificate valid May 13, 2013, through May 13, 2016; and a Provisional Elementary Education 1-8 valid July 7, 2012, through July 7, 2018.

On May 7, 2015, Bob Fleischman from the Isaac Elementary School District ("District") reported that Juan Gatica was placed on administrative leave with pay due to allegations of "Inappropriate contact with a student. Alleged touching of a student in the buttocks region". Mr. Gatica was employed as a 5th grade teacher with the District at the time the incident was reported.

On September 14, 2015, the Investigative Unit notified Mr. Gatica of the intent of the State Board of Education to file a complaint seeking disciplinary action against his teaching certificates. Mr. Gatica chose to voluntarily surrender his teaching certificates.

Recommendation to the Board

It is recommended that the Board accept the surrender of Juan F. Gatica's teaching certificates and that all states and territories be notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration to receive \$ 345,246.00 contract award for the 2015-2016 Johnson-O'Malley grant (25 Code of Federal Regulations, Subpart M – Indian Self-Determination and Education Assistance Act Program, Part 273)

Action/Discussion Item

Information Item

Background and Discussion

The purpose of Johnson-O'Malley funds are to provide programs to meet the specialized and unique educational needs of eligible American Indian students. In addition to the funding for programs, funding for administration and establishment of Indian Education Committees (IECs) is allowable.

The funding continued under the Johnson-O'Malley grant will allow school districts to enhance existing services to local educational agencies with populations of Native American students attending participating public school districts. In addition, these funds will allow the ADE and IECs to organize and conduct conferences and workshops to provide information and train IECs in their roles and responsibilities; to provide education regarding the Arizona College and Career Ready Standards; to help IECs, parents, and students understand the AZMerit assessment, graduation requirements and the Elementary and Secondary Education Act (ESEA).

Recommendation to the Board

It is recommended that the Board approve receipt of the contract award of \$345,246.00 from the United States Department Bureau of Indian Education and authorize expenditures in accordance with the terms of the award.

**Contact Information: Nadine Groenig, Director of Indian Education
Michael Bradley, Chief of Staff, Arizona Department of Education**

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible consideration to approve the Move on When Reading (MOWR) LEA literacy plans for release of K-3 Reading Base Support funds.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-701 prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below (FFB) the third grade level. The law requires school districts and charter schools to offer 3rd grade students who score FFB on the statewide assessment at least one of the intervention and remediation strategies listed in statute and adopted by the State Board of Education (Board).

The legislature appropriates \$40 million annually for K-3 reading base support funding to provide per student funding to schools for students in grades K-3, and prescribed requirements for the receipt of the funds. A.R.S. §15-211, requires school districts and charter schools that serve any K-3 grades to annually submit a literacy plan to the Board. The law further requires school districts and charter schools which either received C/D/F letter grades or had more than 10% of their 3rd grade students labeled as "Falls Far Below" (FFB) on the statewide reading assessment to have their reading plans approved by the Board before the Arizona Department of Education School Finance Division may release reading base support funds.

Review and Recommendation of State Board Committee

Arizona Revised Statute § 15-211(A), requires 460 LEAs that provide instruction in grades K-3 to annually submit a comprehensive literacy plan on October 1. LEAs with a letter grade of "C" or lower and any LEA with more than 10% of their students which score FFB on the statewide assessment are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding.

As of Nov 13th, 2015, *412 of 460 (90%)* of LEA Literacy Plans have been submitted:
248 - A & B schools
128 - C, D, F & more than 10% FFB previously approved by the Board
36 - C, D, F & more than 10% FFB ready for Board consideration

Contact Information:

Carol G. Lippert
Associate Superintendent High Academic Standards for Students

EXECUTIVE SUMMARY

The following list of LEA plans are deemed to contain sufficient criteria for Board approval:

Entity Id	District Name	Entity Id	District Name
79457	A Center for Creative Education	90333	Kaizen Education Foundation dba Gilbert Arts Academy
4443	Apache Junction Unified District	4383	Kingman Academy of Learning
87407	Arizona Connections Academy	4480	Kirkland Elementary District
4412	Baboquivari Unified School District #40	92730	Leman Academy of Excellence, Inc.
4268	Balsz Elementary District	4163	Mcnary Elementary District
92318	Basis School, Inc.	79548	Montessori House, Inc.
79983	Bell Canyon Charter School, Inc.	4338	Phoenix Advantage Charter School, Inc.
4169	Bisbee Unified District	90273	Phoenix Collegiate Academy, Inc.
92369	Create Academy	4256	Phoenix Elementary District
88321	Desert Star Community School, Inc.	90140	Pioneer Preparatory School
91170	EAGLE College Prep Harmony, LLC	4514	Salome Consolidated Elementary District
91938	Eagle College Prep, Inc. Maryvale	92381	Self-Development Academy-Phoenix
4329	Edkey, Inc. – Sequoia Choice Schools	90142	Teleos Preparatory Academy
91227	Empower College Prep	79218	Telesis Center for Learning, Inc.
92379	Ethos Academy - A Challenge Foundation Academy	79073	Tucson Country Day
4157	Ganado Unified School District	79957	Valley of the Sun Waldorf Education Association
4238	Gila Bend Unified District	90036	West Valley Arts and Technology Academy, Inc.
4194	Grand Canyon Unified District	4193	Williams Unified District

Recommendation to the Board

It is recommended that the Board approve the Move On When Reading LEA literacy plans for release of K-3Reading Base Support funds, as listed in the item.

EXECUTIVE SUMMARY

Issue: Consideration to Approve Additional Monies for Teacher Compensation for the Fiscal Year 2015-2016 Relating to A.R.S. § 15-952 and 15-537

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-952.A specifies that if granted State Board approval, a local school district governing board may calculate its revenue control limit and district support level for the budget year using the base level prescribed in A.R.S. §15-952.B.2 and increased by 1.25 percent.

A.R.S. §15-952.A.3. (a) & (b) specifies that if a local governing board is requesting continuing approval, the local governing board shall: 1) provide evidence that “the school district’s teacher performance evaluation system meets the standards recommended by the state board”, and 2) the persons evaluating teachers for retention decisions meet the minimum qualifications for evaluators recommended by the state board as prescribed in A.R.S. §15-537”.

To provide this evidence to the State Board, the ADE asked districts requesting continuing approval to submit Statements of Assurance attesting the conditions of A.R.S. §15.952 and A.R.S. §15.537.

The district listed below has submitted the Statement of Assurance as required evidence.

Recommendation to the Board

It is recommended that the Board approve additional monies for teacher compensation for the fiscal year 2015-2016 relating to A.R.S. § 15-952 and 15-537 grant approval to the local governing board seeking continuous approval for 2015-2016 as listed below.

ID	CTDS	Name
4391	09-02-05-000	Snowflake Unified School District

Contact Information:

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

Issue:	Presentation, discussion, and possible action regarding the Alternative Teacher Development Program Grant, pursuant to A.R.S. §15-552 and appropriations to the Department for the program in Laws 2015, Chapter 8, Section 34.
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 Action/Discussion Item Information Item**Background and Discussion**

Pursuant to Arizona Revised Statutes § 15-552, the State Board of Education has previously established the "alternative teacher development program for the purpose of accelerating the process of identifying, training and placing highly qualified individuals into low income schools through the use of teaching intern certification and the identification of a qualified service provider." Statute requires the Department of Education to administer the program. Further, the statute requires the Board to award any grants for the program.

The FY2016 state budget (Laws 2015, Chapter 8, Section 34), signed by the Governor on March 12, 2015, included a \$500,000 appropriation to the Department for the program.

On October 26, 2015, the Board passed a motion to table the item until the next regular meeting of the Board, at the request of the Superintendent due to a sole source procurement determination. Teach For America is the only organization that has been providing the services for over the required ten years. Teach For America meets all other requirements for a service provider as outlined in the statute.

Recommendation to the Board

It is recommended that the Board approve Teach For America as the service provider for the Alternative Teacher Development Program Grant, pursuant to A.R.S. §15-552 and appropriations to the Department for the program in Laws 2015, Chapter 8, Section 34.

Contact Information:

*Cecilia Johnson, Associate Superintendent
Highly Effective Teachers and Leaders*

**Procurement Determination:
Sole Source – Procurement Authorization**

**Sections 1 through 3 MUST be completed
Use Attachments as Necessary**

1) Agency: Arizona Department of Education

Name: Cecilia Johnson	Title: Associate Superintendent
Phone: 602-364-1957	Fax:

Subject Materials or Services: Service Provider for the Alternative Teacher Development program

Estimated Cost: \$500,000 for FY 2016

2) Provide full description of materials or services: To hire a nonprofit 501(c)(3) organization to manage the alternative teacher development program in accordance with 15-552. This organization will recruit and place qualified individuals in teaching positions at public schools that provide instruction to student populations in which a majority of the students are from low income households. The organization will maintain a competitive application and selection process, provide ongoing support to the individuals offering evaluations and professional development. In addition to managing the program the organization will provide reports to ADE which includes the status of the program, as well as demographic information, participation of individuals and schools.

3) Provide justification: In accordance with Arizona Revised Statutes 15-552, Alternative teacher development program, ADE must seek service providers to provide a program, which identifies, provides training and placing of highly qualified individuals into low income schools through the use of a teaching intern certification program. The statute identifies specific requirements for the service providers. In §15-552 (c)(1) the organization must be a nonprofit 501 (c)(3) that has been providing alternative teacher recruitment and placement in the state of Arizona for a period of not less than ten years. ADE was able to identify three organizations that are currently providing service in the state of Arizona but only one organization, Teach for America, has been providing the services for over the required ten years. In addition, Teach for America meets all requirements for a service provider as outlined in the statute. The competition process would be impracticable as there is only one source for a service provider that meets all requirements in §15-552

Note: In accordance with the Procurement Rules, the Arizona Uniform Terms and Conditions must be made a part of all contracts. If you will be required to sign a software licensing agreement or sign any other agreement containing terms and conditions, which will be made part of the final contract, you must receive prior approval from the Office of the Attorney General.

Approval of this request does not allow for agencies to exceed their dollar acquisition amount of delegated authority.

To Be Completed by Procurement Authority:

APPROVAL

Request Authorized Pursuant to: A.R.S. § 41-2536

Request Denied:

Request Returned for Additional Information:

See Comments:

Comments:

Approved by:

Signature: <i>R Bégnéche</i> Ross Bégnéche	Title: <i>CFO</i> Interim Chief Procurement Officer	Date: <i>10/21/15</i>
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AGENCY NOTICE: This is your official written determination in response to your procurement authorization request. The original request shall be maintained in the State Procurement Office.

EXECUTIVE SUMMARY

Issue: Move On When Ready Qualification Scores – Arizona World History – Fall 2015 Administration

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Move On When Ready (MOWR) initiative is an innovative performance-based initiative at the high school level designed to increase student academic achievement and to prepare all students for college and careers. The Move On When Ready legislation passed in 2010 and 2011 provides a framework for an education model that enables students to advance in their educational career based on demonstrated learning instead of seat time. Key provisions include the establishment of the Grand Canyon High School Diploma, which is a performance-based high school diploma available to students who demonstrate they are college-ready, and the implementation of Board Examination Systems, which are coherent and aligned instructional systems.

On January 24, 2011, the State Board of Education approved several providers of Board Examination Systems for use in Arizona, including both lower and upper division course offerings from Cambridge International Examinations and ACT QualityCore, and upper division course offerings from College Board Advanced Placement and International Baccalaureate.

Pursuant to A.R.S. §15-792.02 these examination systems shall “have common passing scores that are prescribed by an interstate compact on board examination systems and that are set to the level of skills and knowledge needed to succeed in college-level courses....” To assist the Board in meeting this requirement, the National Center on Education and the Economy (NCEE) convened a technical advisory committee to establish pass points on the Excellence for All (E4A) World History exam developed by an NCEE-appointed working committee from questions created by teachers at E4A schools, to serve as a complement to the ACT QualityCore instructional system. The Center for the Future of Arizona is seeking approval of the college readiness qualification score recommended by the technical advisory committee for the Fall 2015 Arizona administration of the E4A World History exam.

Attached is the NCEE white paper, which explains the qualification score and process of the technical advisory committee in more detail.

Recommendation to the Board

It is recommended that the Board approve the qualification score set by the technical advisory committee for the Fall 2015 Arizona administration of the E4A World History exam.

Contact Information:

Dr. Amanda Burke, Senior Director, Education, Center for the Future of Arizona



Setting College-Ready Qualification Scores for the Spring 2015 Mississippi and Fall 2015 Arizona World History Examinations

The *Excellence for All* initiative calls for students to demonstrate competence in five subject matter areas – mathematics, English language arts, history, the sciences and the arts – to be eligible to earn a proficiency-based diploma (e.g., Arizona’s Grand Canyon Diploma) as early as the end of their sophomore year in high school. Depending on the aligned instructional system their school has chosen, students take end-of-course examinations in each of these subjects from either the University of Cambridge’s International General Certificate of Secondary Education (IGCSE) or ACT’s *QualityCore* systems. The National Center on Education and the Economy’s (NCEE) Technical Advisory Committee (TAC) has established the qualification scores for English language arts and mathematics for both systems, but the states are responsible for setting the qualification scores in the three other subject areas.

Establishing suitable qualification scores is critical to the success of the initiative because these qualification scores set the standard that every single high school student should be striving for and the standard to which each school is committed to helping every student achieve. At the request of the participating states, NCEE convened a History Task Force to recommend a qualification score for the ACT *QualityCore* and IGCSE history courses. State education agencies in Arizona, Kentucky and Mississippi and the Capitol Region Education Council in Connecticut were each invited to appoint members to the task force, which initially met in May 2012 to set qualification scores for the *QualityCore* U.S. History and IGCSE (World) History examinations. Participants included high school history teachers, community college and university faculty, state education department curriculum professionals, and representatives of the private sector.

ACT *QualityCore* does not include a world history assessment, so since 2012, teachers at participating *Excellence for All* schools using the *QualityCore* instructional system have worked to assemble a bank of multiple choice questions and potential constructed response topics that could be melded into a coherent end-of-course examination that would be well aligned with their curricula. With this groundwork as a starting point, an NCEE-appointed working committee has created the examination. For the Spring 2015 Mississippi and Fall 2015 Arizona examination, this committee consisted of Abby Reisman, University of Pennsylvania; Lloyd Bond, consulting scholar at the Carnegie Foundation for the Advancement of Teaching; Shelley Thomas, University of Louisville; and Emily Brimsek, NCEE.

In December 2012, NCEE convened a subset of the larger Task Force to recommend a qualification score for the May 2012 administration of the Kentucky world history examination, an assessment that was developed as a complement to the ACT *QualityCore* U.S. History examination used in that state. The *Excellence for All* world

history examination changes yearly and has since been introduced in schools implementing the *QualityCore* instructional system in Arizona and Mississippi. NCEE has convened subsets of the larger Task Force on several other occasions between 2012 and 2015 to set qualification scores for additional administrations of the *Excellence for All* world history exam in the three participating states. In Spring 2015, a school in Mississippi administered the latest iteration of the *Excellence for All* world history examination at the end of a semester-long, double-period world history course. This examination will also be used as a re-test option in Fall 2015 for students in Arizona who took a year-long world history course in the 2014-2015 school year and did not qualify on the Spring 2015 Arizona world history examination. In August 2015, NCEE invited previous members of the Arizona and Mississippi World History Task Forces to set a qualification score for the Spring 2015 Mississippi/Fall 2015 Arizona administration of the exam.¹

Like the ACT *QualityCore* U.S. History examination, the world history examination includes both a multiple choice section and a constructed response section. However, while the multiple choice and constructed response portions of the *QualityCore* examination are weighted equally, the constructed response portion of the *Excellence for All* examination is weighted twice as heavily as the multiple choice portion. The differential weighting is intended to allow the exam to capture the wide range of skills taught in the *Excellence for All* world history course and to allow students to demonstrate their ability and understanding beyond the scope that traditional multiple choice questions allow. This examination was designed to include multiple means for students to demonstrate their ability to recall and use historical information, to comprehend and evaluate original source materials, to reason historically, to analyze conflicting interpretations of history, and to make and support an historical argument with evidence.

Students taking the world history examination have the potential to earn 60 total points: 20 points from the multiple choice section and 40 points from the constructed response section. The multiple choice section includes questions spanning the entire chronology of the course. The constructed response section requires students to complete four short answer questions that assess their ability to evaluate, corroborate, contextualize, and ultimately make an argument about an historical event using four primary sources. Students were given two choices of historical topics and were required to answer all questions within the option they chose. All four items were scored holistically on a 0-4 scale, with different weights applied to each item depending on the complexity of the task.

After the administration of the examination in Spring 2015, graduate students (doctoral candidates in history) were trained to score the constructed response items using a rubric developed by the committee that developed the examination. Each item was scored by at least two scorers before a final score was reached. After the results were compiled and analyzed, the World History Task Force met in

¹ A complete set of biographical sketches of the members of the task force is attached as an appendix.

August 2015 to review the examination and examples of student work, and to recommend a qualification score for the examination.

The Task Force was charged with two specific goals:

- First, the qualification score should be an indicator of readiness to move forward in education, either to an upper division secondary history or social science course or to the initial credit-bearing course in a history or social science program of study in an open enrollment college.
- Second, the score is also intended to serve as an approximation of basic civic competence, indicating that a student who meets the qualification score has demonstrated mastery sufficient to have knowledge consistent with that of an educated person entering young adulthood. Students who meet the qualification score should have a set of tools in hand that will allow them to navigate civil society and participate in our democratic institutions.

Because the examination format has changed from the initial administration in May 2012, there is no extant data on student performance on the examination or on the relationship of student performance on the exam to subsequent success in high school or college. Therefore, the Task Force has had to approach developing a qualification score recommendation for this assessment somewhat differently than it had for the two IGCSE History examinations and the *QualityCore* U.S. History examination, though they employed the same approach used to set the qualification score for the previous world history examinations.

The Task Force reviewed examples of student work on the constructed response section of the test, selected to indicate low/middle to high/middle performance on the exam. The Task Force also reviewed a concordance table, prepared by Lloyd Bond, showing the likely performance of students on the multiple choice portion of the exam, given their performance on the constructed response tasks. This process is in accordance with the measurement community's understanding that it is easier for expert panels to come to consensus on student performance levels when they can examine student work rather than relying solely on student answers to multiple choice questions. The Task Force also agreed that a reliable and trustworthy judgment about the appropriate qualification score would be achieved if they first evaluated student work on the constructed response tasks and then used this information to guide their thinking about corresponding performance required on the multiple choice items.

Additionally, normative data about the student performance on this examination was tabulated prior to the meeting, but was not distributed to the Task Force until they had come to an initial agreement on the qualification score.

In considering the student work, the Task Force understood that the qualification score for world history needed to be seen not just as a mark for a single subject, but as one part of a larger qualification framework in which students would also have to reach a qualification score in (i) another history course; (ii) similar standards in the sciences and the arts; and (iii) meet demanding standards in English and mathematics already set by the NCEE TAC. Given the crucial role that English and mathematics play in virtually all post-secondary opportunities, the NCEE TAC placed special value on preventing false positives for these subjects (i.e., ensuring that students who are not yet ready for college are not told that they are). In contrast, the Task Force concluded that for this history exam there was greater value in preventing false negatives (i.e., ensuring that students who are ready for college are not prevented from moving on). Furthermore, while the Task Force shares the general belief that as a society we need to “raise the bar” for student performance, the Task Force did not believe this exam should be used to create an elite program. There was also wide agreement that basic literacy in history was essential to meet the shared objective that students leave high school ready to lead the life of an educated person. Balancing these influences, the Task Force decided that the qualification score for the world history courses should not be as stringent as the scores for math and English language arts.

Key considerations for developing a qualification score recommendation for the world history examination were the following:

- What knowledge, skills and dispositions are priorities for the exam?
- How do these priorities align with what is necessary for success in open-enrollment college courses, in upper division high school history courses, and, most importantly, for civic competence?
- What skill levels reflected in the student work from the constructed response tasks demonstrate readiness for success at open-enrollment colleges or upper division high school history courses?

The Task Force’s discussion was anchored by five sets of student work from the Spring 2015 administration. Each set included a student’s responses to all four constructed response items. The five sets ranged from student performance that the Task Force was unlikely to deem “ready,” to student performance that the Task Force would likely characterize as exceeding the threshold for readiness to move on to the next level of education.

As a group, the Task Force examined each set of student work, and debated whether the student’s performance (taken as representative of others performing at a similar level of achievement) demonstrated readiness to move on to the next level of education. Ultimately, they felt that the readiness/educated person benchmark lay between the third and fourth samples of student work, which had earned

constructed response scores of 19 and 21, respectively. Therefore, the Task Force agreed that a score of 20 on the constructed response section was representative of the standard they were seeking.

After deciding on a constructed response score of 20, the Task Force turned to the prediction of multiple choice scores based on the constructed response scores. The psychometric analyses prepared by Lloyd Bond that was provided to them suggested that multiple choice scores ranging from 8 to 10, for an overall score of 28, 29, or 30, would be most appropriate. Therefore, the Task Force focused in on a range of 28-30 for the qualification score.

There are multiple ways for students to reach the overall score, as points are awarded in a compensatory manner where weakness in one set of questions may be offset by strengths in another. A scale score in the range of 28-30 would typically require students to demonstrate a middle range of ability on both the multiple choice and constructed response sections. While it would be possible for students to earn all of the necessary points in the constructed response section alone, it is unlikely that a student would achieve the qualification score in this way due to the rigor of the constructed response section of the examination. The Task Force decided that a student who was able to achieve a combined score in this range would have a skill level appropriate to satisfy the Task Force's goals.

Once the Task Force had narrowed their discussion to this range, the normative data for the Spring 2015 administration of the examination was shared with them. It indicated that a score of 28 represented the 80th percentile, 29 the 83rd percentile, and 30 the 85th percentile. The Task Force considered whether this data might lead them to refine their recommendation in one direction or the other. While the Task Force felt strongly that a score of 20 on the constructed response section of the exam represented readiness, they did not have a strong opinion on whether this should be increased by 8, 9 or 10 points representing performance on the multiple choice portion of the exam, though most felt that 8 points was on the lower end of what they would deem acceptable. Given the normative data, and cognizant of the fact that the world history examination represents one of eight exams and that false negative decisions should be minimized, the group decided that the score in the middle range of those considered was most appropriate. Therefore, they unanimously agreed to recommend a score of **29**.

October 2015

Appendix: Task Force Members

Appendix

Task Force Members

Edward Lee Childress

Edward Lee Childress has been superintendent of the Corinth (MS) School District for 12 years. He led the Corinth School District in a reorganization of school campuses through the consolidation of services of four schools into two along with the passage of a \$12.8 million bond issue. The bond issue allowed the construction of the new Corinth Elementary School and numerous renovations at Corinth Middle School, which is located in a historic former high school building. Dr. Childress is a trustee for Mississippi Public Employees Retirement System representing public school and community college educators; serves as vice chairman of the Mississippi Commission on School Accreditation; serves as the president of the Program for Research and Evaluation in Public Schools; and sits on the board of directors of the Mississippi Association of School Superintendents and the Advisory Board for the Mississippi School for Math and Science.

Prior to becoming Corinth's superintendent, Dr. Childress served as a social studies teacher in the Clarksdale Public Schools and then became program manager for the Mississippi Department of Education's School Executive Management Institute, which provided training for over 2,000 Mississippi school administrators. He was also director of school improvement for the DeSoto County School District before serving for nine years as Assistant Superintendent for the Corinth School District. He is a graduate of Delta State University.

Richard V. Damms

Richard V. Damms is associate professor of history at Mississippi State University where he was recognized by the Mississippi Humanities Council as the university's "Humanities Teacher of the Year" for 2011. He specializes in United States political history and the history of American foreign relations and has published three books, *The Eisenhower Presidency* (Longman, 2002), *Culture, Power, and Security: New Directions in the History of National and International Security* (Cambridge Scholars Press, 2012) and *Scientists and Statesmen: President Eisenhower's Science Advisers and National Security Policy* (Republic of Letters, 2015). In the last decade, he has become increasingly involved in history education initiatives in Mississippi, directing a U.S. Department of Education Teaching American History Grant program for a consortium of schools headed by the Starkville Public School District (2003-6), serving two terms as editor-in-chief of Mississippi History NOW: the Online Journal of the Mississippi Historical Society (which seeks to make recent scholarly research accessible to a high-school audience), and acting as a content specialist consultant for the Mississippi Department of Education during the drafting of the new (2010) U.S. History since 1877 curriculum and the development of related assessment tools. He previously chaired the Mississippi Historical Society's History in the Schools

Committee. He holds a Ph.D. in American History from The Ohio State University.

Mark Klobas

Mark Klobas is an instructor of history at Scottsdale Community College in Scottsdale, Arizona. A graduate of the University of Arizona, he received his Ph.D. in history from Texas A&M University. He has developed curriculum for a range of courses, from American history and world history, to specialized courses on English history, Irish History, and the history of the modern Middle East.

Kevin Olson

Kevin Olson is a partner in the law firm of Steptoe & Johnson LLP, a Washington DC firm with offices in Phoenix, Los Angeles, New York, Chicago, London, Brussels and Beijing. He practices in the firm's business solutions group. His work is in the areas of general corporate advice, start-up and later stage financings, securities and corporate finance, mergers and acquisitions, and other commercial transactions. Mr. Olson represents clients in many industries, including consumer electronics, alternative energy, food distribution, and technology. He is also a member of the Securities Section of the State Bar of Arizona (for which he is a past chairman) and the Business Section of the State Bar of Arizona (for which he is also a past chairman).

Alexa Neal

Alexa Neal is a high school history teacher at Imagine Prep Surprise. She graduated from Arizona State University, where she received a Bachelor's in Secondary Education, with a concentration in history. Mrs. Neal was the 2010-2011 Imagine Prep Teacher of the Year, and holds a dual certification in history and English. She has worked on developing both history and English curricula at the secondary level, and has accreditation from Cambridge International Examinations in the areas of world and American history.

Advisors

Lloyd Bond

Lloyd Bond is a consulting scholar with the Carnegie Foundation for the Advancement of Teaching and emeritus professor of education at the University of North Carolina, Greensboro. From 2002 to 2008 he was a senior scholar at Carnegie working in the area of assessment across several Carnegie Foundation programs. Dr. Bond has published widely in the area of assessment, measurement theory and testing policy and has made fundamental contributions to the literature on measuring complex performance and cognitive process underlying test performance. He has held editorial positions on the leading journals in educational and psychological measurement and serves on numerous commissions and panels

devoted to testing and testing policy. He is currently a member of the Data Analysis Committee of the National Assessment of Educational Progress (NAEP) and the Psychometric Panel of The College Board. Previously he served on the National Academy of Sciences' Committee on Indicators of Science and Mathematics Education and their Committee on Science Assessment Standards. A fellow of both The American Psychological Association (APA) and the American Educational Research Association (AERA), he is the recipient of numerous honors and awards, including the Presidential Citation from AERA for Contributions to Educational Measurement and an APA Distinguished Service Award for his work on the Joint Standards for Educational and Psychological Testing. He has served as a trustee for The College Board, and currently sits on the boards of the Human Resources Research Organization and the National Center for Research on Evaluation, Standards & Student Testing. Dr. Bond obtained a Ph.D. in Psychology from the Johns Hopkins University, specializing in psychometrics and quantitative methods. He taught test theory and psychometrics at the University of Pittsburgh, and at the University of North Carolina, Greensboro.

Avishag (Abby) Reisman

Dr. Reisman is an Assistant Professor of Teacher Education in the Teaching, Learning, and Leadership Division. Prior to her arrival at Penn GSE, Dr. Reisman was a visiting professor at Teachers College, Columbia University, and a researcher at the National Center for Research on Evaluation, Standards, and Student Testing at UCLA. She received her Ph.D. from Stanford University, where she directed the "Reading Like a Historian" Project in San Francisco, the first extended history curriculum intervention in urban high schools. Her 2011 dissertation won the Larry Metcalf Award from the National Council for the Social Studies. An article that emerged from her dissertation won the 2013 William Gilbert Award from the American Historical Association. Dr. Reisman began her career in education as a classroom teacher in a small, progressive high school in New York City. Her work has appeared in *Cognition and Instruction* (2012) and *Journal of Curriculum Studies* (2012), and is forthcoming in *Teachers College Record*.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion, and further consideration of criteria to identify alternative schools with “below average level of performance” during the 2014-2015 and 2015-2016 school years
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Action/Discussion Item Information Item

Background and Discussion

On May 18, 2015, the State Board adopted the “Priority” label criteria to identify schools which “demonstrate a below average level of performance” in the 2014-2015 and 2015-2016 school years with an amendment to further explore implications for alternative schools as well as federal improvement labels for non-Title I schools. In order to allow for a transition of the state accountability system, SB1289 prohibits A-F Letter Grade assignments for the 2014-2015 and 2015-2016 school years. This presentation to the Arizona State Board of Education is regarding the method to identify schools which “demonstrate a below average level of performance” using criteria developed by the Department and adopted by the State Board of Education as required by SB1289. Under A.R.S. 15-241, schools which “demonstrate a below average level of performance” were previously assigned a “D” letter grade or its equivalent.

On August 6, 2015, the Department received a new waiver from the U.S. Department of Education for ESEA flexibility through the 2015-2016 school year. Continued flexibility from ESEA/NCLB requires Arizona to implement the criteria outlined in its application to ensure the lowest performing schools receive support. Until a new A-F Letter Grade Accountability System is in place, Arizona will continue to use a state-developed method to “ensure that all schools are held accountable and receive necessary support under a parallel and/or supplemental system” as described in its ESEA flexibility waiver.

To ensure balance and fairness during this accountability transition, the Department will publicly report all Title I and non-Title I schools which meet the Reward, Focus, and Priority criteria outlined in the state’s approved ESEA flexibility waiver. As required by SB1289, the Department will maintain transparency during this accountability transition by reporting academic performance indicators for each school and district annually.

Recommendation to the Board

The State Board adopt the “Priority” label criteria approved in Arizona’s request for ESEA flexibility and adopted by the State Board in May 2015 to identify alternative schools which “demonstrate a below average level of performance” in the 2014-2015 and 2015-2016 school years.

Contact Information:

Dr. Yovhane Metcalfe, Chief Accountability Officer

Dr. Leila Williams, Associate Superintendent

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and consideration to initiate rulemaking procedures for proposed amendments to Board rule R7-2-607 regarding General Certification Provisions and Board rule R7-2-619 regarding Certification Renewal Requirements.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(14) authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-607(C) establishes that educator certificates shall expire on the date of issuance in the year of expiration. The proposed amendment would establish that certificates and provisional endorsements issued for three years or less shall expire on the date of issuance in the year of expiration and that certificates issued for more than three years shall expire on the holder's birth date in the year of expiration. The proposed amendment will bring the expiration date of renewable certificates into alignment and will help to alleviate the volume of renewal applications that must be processed in the summer months when most initial certificates are issued.

Board rule R7-2-619 establishes renewal requirements for Standard Teaching, Administrative, and Professional Non-Teaching certificates. The proposed amendments would align the renewal rule with statutory mandates under A.R.S. § 15-218 and A.R.S. § 15-219 which specify certain professional development activities that shall be accepted toward renewal. The proposed amendment also allows individuals who hold multiple certificates to align the expiration date of all certificates by meeting the professional development requirement of the certificate which will expire first. The amendment will reduce paperwork burdens on educators by allowing them to consolidate all renewable certificates.

If the Board initiates rulemaking procedures for proposed amendments to rules R7-2-607(C) and R7-2-619 a public hearing will be held on January 14, 2016 at 1:30pm in order to collect public input on the proposed rule changes.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on October 7, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-607(C) regarding General Certification Provisions and R7-2-619 regarding Renewal Requirements.

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rule R7-2-607(C) regarding certificate expiration dates and R7-2-619 regarding Certification Renewal Requirements.

Contact Information:

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

A.A.C. R7-2-607. General Certification Provisions

A. The evaluation to determine qualification for certification shall not begin until an institutional recommendation or application for certification and official transcripts, and the appropriate fees have been received by the Department. Course descriptions, verification of employment, and other documents may also be required for the evaluation.

B. The effective date of a new certificate shall be the date the evaluation is completed by the Department. The effective date of a renewed certificate shall be the date the evaluation for renewal is completed by the Department.

C. ~~All one-year certificates shall expire one year from the date of issuance. All certificates issued for more than one year shall expire on the date of issuance in the year of expiration.~~ Unless otherwise specified, all certificates and provisional endorsements issued for three years or less shall expire on the date of issuance in the year of expiration. All certificates issued for more than three years shall expire on the holder's birth date in the year of expiration.

D. If an applicant has not met all the requirements for the certificate or endorsement at the time of evaluation, the applicant shall have a maximum of 60 days to complete those requirements and request re-evaluation.

E. Only those degrees awarded by an accredited institution shall be considered to satisfy the requirements for certification.

F. Professional preparation programs, courses, practica, and examinations required for certification shall be taken at an accredited institution or a Board-approved teacher

EXECUTIVE SUMMARY

preparation program.

G. Only those courses in which the applicant received a passing grade or credit shall be considered to satisfy the requirements for certification.

H. All certificates issued by the Board before the effective date of this Article are considered to have been issued in conformance with these rules.

I. The Board shall issue a comparable Arizona certificate, if one has been established by R7-2-608, R7-2-609, R7-2-610, R7-2-611, R7-2-612, or R7-2-613, and shall waive the requirements for passing the comparable professional knowledge, subject knowledge, and performance portions of the Arizona Teacher Proficiency Assessment, to an applicant who holds current comparable certification from the National Board for Professional Teaching Standards.

J. Teachers in grades six through 12 whose primary assignment is in an academic subject required pursuant to R7-2-301, R7-2-302, R7-302.01 and R7-302.02 shall demonstrate proficiency by passing the appropriate subject area portion of the Arizona Teacher Proficiency Assessment. The subject areas of demonstrated proficiency shall be specified on the certificate. If a proficiency assessment is not offered in a subject area, an approved area shall consist of a minimum of 24 semester hours of courses in the subject.

K. If a language assessment is not offered through the Arizona Teacher Proficiency Assessment, a passing score on a nationally accredited test of a foreign language approved by the Board may demonstrate proficiency of that foreign language in lieu of the 24 semester hours of courses in that subject.

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L. A teacher's language proficiency in a Native American language shall be verified by a person, persons, or entity designated by the appropriate tribe in lieu of the 24 semester hours of courses in that subject.

M. Teachers of homebound students shall hold the same certificate that is required of a classroom teacher.

N. Fingerprint clearance cards shall be issued by the Arizona Department of Public Safety.

O. A person who surrenders their teaching certificate for any reason shall not submit an application for certification with the Board for a period of five years. A person re-applying after the five-year ban must apply under the current rules at the time of re-application.

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A.A.C. R7-2-619. Renewal Requirements

A. A certificate may be renewed within six months of its expiration date except that an individual holding multiple valid certificates may renew all certificates at one time in order to align the expiration dates of each certificate. Certificates being aligned shall be renewed at the same time as the certificate that will expire first. Individuals seeking to align certificates shall meet the renewal requirements for each certificate being aligned. Certificates aligned pursuant to this Section may be valid for less than six years.

B. A certificate may be renewed within one year after it expires. Individuals whose certificates have been expired for more than one year shall reapply for certification under the requirements in effect at the time of reapplication. Nothing in this Section shall imply that an individual may be employed in a position that requires certification after the expiration of the relevant certificate. ~~Professional development must relate to Arizona academic or professional educator standards or apply toward the attainment of an additional Arizona certificate, endorsement, or approved area.~~

C. Renewal of certificates requires the completion of professional development after the most recent issuance or renewal of the certificate, except that professional development completed during the valid term of the certificate that expires first meets the requirement of certificates being aligned. Professional development must relate to Arizona academic or professional educator standards or apply toward the attainment of an additional Arizona certificate, endorsement, or approved area, and may include training regarding suicide awareness and prevention; child abuse and the sexual abuse of children, including warning signs that a child may be a victim of child abuse or sexual

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abuses; screening, intervention, accommodation, use of technology and advocacy for students with reading impairments, including dyslexia; or other training programs explicitly permitted by state law. Professional development shall consist of any of the

following activities:

1. Courses related to education or a subject area taught in Arizona schools, taken from an accredited institution. Each semester hour of courses shall be equivalent to 15 clock hours of professional development. The required documentation shall be an official transcript.
2. Professional activities such as conferences and workshops related to the profession of teaching or the field of public education. A maximum of 30 clock hours per year may be earned by attendance at professional conferences and workshops. The required documentation shall be a conference agenda and a statement or certificate from the sponsoring organization noting the clock hours earned.
3. District-sponsored or school-sponsored in-services or activities which are specifically designed for professional development. The required documentation shall be written verification from the sponsoring district or school stating the dates of participation and the number of clock hours earned.
4. Internships in business settings. The internship shall be based on an agreement between a business and a district or school with the stated objective of aligning teaching curriculum with workplace skills. A maximum of 80 clock hours may be earned through business internships. The required documentation shall be written verification by the sponsoring business and district or school stating the dates of participation and number

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of clock hours earned.

5. Educational research. The research shall be sponsored by a research facility or an accredited institution or funded by a grant. The required documentation shall be the published report of the research or verification by the sponsoring agency; and a statement of the dates of participation and the number of clock hours earned.

6. Serving in a leadership role of a professional organization that provides training, activities, or projects related to the profession of teaching or the field of public education. A maximum of 30 clock hours per year may be earned by serving in a leadership role of a professional organization. The required documentation shall be written verification by the governing body of the professional organization of the dates of service and clock hours earned.

7. Serving on a visitation team for a school accreditation agency. A maximum of 60 clock hours per year may be earned by serving on a visitation team. The required documentation shall be written verification from the accreditation agency of the dates of service and clock hours earned.

8. Completion of the process for certification by the National Board of Professional Teaching Standards. The required documentation shall be written verification from the National Board of Professional Teaching Standards and a statement from the employing district or school verifying the dates and the clock hours earned during the certification process.

D. An individual holding a Standard teaching certificate, an administrative certificate, or other professional certificate, may renew the certificate upon completion of 180 clock

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hours of professional development.

E. An individual who is employed by a school or school district at the time of renewal shall submit the required documentation of professional development to the district superintendent, director of personnel, or other designated administrator for verification.

A certified individual who is not employed by a school or school district at the time of renewal shall submit the required documentation of professional development to a county school superintendent, the dean of a college of education, or the Department for verification. The school or district official, county school superintendent, or the dean of a college of education shall verify on forms provided by the Department the number of hours of professional development completed by the individual during the valid period of the certificate being renewed.

F. The Department shall issue a Standard teaching certificate of the same type.

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and consideration to initiate rulemaking procedures for proposed amendments to Board rule R7-2-614(E) regarding the Teaching Intern certificate.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(14) authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-614(E) outlines the Teaching Intern certificate requirements. The Teaching Intern certificate entitles the holder to enter into a teaching contract while completing the requirements for a Board authorized alternative path to certification program or a Board approved educator preparation program. During the valid period of the Teaching Intern certificate the holder may teach in a Structured English Immersion classroom or in any subject in which the holder has passed the appropriate Arizona Teacher Proficiency Assessment.

Under current Board rule, Teaching Intern certificate applicants are required to meet the requirements to qualify for a Provisional or full SEI endorsement in order to qualify for initial issuance of the Teaching Intern certificate. Local education agencies have reported that the SEI training requirement creates significant delays in allowing Teaching Intern candidates to enter into a teaching contract. The delay created by the SEI endorsement requirement leads to lower teacher morale and greater burdens for local education agencies. Furthermore, because SEI endorsement training is embedded in all Board approved educator preparation programs, the SEI endorsement requirement leads to redundant coursework for Teaching Intern certificate applicants. The proposed amendment would remove the SEI endorsement requirement for initial issuance of the Teaching Intern certificate, and instead require SEI training for the Teaching Intern certificate holder to qualify for extension. The amendment also stipulates that Teaching Intern certificate holders who teach in a Structured English Immersion classroom shall hold a valid Provisional or full SEI endorsement, English as a Second Language endorsement, or Bilingual endorsement.

If the Board initiates rule making procedures for proposed amendments to rule R7-2-614(E) a public hearing will be held on January 14, 2016 at 1:30pm to collect public input on the proposed rule changes.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on October 7, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-614(E).

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rule R7-2-614(E) regarding the Teaching Intern certificate.

Contact Information:

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A.A.C. R7-2-614. Other Teaching Certificates

A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607.

B. Substitute Certificate – PreK-12

1. The certificate is valid for six years and renewable by reapplication.
2. The certificate entitles the holder to substitute in the temporary absence of a regular contract teacher. A person holding only a substitute certificate shall not be assigned a contract teaching position.
3. An individual who holds a valid teaching or administrator certificate shall not be required to hold a substitute certificate to be employed as a substitute teacher.
4. A person holding only a substitute certificate shall be limited to teaching 120 days in the same school each school year.
5. The requirement for issuance is a bachelor's degree and a valid fingerprint clearance card issued by the Arizona Department of Public Safety.
6. Substitute certificates previously issued as valid for life under this rule shall remain valid for life.
7. A person holding only a substitute certificate may be exempt from the limit on teaching 120 days in the same school each school year if the school district superintendent has provided verification to the Department of Education that the position is continuously advertised on a statewide basis at a minimum of three sites with at least one being a higher education institution and that a highly qualified and employable candidate was not found. An exemption from teaching 120 days shall not be

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granted to the same individual more than three times.

C. Emergency Substitute Certificate – PreK-12

1. The certificate is valid for one school year or part thereof. The expiration date shall be the following July 1.

2. The certificate entitles the holder to substitute only in the district that verifies that an emergency employment situation exists.

3. The certificate entitles the holder to substitute in the temporary absence of a regular contract teacher. A person holding only an emergency substitute certificate shall not be assigned a contract teaching position.

4. The holder of an emergency substitute certificate shall be limited to 120 days of substitute teaching per school year.

5. The requirements for initial issuance are:

a. High school diploma, General Education diploma, or associate's degree;

b. Verification from the school district superintendent that an emergency employment situation exists; and

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

6. The requirements for each reissuance are:

a. Two semester hours of academic courses completed since the last issuance of the Emergency Substitute Certificate. District in-service programs designed for professional development may substitute for academic courses. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or personnel director. Individuals who have earned 30 or more semester

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hours are exempt from this requirement,

b. Verification from the school district superintendent that an emergency employment situation exists, and

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

D. Emergency Teaching Certificate – birth through grade 12

1. The emergency teaching certificate is valid one school year or part thereof. The expiration date shall be the following July 1. An emergency teaching certificate shall not be issued more than three times to an individual. An individual that receives an intern certificate and does not complete the requirements for a provisional certificate shall not be eligible for an emergency certificate.

2. The emergency teaching certificate entitles the holder to enter into a teaching contract.

3. Emergency teaching certificates shall be issued for early childhood, elementary, secondary, and special education certificates required by A.R.S. § 15-502(B), and required endorsements.

4. The emergency teaching certificate entitles the holder to teach only in the district or charter school that verifies that an emergency employment situation exists.

5. The requirements for initial issuance are:

a. A bachelor's degree,

b. Verification from the school district superintendent or charter school administrator that an emergency employment situation exists,

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety,

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d. Verification from the school district superintendent or charter school administrator that the following requirements have been met and that a highly qualified and employable candidate was not found:

i. The position was advertised on a statewide basis and with at least three career placement offices of higher education institutions, and

ii. The district or charter school is participating in any available Board approved alternative path to certification program(s). This requirement may be waived if a district superintendent or charter school administrator provides evidence that an alternative path to certification program is either not available or not capable of alleviating the emergency employment situation.

6. In addition to the requirements listed in subsection (D)(5) the requirements for reissuance shall include six semester hours of education courses completed since the last issuance of the emergency teaching certificate.

E. Teaching Intern Certificate – PreK-12

1. Except as noted, the teaching intern certificate is subject to the general certification provisions in R7-2-607.

2. The certificate is valid for one year from the date of initial issuance and may be extended yearly for no more than two consecutive years at no cost to the applicant if the provisions in subsection (E)(6) are met.

3. The teaching intern certificate entitles the holder to enter into a teaching contract while completing the requirements for an Arizona provisional teaching certificate. During the valid period of the intern certificate the holder may teach in a Structured English

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~~Immersion classroom,~~ or in any subject area in which the holder has passed the appropriate Arizona Teacher Proficiency Assessment. Teaching Intern certificate holders who teach in a Structured English Immersion classroom shall hold a valid Provisional or full Structured English Immersion Endorsement, an English as a Second Language Endorsement, or a Bilingual Endorsement. The candidate shall be enrolled in a Board authorized alternative path to certification program or a Board approved teacher educator preparation program.

4. An individual is not eligible to hold the teaching intern certificate more than once in a five year period.

5. The requirements for initial issuance of the teaching intern certificate are:

- a. A bachelor's degree or higher from an accredited institution;
- b. A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant's teaching assignment(s);
- c. ~~Completion of the requirements for a Provisional Structured English Immersion endorsement, as prescribed in R7-2-613(J);~~
- d. Verification of enrollment in a Board approved alternative path to certification program, or a Board approved teacher educator preparation program; and
- e. d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

6. The requirements for the extension of the intern teaching certificate are:

- a. The teaching intern certificate outlined in subsection (E)(5),
- b. Official transcripts documenting the completion of required coursework, ~~and~~

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c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

d. Completion of the requirements for a Provisional or full Structured English Immersion endorsement.

7. The holder of the teaching intern certificate may apply for an Arizona Provisional Teaching Certificate upon completion of the following:

a. Successful completion of a Board authorized alternative path to certification program or a Board approved ~~teacher~~ educator preparation program. This shall include satisfactory completion of a field experience or capstone experience of no less than one full academic year. The field experience or capstone experience shall include performance evaluations in a manner that is consistent with policies for the applicable alternative professional preparation program, as described pursuant to R7-2-604.04(B)(5),

b. A passing score on the required professional knowledge portion of the Arizona Teacher Proficiency Assessment;

c. The submission of an application for the provisional teaching certificate to the Department, ~~and~~

d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

e. Completion of the requirements for a full Structured English Immersion endorsement.

F. Adult Education Certificates

1. The adult education certificates are issued for individuals teaching in the areas of Adult Basic Education, Adult Secondary Education, English Language Acquisition for Adults, or Citizenship.

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2. Provisional Adult Education Certificate.

- a. The certificate is valid for three years and is not renewable.
- b. The requirement for issuance is a valid fingerprint clearance card issued by the Arizona Department of Public Safety and a bachelor's degree or three years of experience as a teacher, tutor, or aide in an adult education program or in grades K through 12. Up to two years of experience may be waived by postsecondary academic credit, with 30 semester hours equivalent to one year of experience.

3. Standard Adult Education Certificate.

- a. The certificate is valid for six years.
- b. The requirements are:
 - i. One year of part-time or full-time teaching experience under a provisional adult education certificate, verified by an adult education program administrator;
 - ii. Completion of 10 clock hours in a professional development program described in R7-2-619(B) since the issuance of the provisional adult education certificate; and
 - iii. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- c. The renewal requirements are completion of 60 clock hours in a professional development program, described in R7-2-619(B).

G. Junior Reserve Officer Training Corps Teaching Certificate – grades nine through 12

- 1. The certificate is valid for six years and is renewable upon application.
- 2. The certificate is valid at any local education agency which conducts an approved Junior Reserve Officer Training Corps program of the Air Force, Army, Navy, or Marine Corps.

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3. The requirements are:

- a. Verification by the district of an approved Junior Reserve Officer Training Corps program of instruction in which the applicant will be teaching,
- b. Verification by the district that the applicant meets the work experience required by the respective military service, and
- c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

H. Athletic coaching certificate – grades seven through 12

1. The certificate is valid for six years.

2. The certificate entitles the holder to perform coaching duties in interscholastic and extracurricular athletic activities. It is not required for teachers who hold a valid elementary, secondary or special education certificate.

3. The requirements are:

- a. Valid certification in first aid and Coronary and Pulmonary Resuscitation (CPR);
- b. Completion of 15 semester hours of courses which shall include at least three semester hours in courses related to each of the following:
 - i. Methods of coaching,
 - ii. Anatomy and physiology,
 - iii. Sports psychology,
 - iv. Adolescent psychology, and
 - v. The prevention and treatment of athletic injuries;
- c. Two hundred fifty hours of verified coaching experience in the sport to be coached. Coaching experience may include experience as a head coach or assistant coach in a

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school program or in an organized athletic league; and

d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

4. Renewal requirements are:

a. Completion of 60 clock hours in a professional development program described in R7-2-619(B),

b. Valid certification in first aid and CPR.

I. Provisional Foreign Teacher Teaching Certificate

1. This certificate is required for a teacher or professor from any foreign country, state, territory or possession of the United States contracted through the foreign teacher exchange program as authorized by federal statutes enacted by the Congress of the United States or other foreign teacher recruitment programs approved by the United States Department of State.

2. This certificate is valid for one year and may be extended yearly for up to two additional years upon request by the contracting governing board. The contracting teacher shall submit a letter of intent to hire to the Arizona Department of Education on official letterhead signed by the Superintendent or Director of Human Resources

3. The requirements are:

a. Verification that training and background comply with the comparable Arizona teaching certificate as provided in R7-2-608, R7-2-609(B)(2), R7-2-610(B)(2), R7-2-611(C)(3), (E)(3), (G)(2), (I)(2), (K)(2), (M)(2), R7-2-612(D)(2), (F)(2), (H)(2), (J)(2), or (L)(2) and R7-2-613.

b. Holds a valid fingerprint Clearance Card issued by the Arizona Department of Public

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Safety.

c. Demonstrates fluency in English as verified by the Test of English as a Foreign Language (TOEFL) or other English proficiency tests approved by the Board.

d. The passing score by the Test of English as a Foreign Language (TOEFL) or other English proficiency tests approved by the Board shall be determined by the Board using the results of validity and reliability studies. The passing score for each assessment shall be reviewed by the Board at least every three years.

4. A prospective teacher seeking to instruct in a language other than English may furnish a letter for submission to the Arizona Department of Education, on official letterhead, signed by the dean or designee of the home university to verify mastery of the purposed language of instruction. The Arizona Department of Education shall review and may approve submissions for the prospective teacher's exemption to the American Council of the Teaching of Foreign Languages Exam.

J. Native American Language Certificate

1. The certificate is optional and issued to individuals to teach only a Native American language in grades preK-12.

2. The certificate is valid for six years.

3. The requirements are:

a. A valid IVP fingerprint clearance card issued by the Arizona Department of Public Safety.

b. Language proficiency in a Native American Language. Proficiency shall be verified on official letterhead by a person, persons, or entity designated by the appropriate tribe.

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4. The renewal requirements are completion of 60 clock hours in a professional development program, described in R7-2-619(B).

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Issue: Presentation, discussion, and consideration to initiate rulemaking procedures for proposed amendments to Board rule R7-2-615 regarding Special Subject Area Endorsements, Gifted Endorsements, and Library-Media Specialist endorsements.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(14) authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-615(D) outlines the requirements for special subject area endorsements. Special subject endorsements are issued in the areas of art, computer science, dance, dramatic arts, music, or physical education. When added to an Arizona teaching certificate, the endorsement allows the holder to teach the subject in grades K-12. The proposed amendment would expand the grade range of special subject area endorsements from K-12 to PreK-12 in order to align with the PreK-12 teaching certificates.

During the 2015-2016 certification review process, the provisional and standard certificates were aligned to the new early childhood requirements (grade PreK) as needed. The Certification Advisory Council (CAC) also discussed the alignment of endorsements. The Bilingual, ESL and SEI endorsements were prioritized and recommended for adoption due to meeting the specialized needs of ESL students being served in early childhood classrooms. The remaining endorsements required further review to determine which endorsements should be changed from grade K to grade PreK and which endorsements should remain as grades K through eight or grades K through 12 so they were moved to the 2015-2016 agenda.

After further research, the endorsements that need changed from grade K to grade PreK are the special subject endorsements in the area of art, computer science, dance, dramatic arts, music, or physical education; Gifted Endorsement; and Library-Media Specialist Endorsement.

The Reading Endorsement and the Mathematics Endorsement are used by specialists and interventionists and therefore should remain as grades K through eight endorsements. Also, the Elementary Foreign Language Endorsement and the Cooperative Education Endorsement should remain as grades K through 8 and grades K through 12 respectively.

Board rule R7-2-615(M) outlines the requirements for gifted endorsements. The gifted endorsement authorizes the holder to teach gifted students in grades K-12. The proposed amendment would expand the grade level of the gifted endorsement from K-12 to PreK-12. The proposed amendment also includes a technical change to allow individuals who hold an early childhood teaching certificate to qualify for the gifted

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endorsement.

R7-2-615(O) outlines the requirements for the library-media specialist endorsement. The library-media specialist endorsement is optional and may be added to a teaching certificate to endorse the holder as a school librarian. The proposed amendment would expand the grade level of the endorsement from K-12 to PreK-12. The proposed amendment also includes a technical change to allow individuals who hold an early childhood teaching certificate to qualify for the library-media specialist endorsement.

If the Board initiates rulemaking procedures for proposed amendments to R7-2-615(D), (M), and (O) a public hearing will be held on January 14, 2016 at 1:30pm in order to collect public input on the proposed rule changes.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on October 7, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-615(D), (M), and (O).

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rule R7-2-615(D), (M), and (O) pertaining to special subject endorsements, gifted endorsements, and library-media specialist endorsement.

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R7-2-615. Endorsements

- A. An endorsement shall be automatically renewed with the certificate on which it is posted.
- B. Except as noted, all endorsements are subject to the general certification provisions in R7-2-607.
- C. Endorsements which are optional as specified herein may be required by local governing boards.
- D. Special subject endorsements - ~~grades K through 12~~ grades PreK through 12
1. Special subject endorsements shall be issued in the area of art, computer science, dance, dramatic arts, music, or physical education.
 2. Special subject endorsements are optional.
 3. The requirements are:
 - a. An Arizona elementary, secondary, or special education certificate;
 - b. One course in the methods of teaching the subject at the elementary level and one course in the methods of teaching the subject at the secondary level; and
 - c. One of the following:
 - i. Thirty semester hours of courses in the subject area which may include the courses listed in subsection (D)(3)(b);
 - ii. A passing score on the subject area portion of the Arizona Teacher Proficiency Assessment, if an assessment has been adopted by the Board; or
 - iii. A passing score on a comparable out-of-state subject area assessment.
- E. Mathematics Specialist Endorsement - grades K through eight. This subsection is valid until June 30, 2011.
1. The mathematics specialist endorsement is optional.
 2. The requirements are:

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- a. An Arizona elementary or special education certificate,
- b. Three semester hours of courses in the methods of teaching elementary school mathematics, and
- c. Fifteen semester hours of courses in mathematics education for teachers of elementary or middle school mathematics.

F. Mathematics Endorsement - grades K through eight. This subsection becomes effective on July 1, 2011.

1. The mathematics endorsement is optional for all K through eight teachers, but recommended for an individual in the position of mathematics specialist, consultant, interventionist, or coach. Nothing in this Section prevents school districts from requiring certified staff to obtain a mathematics endorsement as a condition of employment. The mathematics endorsement does not waive the requirements set forth in R7-2-607(J).

2. The requirements are:

- a. An Arizona elementary or special education certificate;
- b. Three years of full-time teaching experience in grades K through eight; and
- c. Eighteen semester hours to include:
 - i. Three semester hours of data analysis, probability, and discrete mathematics;
 - ii. Three semester hours of geometry and measurement;
 - iii. Six semester hours of patterns, algebra, and functions; and
 - iv. Six semester hours of number and operations.
- d. Six semester hours to include:
 - i. Three semester hours of mathematics classroom assessment;
 - ii. Three semester hours of research-based practices, pedagogy, and instructional leadership in mathematics.

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e. A passing score on the middle school mathematics knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 18 semester hours described in subsection (F)(2)(c).

f. Completion of a comparable valid mathematics specialist certificate or endorsement from another state may be substituted for the requirements described in subsection (F)(2)(c) and (d).

G. Reading Specialist Endorsement - grades K through 12. This subsection is valid until June 30, 2011.

1. The reading specialist endorsement shall be required of an individual in the position of reading specialist, reading consultant, remedial reading teacher, special reading teacher, or in a similar position.

2. The requirements are:

a. An Arizona elementary, secondary, or special education certificate; and

b. Fifteen semester hours of courses to include decoding, diagnosis and remediation of reading difficulties, and practicum in reading.

H. Reading Endorsement. This subsection becomes effective on July 1, 2011.

1. A reading endorsement shall be required of an individual in the position of reading or literacy specialist, reading or literacy coach, and reading or literacy interventionist.

2. Reading Endorsement for grades K through eight. The requirements are:

a. A valid Arizona elementary special education or early childhood certificate,

b. Three years of full-time teaching experience,

c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through eight, and

d. One of the following:

i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

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- (1) Three semester hours in the theoretical and research foundations of language and literacy;
- (2) Three semester hours in the essential elements of elementary reading and writing instruction (K through eight);
- (3) Three semester hours in the elements of elementary content area reading and writing (K through eight);
- (4) Six total semester hours in reading assessment systems;
- (5) Three semester hours in leadership; and
- (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading to elementary students, such as children's literature, or teaching reading to English Language Learners.

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(2)(c) and (d)(i).

e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(2)(d)(i).

3. Reading Endorsement for grades six through 12. The requirements are:

- a. A valid Arizona elementary, secondary, or special education certificate;
- b. Three years of full-time teaching experience;
- c. Three semester hours of supervised field experience or practicum in reading completed for the grades six through 12; and
- d. One of the following:
 - i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

- (1) Three semester hours in the theoretical and research foundations of language and literacy;

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- (2) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);
- (3) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12);
- (4) Six total semester hours in reading assessment systems;
- (5) Three semester hours in leadership; and
- (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading such as adolescent literature, or teaching reading to English Language Learners.

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(3)(c) and (d)(i).

e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(3)(d)(i).

4. Reading Endorsement - grades K through 12. The requirements are:

- a. A valid Arizona elementary, secondary, special education certificate or early childhood certificate;
- b. Three years of full-time teaching experience;
- c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through five;
- d. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12; and
- e. One of the following:
 - i. Twenty-four semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

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- (1) Three semester hours in the theoretical and research foundations of language and literacy,
- (2) Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight),
- (3) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12),
- (4) Three semester hours in the elements of elementary content area reading and writing (grades K through eight),
- (5) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12),
- (6) Six total semester hours in reading assessment systems, and
- (7) Three semester hours in leadership,

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(4)(c), (d) and (e)(i).

f. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight and a passing score on the reading endorsement professional knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 24 semester hours of reading endorsement coursework as described in subsection (H)(4)(e)(i).

I. Elementary Foreign Language Endorsement - grades K through eight

1. The elementary foreign language endorsement is optional.
2. The requirements are:
 - a. An Arizona elementary, secondary or special education certificate.
 - b. Proficiency in speaking, reading, and writing a language other than English, verified by the appropriate language department of an accredited

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institution. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.

c. Three semester hours of courses in the methods of teaching a foreign language at the elementary level.

J. Bilingual Endorsements – Pre-K through 12

1. A provisional bilingual endorsement or a bilingual endorsement is required of an individual who is a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or otherwise responsible for providing bilingual instruction.

2. The provisional bilingual endorsement is valid for three years and is not renewable. The requirements are:

a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and

b. Proficiency in a spoken language other than English, verified by one of the following:

i. A passing score on the Arizona Classroom Spanish Proficiency exam;

ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or comparable foreign language subject knowledge exam from another state;

iii. A minimum passing score of “Advanced Low” on the American Council of the Teaching Foreign Languages speaking and writing exams in the foreign language;

iv. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution; or

v. Proficiency in American Indian languages shall be verified by an official designated by the tribe;

c. Proficiency in sign language is verified through twenty four semester hours of coursework from an accredited institution.

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3. The holder of the bilingual endorsement is also authorized to teach English as a Second Language. The requirements are:
- a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;
 - b. Completion of a bilingual education program from an accredited institution or the following courses:
 - i. Three semester hours of foundations of instruction for non-English-language-background students;
 - ii. Three semester hours of bilingual methods;
 - iii. Three semester hours of English as a Second Language for bilingual settings;
 - iv. Three semester hours of courses in bilingual materials and curriculum, assessment of limited-English-proficient students, teaching reading and writing in the native language, or English as a Second Language for bilingual settings;
 - v. Three semester hours of linguistics to include psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students, or American Indian language linguistics;
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students; and
 - vii. Three semester hours of courses in methods of teaching and evaluating handicapped children from non-English-language backgrounds. These hours are only required for bilingual endorsements on special education certificates.
 - c. A valid bilingual certificate or endorsement from another state may be substituted for the courses described in subsection (J)(4)(b);

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d. Practicum in a bilingual program or two years of verified bilingual teaching experience; and

e. Proficiency in a spoken language other than English, verified by one of the following:

i. A passing score on the Arizona Classroom Spanish Proficiency exam;

ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or comparable foreign language subject knowledge exam from another state;

iii. A minimum passing score of “Advanced Low” on the American Council of the Teaching Foreign Languages Speaking and Writing exams in the foreign language;

iv. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution; or

v. Proficiency in American Indian languages shall be verified by an official designated by the tribe;

f. Proficiency in sign language is verified through twenty four semester hours of coursework from an accredited institution.

K. English as a Second Language (ESL) Endorsements - grades Pre-K through 12

1. An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction.

2. The provisional ESL endorsement is valid for three years and is not renewable. The requirements are:

a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and

b. Six semester hours of courses specified in subsection (K)(3)(b), including at least one course in methods of teaching ESL students.

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3. The requirements for the ESL endorsement are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;
 - b. Completion of an ESL education program from an accredited institution or the following courses:
 - i. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1999, may be substituted for this requirement;
 - ii. Three semester hours of ESL methods;
 - iii. Three semester hours of teaching of reading and writing to limited-English-proficient students;
 - iv. Three semester hours of assessment of limited-English-proficient students;
 - v. Three semester hours of linguistics; and
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students.
 - c. Three semester hours of a practicum or two years of verified ESL or bilingual teaching experience, verified by the district superintendent;
 - d. Second language learning experience, which may include sign language. Second language learning experience may be documented by any of the following:
 - i. Six semester hours of courses in a single second language, or the equivalent, verified by the department of language, education, or English at an accredited institution;
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;

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- iii. Placement by the language department of an accredited institution in a third-semester level;
- iv. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages;
- v. Passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board;
- vi. Proficiency in an American Indian language, verified by an official designated by the appropriate tribe;
- vii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state; or

e. A valid ESL certificate or endorsement from another state may be substituted for the requirements described in subsection (K)(3)(b), (c) and (d).

L. Structured English Immersion (SEI) Endorsements - Pre-K through 12

1. From and after August 31, 2006, an SEI, ESL or bilingual endorsement is required of all classroom teachers, supervisors, principals and superintendents. For purposes of this rule, “supervisor,” “principal” and “superintendent” means an individual who holds a supervisor, principal or superintendent certificate. An ESL or Bilingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).

2. The provisional SEI endorsement is valid for three years and is not renewable. The requirements are:

- a. An Arizona elementary, secondary, special education, CTE, early childhood, arts education, supervisor, principal or superintendent certificate; and
- b. One semester hour or 15 clock hours of professional development in Structured English Immersion methods of teaching ELL students, including but not limited to instruction in SEI strategies, teaching with the

EXECUTIVE SUMMARY

ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B).

3. The requirements for the full SEI endorsement are:

a. An Arizona elementary, secondary, special education, CTE, early childhood, arts education, supervisor, principal, or superintendent certificate; and one of the following:

i. Three semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools;

ii. Completion of 45 clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B); or

iii. A passing score on the Structured English Immersion portion of the Arizona Teacher Proficiency Assessment.

4. Nothing in this Section prevents school districts from requiring certified staff to obtain an ESL or bilingual endorsement as a condition of employment.

5. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed three years in accordance with certification reciprocity as prescribed in R7-2-621.

6. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed three years for individuals who graduate from administrator or teacher preparation programs that are not approved by the Board and meet all other applicable certification requirements.

7. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed three years for individuals who apply and otherwise

EXECUTIVE SUMMARY

qualify for a Provisional or Standard CTE Certificate pursuant to R7-2-612 under any option that does not require a valid Arizona teaching certificate.

M. Gifted Endorsements - ~~grades K through 12~~ grades PreK through 12

1. A gifted endorsement is required of individuals whose primary responsibility is teaching gifted students.

2. The provisional gifted endorsement is valid for three years and is not renewable. The requirements are an Arizona elementary, secondary, early childhood or special education certificate and one of the following:

- a. Two years of verified teaching experience in which most students were gifted,
- b. Ninety clock hours of verified in-service training in gifted education, or
- c. Six semester hours of courses in gifted education.

3. Requirements for the gifted endorsement are:

- a. An Arizona elementary, secondary, early childhood or special education certificate;
- b. Completion of nine semester hours of upper division or graduate level courses in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science; and
- c. Two of the following:
 - i. Three years of verified teaching experience in gifted education as a teacher, resource teacher, specialist, or similar position, verified by the district; or
 - ii. A minimum of 135 clock hours of verified in-service training in gifted education; or
 - iii. Completion of 12 semester hours of courses in gifted education. District in-service programs in gifted education may be substituted for up to six semester hours of gifted education courses. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or

EXECUTIVE SUMMARY

personnel director. Practicum courses shall not be accepted toward this requirement; or

iv. Completion of six semester hours of practicum or two years of verified teaching experience in which most students were gifted.

N. Early Childhood Education Endorsements - birth through age 8

1. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, the Early Childhood Endorsement may be used in lieu of an early childhood education certificate as described in R7-2-608. When combined with an Arizona cross-categorical, specialized special education, or severe and profound teaching certificate as described in R7-2-611, the Early Childhood endorsement may be used in lieu of an Early Childhood Special Education certificate.

2. The provisional early childhood endorsement is valid for three years and is not renewable. The requirements are:

a. A valid Arizona elementary teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and

b. A passing score on the early childhood subject knowledge portion of the Arizona Teacher Proficiency Assessment.

3. The requirements for the Early Childhood Endorsement are:

a. A valid Arizona elementary education teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and

b. Early childhood education coursework and practicum experience which includes both of the following:

i. Twenty-one semester hours of early childhood education courses to include all of the following areas of study:

(1) Foundations of early childhood education;

(2) Child guidance and classroom management;

EXECUTIVE SUMMARY

- (3) Characteristics and quality practices for typical and atypical behaviors of young children;
 - (4) Child growth and development, including health, safety and nutrition;
 - (5) Child, family, cultural and community relationships;
 - (6) Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
 - (7) Early language and literacy development;
 - (8) Assessing, monitoring and reporting progress of young children; and
- ii. A minimum of eight semester hours of practicum including:
- (1) A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth through preschool. One year of full-time verified teaching experience with children in birth through preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
 - (2) A minimum of four semester hours in a supervised student teaching setting serving children in kindergarten through grade three. One year of full-time verified teaching experience with children in kindergarten through grade three in an accredited school may substitute for this student teaching experience;
- c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and
- d. A passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for

EXECUTIVE SUMMARY

the 21 semester hours of early childhood education courses as described in subsection (N)(3)(b)(i); and

e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate meet the requirements of this Section with evidence of the following:

a. A minimum of three years infant/toddler, preschool or kindergarten through grade three classroom teaching experience; and

b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

O. Library-Media Specialist Endorsement - ~~grades K through 12~~ grades PreK through 12

1. The library-media specialist endorsement is optional.

2. Requirements are:

a. An Arizona elementary, secondary, early childhood or special education certificate;

b. A passing score on the Library Media Specialist portion of the Arizona Teacher Proficiency Assessment. A master's degree in Library Science may be substituted for a passing score on the assessment; and

c. One year of teaching experience.

P. Middle Grade Endorsement - grades five through nine

1. The middle grade endorsement is optional. The middle grade endorsement may expand the grades a teacher is authorized to teach on an elementary or secondary certificate.

2. The requirements are:

a. An Arizona elementary or secondary certificate, and

b. Six semester hours of courses in middle grade education to include:

EXECUTIVE SUMMARY

- i. One course in early adolescent psychology;
- ii. One course in middle grade curriculum; and
- iii. A practicum or one year of verified teaching experience, in grades five through nine.

Q. Drivers Education Endorsement

1. The drivers education endorsement is optional.
2. The requirements are:
 - a. An Arizona teaching certificate,
 - b. A valid Arizona driver's license,
 - c. One course in each of the following:
 - i. Safety education,
 - ii. Driver and highway safety education, and
 - iii. Driver education laboratory experience, and
 - d. A driving record with less than seven violation points and no revocation or suspension of driver's license within the two years preceding application.

R. Cooperative Education Endorsement - grades K through 12

1. The cooperative education endorsement is required for individuals who coordinate or teach CTE.
2. The requirements are:
 - a. A provisional or standard CTE certificate in the areas of agriculture, business, family and consumer sciences, health occupations, marketing, or industrial technology; and
 - b. One course in CTE.

EXECUTIVE SUMMARY

Issue: NAEP 2015 Mathematics and Reading Results for Grade 4 and Grade 8

Action/Discussion Item

Information Item

Background and Discussion

The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

The No Child Left Behind Act (NCLB) and the National Assessment of Educational Progress Authorization Act (NAEP) mandate NAEP to conduct national and state assessments at least once every two years in reading and mathematics in grades 4 and 8. These assessments will be conducted in the same year.

A sample of Arizona schools participated in the National Assessment of Educational Progress for Grade 4 and Grade 8 Mathematics and Reading early in 2015.

The NAEP 2015 results will be presented in a short power point with time for questions.

Recommendation to the Board

“This item is presented to the Board for information only, and no action is requested.”

Contact Information:

Dr. Shelly Pollnow, Arizona Director of NAEP/International Assessment Programs

Dr. Leila Williams, Associate Superintendent



NAEP and AZ State Assessments

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuous assessment of what America’s students know and can do. Since 1969, NAEP has measured the academic progress of students nationwide. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science, writing and U.S. history. The results of NAEP are published as The Nation’s Report Card and include information on student performance for the nation, states, and in some cases, urban districts.

As part of No Child Left Behind (NCLB), Arizona must administer annual assessments based on its academic content standards in mathematics, reading and science at varying grade levels. Direct comparisons of state-to-state results cannot be made with these assessments. NCLB requires that states receiving Title I funding, such as Arizona, participate in NAEP mathematics and reading assessments in Grades four and eight every other year. NAEP asks the same questions and is administered in the same way in every state. Because the same assessment is administered nationwide, it provides a common yardstick for measuring student progress and makes state comparisons possible. While NAEP’s and Arizona’s assessments may differ in scope and content, both can be used to assess progress and develop ways to improve education in America and Arizona.

	NAEP	AZ State Assessments
<i>Purpose</i>	<ul style="list-style-type: none"> Measures student performance nationally and reports changes over time Provides results for the nation, states, and some urban districts Allows comparisons between states and the nation 	<ul style="list-style-type: none"> Measures progress of schools, districts, and the state Provides state, district, school, and individual student data Tracks progress toward state education goals Assesses individual state content standards
<i>Assessment Content</i>	<ul style="list-style-type: none"> The National Assessment Governing Board develops a content framework that specifies what students should know and be able to do at a given grade level Not aligned to any particular content standards Reflects the knowledge and experience of subject-area experts, school administrators, policymakers, teachers, parents, and others 	<ul style="list-style-type: none"> Set and defined by State Board of Education on its content standards Includes involvement of a diverse group of stakeholders, including policymakers and educators
<i>Achievement Levels (also referred to as Performance Standards)</i>	<ul style="list-style-type: none"> The National Assessment Governing Board sets the NAEP achievement levels – Basic, Proficient and Advanced Proficient is defined as “competency over challenging subject matter” 	<ul style="list-style-type: none"> Set and defined by stakeholders approved by State Board of Education Proficient is defined as on track to be college or career ready

NAEP and State Assessments

	NAEP	State Assessments
<i>About the Assessment</i>	<ul style="list-style-type: none"> • Includes multiple-choice, short constructed-response, extended-response, and computer-based questions • Assesses students with disabilities and English language learners based on NAEP-allowable accommodations • Administered by NAEP field staff during regular school hours 	<ul style="list-style-type: none"> • Consists of a variety of formats, such as multiple-choice, constructed-response, technology enhanced items and alternate assessments • Assesses students with disabilities and English language learners according to the accommodation policy • Administered by school and district personnel
<i>Assessment Participation</i>	<ul style="list-style-type: none"> • A representative sample of students in Grades four and eight from each state participate in reading and mathematics every other year • National and state samples of fourth-, eighth-, and twelfth-graders are periodically assessed in other subject areas such as science, writing, U.S. history, and civics • Students with disabilities and English language learners who require test accommodations other than those allowed by NAEP can be excluded • Participation is required for all sampled public schools 	<ul style="list-style-type: none"> • All students in grades 3 through 11 in English language arts and mathematics every year • Students in grades 4, 8, and high school are assessed in science and social studies* • Students in grades 3 through 11 are assessed in writing* • Offers alternative assessments, when necessary, to students with disabilities • Participation is required for all public schools
<i>Assessment Results</i>	<ul style="list-style-type: none"> • Used by President, Congress and state leaders to develop ways to improve education in America • Makes comparisons between states and the nation • Makes trend comparisons over time • Does not report performance for individual schools, students, or districts 	<ul style="list-style-type: none"> • Used by Governor, state legislature, state leaders, and state educators for setting education policy and examining school and group performance • Used by educators and parents to examine individual student performance • Aids in making local decisions about curriculum and instruction • May be used for promotion/retention decisions

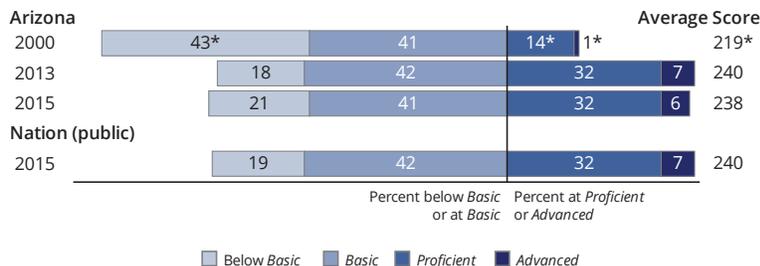
NAEP is a congressionally mandated project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education.

For more information, visit <http://nces.ed.gov/nationsreportcard>.

Overall Results

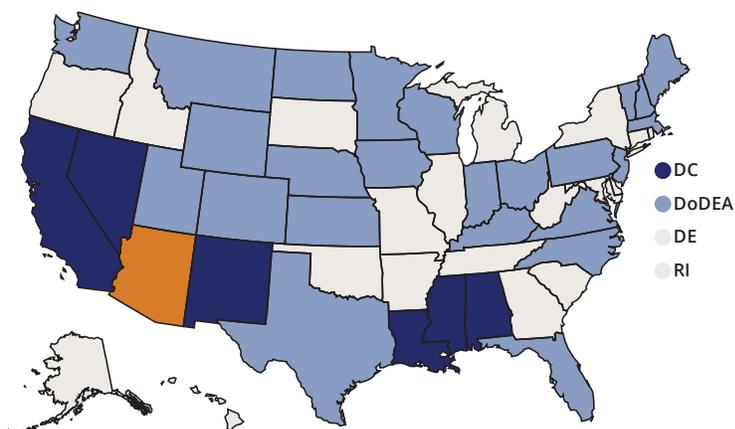
- In 2015, the average score of fourth-grade students in Arizona was 238. This was lower than the average score of 240 for public school students in the nation.
- The average score for students in Arizona in 2015 (238) was not significantly different from their average score in 2013 (240) and was higher than their average score in 2000 (219).
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 38 percent in 2015. This percentage was not significantly different from that in 2013 (40 percent) and was greater than that in 2000 (16 percent).
- The percentage of students in Arizona who performed at or above the NAEP *Basic* level was 79 percent in 2015. This percentage was not significantly different from that in 2013 (82 percent) and was greater than that in 2000 (57 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.
NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Arizona (238) was

- lower than those in 25 states/jurisdictions
- higher than those in 7 states/jurisdictions
- not significantly different from those in 19 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Results for Student Groups in 2015

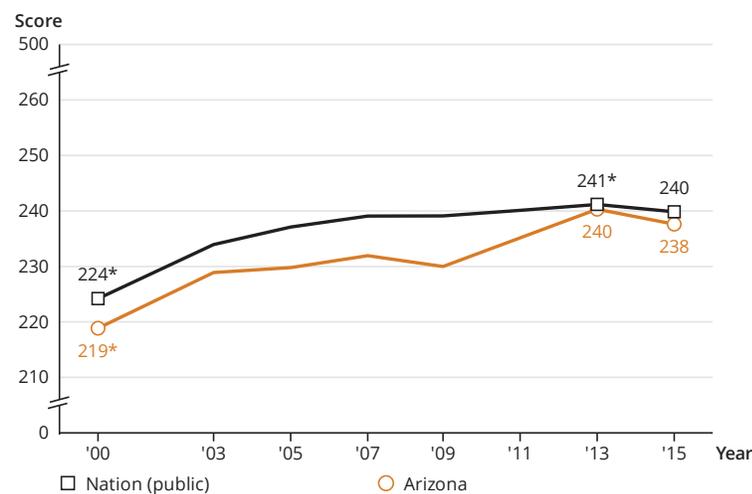
Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at Proficient	Percentage at Advanced
Race/Ethnicity					
White	38	251	90	56	11
Black	5	231	72	32	3
Hispanic	47	229	72	25	2
Asian	2	‡	‡	‡	‡
American Indian/Alaska Native	5	220	60	16	#
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	51	239	80	40	7
Female	49	236	78	35	5
National School Lunch Program					
Eligible	61	228	71	25	2
Not eligible	33	252	91	58	12

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2015. Significance tests were performed using unrounded numbers.

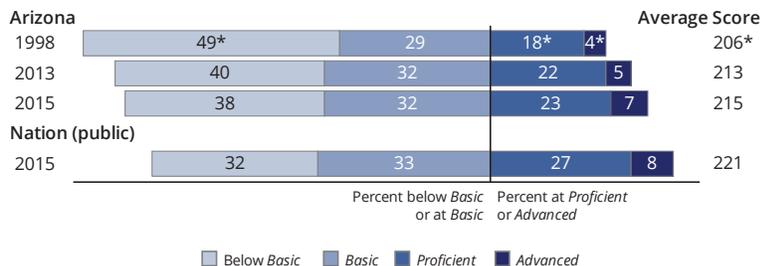
Score Gaps for Student Groups

- In 2015, Black students had an average score that was 20 points lower than that for White students. This performance gap was not significantly different from that in 2000 (22 points).
- In 2015, Hispanic students had an average score that was 22 points lower than that for White students. This performance gap was not significantly different from that in 2000 (26 points).
- In 2015, male students in Arizona had an average score that was not significantly different from that for female students.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 23 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (26 points).

Overall Results

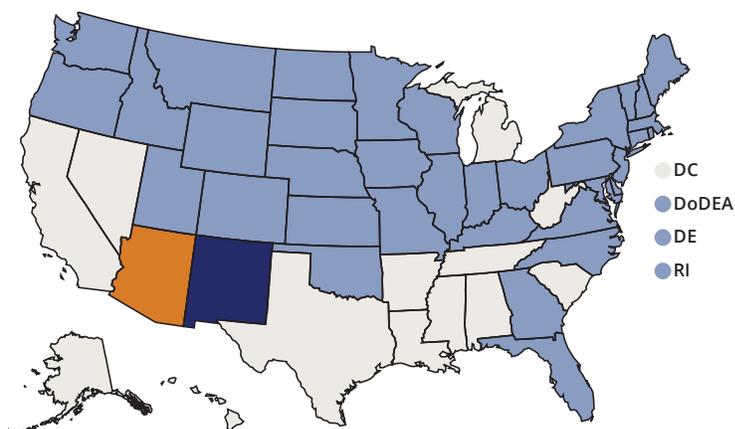
- In 2015, the average score of fourth-grade students in Arizona was 215. This was lower than the average score of 221 for public school students in the nation.
- The average score for students in Arizona in 2015 (215) was not significantly different from their average score in 2013 (213) and was higher than their average score in 1998 (206).
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 30 percent in 2015. This percentage was not significantly different from that in 2013 (28 percent) and was greater than that in 1998 (22 percent).
- The percentage of students in Arizona who performed at or above the NAEP *Basic* level was 62 percent in 2015. This percentage was not significantly different from that in 2013 (60 percent) and was greater than that in 1998 (51 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.
NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2015 to Other States/Jurisdictions

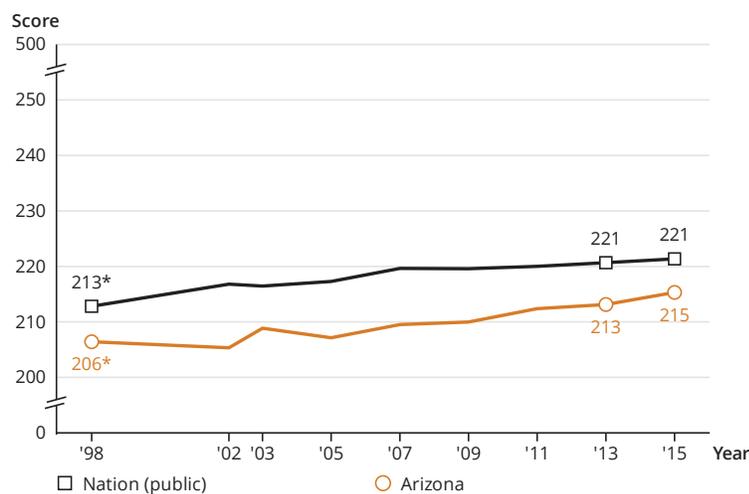


In 2015, the average score in Arizona (215) was

- lower than those in 36 states/jurisdictions
- higher than those in 1 state/jurisdiction
- not significantly different from those in 14 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2015. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2015

Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at or above Proficient	Percentage at Advanced
Race/Ethnicity					
White	39	229	76	44	11
Black	6	217	63	27	6
Hispanic	47	204	51	18	3
Asian	2	‡	‡	‡	‡
American Indian/Alaska Native	5	191	36	11	3
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	51	211	56	26	5
Female	49	220	67	33	9
National School Lunch Program					
Eligible	62	203	49	17	2
Not eligible	32	236	83	52	14

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

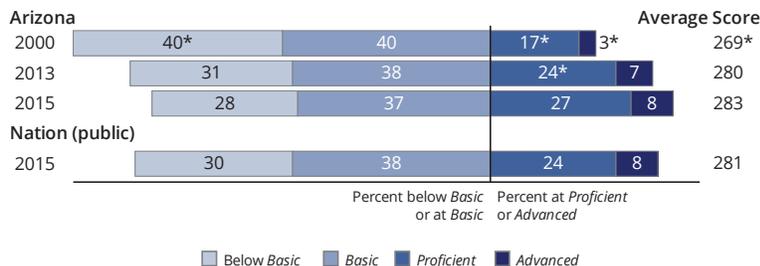
Score Gaps for Student Groups

- In 2015, Black students had an average score that was 12 points lower than that for White students. This performance gap was narrower than that in 1998 (28 points).
- In 2015, Hispanic students had an average score that was 25 points lower than that for White students. This performance gap was not significantly different from that in 1998 (31 points).
- In 2015, female students in Arizona had an average score that was higher than that for male students by 10 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 33 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (32 points).

Overall Results

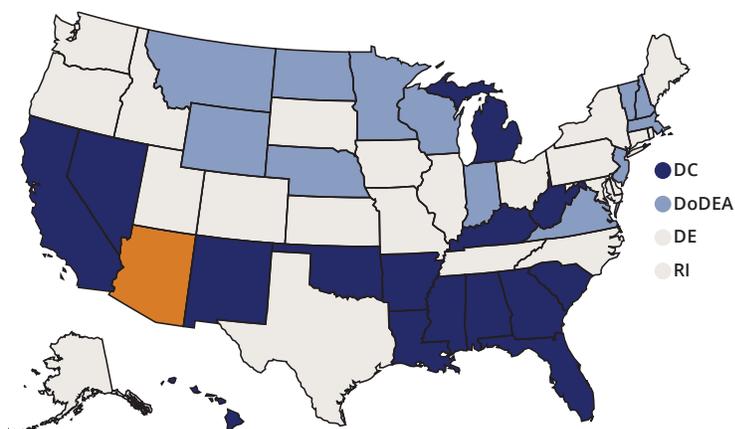
- In 2015, the average score of eighth-grade students in Arizona was 283. This was not significantly different from the average score of 281 for public school students in the nation.
- The average score for students in Arizona in 2015 (283) was not significantly different from their average score in 2013 (280) and was higher than their average score in 2000 (269).
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 35 percent in 2015. This percentage was not significantly different from that in 2013 (31 percent) and was greater than that in 2000 (20 percent).
- The percentage of students in Arizona who performed at or above the NAEP *Basic* level was 72 percent in 2015. This percentage was not significantly different from that in 2013 (69 percent) and was greater than that in 2000 (60 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.
NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2015 to Other States/Jurisdictions

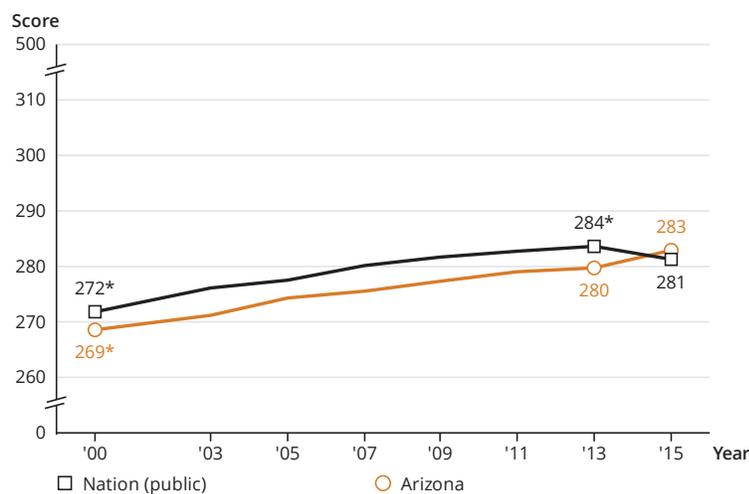


In 2015, the average score in Arizona (283) was

- lower than those in 13 states/jurisdictions
- higher than those in 16 states/jurisdictions
- not significantly different from those in 22 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2015. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2015

Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at or above Proficient	Percentage at Advanced
Race/Ethnicity					
White	39	297	86	51	13
Black	5	269	59	19	6
Hispanic	47	273	63	23	4
Asian	3	‡	‡	‡	‡
American Indian/Alaska Native	4	260	49	15	4
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	51	283	72	36	9
Female	49	283	73	33	6
National School Lunch Program					
Eligible	57	273	63	23	4
Not eligible	36	296	85	50	12

Rounds to zero.
‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

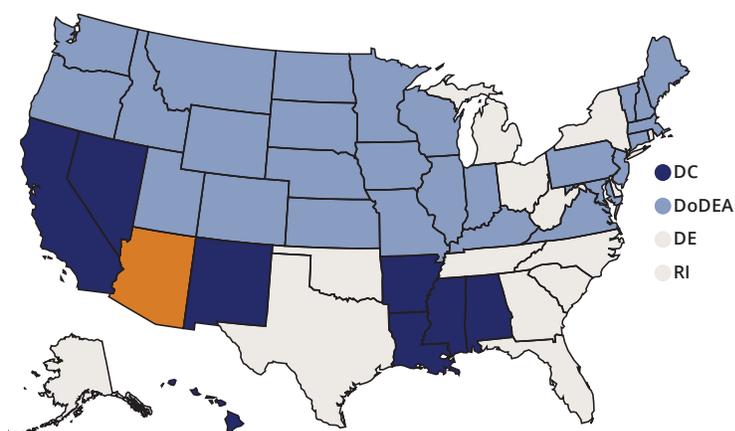
Score Gaps for Student Groups

- In 2015, Black students had an average score that was 28 points lower than that for White students. This performance gap was not significantly different from that in 2000 (37 points).
- In 2015, Hispanic students had an average score that was 24 points lower than that for White students. This performance gap was narrower than that in 2000 (33 points).
- In 2015, male students in Arizona had an average score that was not significantly different from that for female students.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 23 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (28 points).

Overall Results

- In 2015, the average score of eighth-grade students in Arizona was 263. This was not significantly different from the average score of 264 for public school students in the nation.
- The average score for students in Arizona in 2015 (263) was not significantly different from their average score in 2013 (260) and in 1998 (260).
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 31 percent in 2015. This percentage was not significantly different from that in 2013 (28 percent) and was greater than that in 1998 (27 percent).
- The percentage of students in Arizona who performed at or above the NAEP *Basic* level was 74 percent in 2015. This percentage was not significantly different from that in 2013 (72 percent) and in 1998 (72 percent).

Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Arizona (263) was

- lower than those in 28 states/jurisdictions
- higher than those in 9 states/jurisdictions
- not significantly different from those in 14 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Results for Student Groups in 2015

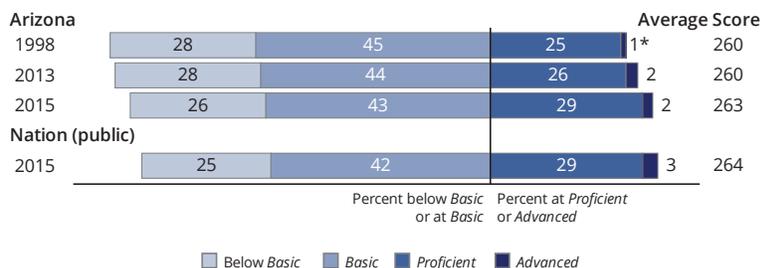
Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at Proficient	Percentage at Advanced
Race/Ethnicity					
White	39	276	87	47	4
Black	5	249	60	19	1
Hispanic	47	254	66	20	1
Asian	3	‡	‡	‡	‡
American Indian/Alaska Native	4	244	53	15	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	51	259	70	27	2
Female	49	267	78	35	3
National School Lunch Program					
Eligible	57	254	65	21	1
Not eligible	36	274	84	43	4

Rounds to zero.

‡ Reporting standards not met.

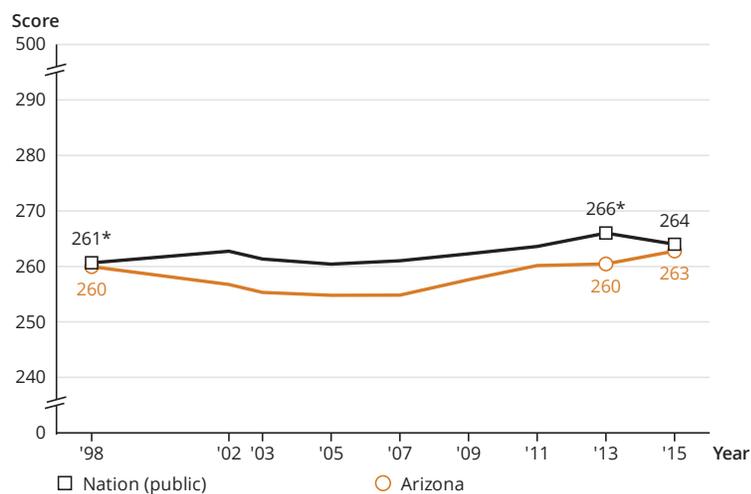
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Achievement-Level Percentages and Average Score Results



NOTE: Detail may not sum to totals because of rounding.

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2015. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

- In 2015, Black students had an average score that was 27 points lower than that for White students. This performance gap was not significantly different from that in 1998 (21 points).
- In 2015, Hispanic students had an average score that was 22 points lower than that for White students. This performance gap was not significantly different from that in 1998 (25 points).
- In 2015, female students in Arizona had an average score that was higher than that for male students by 8 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 20 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (23 points).

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible consideration of the Department's procedures related to the issuance of copies of educator certificates.
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Action/Discussion Item

Information Item

Background and Discussion

Pursuant to Arizona Revised Statutes ("A.R.S.") § 15-203(A)(14) and (20), the State Board of Education is the duly constituted authority that supervises and controls the certification of persons engaged in instructional work in Arizona public educational institutions below the community college, college, or university level.

At the June 2015 meeting, Board members discussed the past process by which the Department issued duplicate certificates to individuals. At the conclusion of the June 2015 Board meeting, members requested that the Department provide an update to the Board regarding any new procedures regarding issuance of duplicate certificates.

On July 27, 2015, the Department's Certification Unit issued a memorandum to local education agency personnel directors regarding a new certificate format (see attached), which stated that duplicate certificates will reflect the superintendent in office at the time the certificate was issued.

Previously tabled to future meeting.

EXECUTIVE SUMMARY



State of Arizona
Department of
Education

To: Arizona's School District and Charter School Personnel Directors From:

Arizona Department of Education, Certification Unit

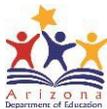
Date: July 27, 2015

Subject: Educator Certificate Format

The Certification Unit is implementing a new policy for printing duplicate or modified certificates. Certificates will now accurately reflect the superintendent in office at the time the certificate was issued. Effective July 20, 2015, duplicate or modified certificates issued **before January 5, 2015** will be printed on off-white security paper and display the signature of the superintendent in office at the time the certificate was issued. Certificates issued or renewed **on or after January 5, 2015** will be printed on beige security paper and display the signature of Superintendent Diane Douglas.

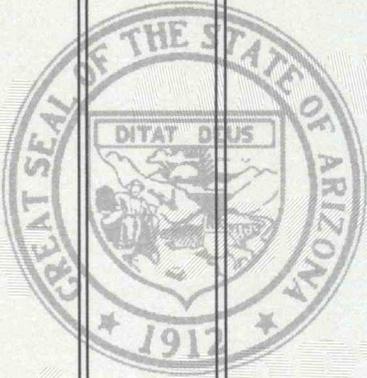
As we transition into this new process, you may see two types of certificate security paper. Certificates printed on off-white security paper may have a "Void" watermark. In the future all certificates will have a watermark of "Copy". Educator certificates may also be verified through Common Logon access, the HQT website, or the OACIS public portal.

If you have any questions, please contact the Certification Unit at 602-542-4000. Thank you for all you do to support educators across our state.



Arizona Department of Education CERTIFICATE

Name JANE DOE			Certificate Number Educator ID: 3794793	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Standard Elementary Education, 1-8	03/13/2015	03/03/2021	* Structured English Immersion, K-12	
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street * Phoenix, Arizona 85007			*Endorsement  DIANE M. DOUGLAS State Superintendent of Public Instruction	



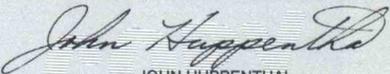
The holder of this certificate has fulfilled the requirements of the State of Arizona and is authorized to practice as a certified educator in the areas indicated above. Please note that State Board of Education certification requirements are subject to change and, therefore, could affect your ability to qualify for renewals, endorsements, conversions, additional certificates, or other services. For this reason, it is essential for you to maintain your qualifications to practice in Arizona and to be familiar with the rules and requirements that are in effect at the time future services may be requested.

National Board for Professional Teaching Standards

JANE DOE
 1535 W JEFFERSON
 PHOENIX AZ 85007 USA

Printed On: 12/09/2015

Arizona Department of Education CERTIFICATE

Name JANE DOE			Certificate Number Educator ID: 3794793	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Standard Elementary Education, 1-8	03/13/2013	03/03/2019	* Structured English Immersion, K-12	
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street * Phoenix, Arizona 85007			*Endorsement  JOHN HUPPENTHAL State Superintendent of Public Instruction	

The holder of this certificate has fulfilled the requirements of the State of Arizona and is authorized to practice as a certified educator in the areas indicated above. Please note that State Board of Education certification requirements are subject to change and, therefore, could affect your ability to qualify for renewals, endorsements, conversions, additional certificates, or other services. For this reason, it is essential for you to maintain your qualifications to practice in Arizona and to be familiar with the rules and requirements that are in effect at the time future services may be requested.

National Board for Professional Teaching Standards

JANE DOE
 1535 W JEFFERSON
 PHOENIX AZ 85007 USA

Printed On: 12/09/2015

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Settlement Agreement for Ninfa V. Blanco, Case No. C-2015-056

Action/Discussion Item

Information Item

Background and Discussion

Ninfa V. Blanco holds a Standard Elementary Education Certificate 1-8 which expires August 8, 2019.

On September 18, 2014, Ms. Blanco informed her employer, Tempe Elementary School District (“TESD”) of her intention to resign her position as a certified teacher, effective October 3, 2014.

On October 2, 2014, TESD notified Ms. Blanco that her resignation was granted, “Pending Replacement”.

Ms. Blanco worked on October 3, 2014. She turned in her keys, identification badge, and district issued technology. Ms. Blanco did not return to work after October 3, 2014.

On November 5, 2014, TESD Governing Board authorized Ms. Blanco’s dismissal from employment. A complaint was filed with the State Board of Education on behalf of the district.

On or about August 24, 2015, the Investigative Unit notified Ms. Blanco that a complaint would be filed against her teaching certificate. Ms. Blanco entered into negotiations regarding a settlement agreement. She agreed to the terms of the settlement agreement. The signed settlement agreement draft was received by the Investigative Unit on September 16, 2015.

The Professional Practices Advisory Committee, at its October 13, 2015, meeting, recommended by a vote of 5 to 0 that the State Board approve the settlement agreement.

Recommendation to the Board

It is recommended that the Board accept the recommendation of the Professional Practices Advisory Committee and approve the settlement agreement for a three--month suspension on Ninfa V. Blanco’s teaching certificate and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Settlement Agreement for Tammy Lee McGuire, Case No. C-2013-135

Action/Discussion Item

Information Item

Background and Discussion

Tammy Lee McGuire holds a Standard Elementary Education certificate, K-8, which expires on January 1, 2018.

Ms. McGuire was a teacher at Kyrene del Norte Elementary School (“Norte”), in the Kyrene Elementary School District (“KESD”), located in Tempe, Arizona.

The principal of Norte received several reports that on August 22, 2013, Ms. McGuire smelled of alcohol, had slurred speech, dilated eyes, and was disorganized while on school premises during school hours and at Curriculum Night, a school-sponsored activity on school premises.

On August 29, 2013, the principal met with Ms. McGuire regarding her alleged intoxication. Ms. McGuire denied the allegation. On September 3, 2013, the principal received a report that Ms. McGuire again smelled of alcohol while on school premises during school hours. Ms. McGuire was escorted to the Southwest Laboratories for drug and alcohol testing. Following the testing, Ms. McGuire admitted to the principal that she had been drinking and apologized for being dishonest in answering the questions regarding her use of alcohol.

The results of the September 3, 2013, drug and alcohol test revealed that Ms. McGuire had been under the influence of alcohol on school premises.

On October 1, 2013, the KESD Governing Board approved Ms. McGuire’s resignation.

On or about April 14, 2014, the Investigative Unit advised Ms. McGuire of the intent to file a complaint against her certificate. She entered into negotiations with the Investigative Unit and agreed to the terms of the proposed settlement agreement.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Recommendation of the Professional Practices Advisory Committee (PPAC)

At the October 13, 2015, PPAC meeting, after hearing the testimonial evidence, the PPAC entered into discussion and recommended that the dates of the suspension be amended due to Ms. McGuire's successful completion of the Alcoholics Anonymous 90-90 day program and the amount of time that has elapsed since the conduct occurred without further incident.

The PPAC recommended, by a vote of 5 to 0, that the Board approve the settlement agreement and suspend Ms. McGuire's teaching certifications from July 1, 2014, through June 30, 2016.

Recommendation to the Board

That the Board accept the recommendation of the PPAC to approve the Settlement Agreement and suspend Tammy Lee McGuire's certification from July 1, 2014 through June 30, 2016, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Revoke Certification William Eddings, Jr., Case No. C-2012-042

Action/Discussion Item

Information Item

Background and Discussion

William Eddings Jr. holds a Substitute certificate which expires on July 1, 2009.

From June 16, 2008, through March 15, 2008, Mr. Eddings was the principal of Pima Partnership High School ("PPHS"), a charter school operated by the Pima Prevention Partnership.

During the 2006/2007 school year, and part of the 2007/2008 school year, Mr. Eddings entered, or directed his staff to enter, falsified attendance records for part-time night school students into the Arizona Department of Education's attendance tracking database and the Student-Accountability Information System ("SAIS"). These part-time night school students were falsely entered as full-time students. Mr. Eddings received performance bonuses and raises predicated upon the falsified attendance data.

Mr. Eddings falsified the credit check sheets of eleven high school seniors who lacked sufficient credits towards graduation and who were graduated by PPHS in December 2007. PPHS rewarded Mr. Eddings with a \$2,000 mid-year performance bonus for having achieved an "unusual success rate" of 28 mid-year graduates, a 97% attendance rate, and an Average Daily Membership of 135 students.

Between September 1, 2007, and March 6, 2008, Mr. Eddings falsified numerous invoices and paid approximately \$4000 to an educational consultant for tutoring and professional development services which were never rendered.

Between June 16, 2007, and March 5, 2008, Mr. Eddings falsified numerous invoices by paying approximately \$3500 to a custom auto maintenance shop for vocational training services which were never rendered.

On April 8, 2011, Mr. Eddings was indicted by a grand jury on two counts of Fraudulent Schemes and Artifices, class two felonies, and one count of Theft, a class three felony.

On August 22, 2011, Mr. Eddings signed a plea agreement, and plead guilty to one count of Attempted Theft, a class four felony. As part of plea agreement, Mr. Eddings agreed to pay restitution to PPHS, to not work in any administrative function including finance and management involving either public, private and/or charter schools, and to inform all current and future employers that he has been convicted of a felony.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

On October 13, 2011, Mr. Eddings was found guilty of one count of Attempted Theft by Material Misrepresentation with a value of \$4000 or more, but less than \$25000, a class four felony. He was placed on probation for a period of three years beginning October 13, 2014, and ordered to pay restitution in the amount of \$22,869.40.

Rule violations:

R7-1308 B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

2. – Deliberately suppress or distort information or facts relevant to a pupil's academic progress;
3. – Misrepresent or falsify pupil, classroom, school, or district-level data from the administration of a test or assessment.
13. – Submit fraudulent requests for reimbursement of expenses or for pay;
15. – Engage in conduct which would discredit the teaching profession.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its October 14, 2015 meeting, recommended by a vote of 4 to 0, that the State Board of Education revoke William Eddings Jr.'s teaching certificate.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC and revoke William Eddings Jr.'s teaching certificate and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Revoke Certifications of Matthew Harry Conover (aka Matthew Dae Yul Lee), Case No. C-2009-007

Action/Discussion Item

Information Item

Background and Discussion

Matthew Harry Conover held a Principal certificate which expired on December 17, 2008, and a Substitute certificate which expired on October 26, 2013.

On February 3, 2009, the Buckeye Union High School administrators notified the Buckeye Police, of the discovery of several sexually explicit text message exchanges between a student and Mr. Matthew H. Conover, the school's assistant principal. Buckeye Police Department records revealed that between October 20, 2008, and February 3, 2009, Mr. Conover and the student had a total of 5612 telephonic contacts with each other through their personal cellphones.

On February 3, 2009, the Buckeye Union High School District administratively reassigned Mr. Conover to his home.

On February 24, 2009, Mr. Conover resigned from his position as assistant principal position with Buckeye Union High School District.

On February 26, 2009, the Governing Board of the Buckeye Union High School District voted to terminate the employment of Mr. Conover based on unprofessional conduct and violations of district policy.

On November 16, 2009, Mr. Conover relocated to the State of Florida, and according to Duvall County Court records, he was granted a name change to Matthew Dae Yul Lee.

On April 15, 2015, the Arizona State Board of Education ("Board") filed a complaint against Matthew Harry Conover a.k.a. Matthew Dae Yul Lee.

On October 14, 2015, the Professional Practices Advisory Committee ("PPAC") held a hearing on the complaint. The PPAC found that Mr. Conover made sexual advances towards a minor pupil; engaged in sexual activity with a pupil; and entered a romantic relationship with and the dating of a minor pupil. Mr. Conover was not present for the hearing and did not participate in the hearing.

By a vote of 4 to 0, the PPAC recommended that the Board revoke all certificates held by Mr. Conover.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Rule violations:

R7-1308 B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

- 11. – Make any sexual advances towards a pupil or child, either verbal, written or physical;
- 12 – Engage in sexual activity, a romantic relationship, or dating of a pupil or child.
- 14 – Use school equipment to access pornographic, obscene, or illegal materials;
- 15 – Engage in conduct which would discredit the teaching profession.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its October 14, 2015 meeting, recommended by a vote of 4 to 0, that the State Board revoke **Matthew Harry Conover** a.k.a. **Matthew Dae Yul Lee's** teaching certificates.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC and revoke all of **Matthew Harry Conover (aka Matthew Dae Yul Lee's)** teaching certificates, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Suspend Certifications of Tara L. Andrews, Case No. C-2014-008

Action/Discussion Item

Information Item

Background and Discussion

Tara L. Andrews holds a Standard Secondary Education, 7-12, certificate which expires July 19, 2016.

Ms. Andrews was employed as a teacher at Arizona State University Preparatory Academy ("ASU Prep"), a charter school located in Tempe, Arizona during the 2013-2014 school year.

On November 12, 2013, Student A disclosed to Ms. Andrews that Student A was being physically abused and neglected by her mother on a continuing basis. Student A further disclosed that she was sexually assaulted by her mother's male friends on more than one occasion, that she feared for her safety at home, and that she believed her only out was suicide.

Ms. Andrews assisted Student A in contacting a suicide prevention hotline, however, she failed to report Student A's abuse and neglect allegations to a peace officer or to the Department of Child Safety as required by A.R.S. § 13-3620.

On November 21, 2013, Student A, in an emotional state, called Ms. Andrews' personal cell phone. Following the phone call, Ms. Andrews consulted with a fellow teacher, Michelle Luttrell, regarding the phone call and the conversation with Student A on November 12, 2013.

Ms. Luttrell immediately reported the information to school administration. The School counselor contacted Child Protective Services and reported the allegation of abuse and neglect.

On November 25, 2013, Ms. Andrews was placed on administrative leave by ASU Prep pending an investigation into her failure to immediately report Student A's November 12, 2013 allegations of abuse and neglect as required by A.R.S 13-3620.

On December 13, 2013, Ms. Andrews submitted a letter of resignation in lieu of termination. In that letter, Ms. Andrews wrote, in part; "I want to make it perfectly clear I do not agree to the allegations that I ever placed any child in harm." Ms. Andrews was separated from her employment with ASU Prep effective December 13, 2013.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Recommendation of the Professional Practices Advisory Committee

On October 14, 2015, the Professional Practices Advisory Committee recommended, by a vote of 3 to 1, that the State Board suspend the certification of Ms. Andrews for two years.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC to suspend Tara Andrews's certification for two years and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Suspend Certification of Darrell L. Foster, Case No. C-2015-067
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Action/Discussion Item

Information Item

Background and Discussion

Darrell L. Foster holds a Provisional Elementary Education 1-8 certificate, which expires on May 28, 2017.

On August 1, 2014, Mr. Foster signed a Teacher's Employment Contract with Tempe Elementary School District ("TESD") for the school calendar year, 2014-2015.

On November 10, 2014, Mr. Foster submitted a letter of resignation, stating that November 21, 2014, would be his last day of work with TESD.

On November 14, 2014, TESD advised Mr. Foster via email that his letter of resignation would be submitted to the district's governing board as soon as possible. TESD advised of possible consequences of breaking his contract if his resignation was not approved by the board.

On November 25, 2014, Mr. Foster turned in his technology, keys, identification badge, and other TESD materials to the office manager. He did not return to work.

On January 21, 2015, TESD Governing Board voted to dismiss Mr. Foster from employment. The district filed a complaint with the State Board of Education.

Since June 9, 2015, the Investigative Unit has attempted contact with Mr. Foster via certified United States Postal Service Mail to his address of record with the Arizona Department of Education. All correspondence has been returned unclaimed.

The Professional Practices Advisory Committee, at its October 13, 2015, meeting, recommended by a vote of 5 to 0 that the State Board suspend Mr. Foster's teaching certificate for one year.

Recommendation to the Board

It is recommended that the Board accept the recommendation of the Professional Practices Advisory Committee and suspend the certification of Darrell L. Foster for one year and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Suspend Certifications of James A. Sykes, Case No. C-2012-067

Action/Discussion Item

Information Item

Background and Discussion

James A. Sykes holds a Standard Secondary Education, 7-12, certificate which expires May 11, 2018.

Mr. Sykes was employed as a teacher at Ganado High School ("Ganado") in the Ganado Unified School District ("GUSD") located in Ganado, Arizona.

On September 5, 2012, a student reported to school administration, that Mr. Sykes had been showing "nasty" pictures of "naked women" to students in his classroom on his personal laptop computer. Several other students later confirmed that they had seen pornographic pictures on Mr. Sykes laptop computer.

Ganado security officer Luna confiscated Mr. Sykes laptop computer from a table in the center of the classroom. It was in the open position and the screen of the laptop showed pornographic pictures of naked women.

Mr. Sykes was immediately placed on administrative leave pending an investigation. By letter dated September 20, 2012, GUSD notified Mr. Sykes that the GUSD Governing Board would be meeting on October 3, 2012, for the purpose of discussing his employment and possible termination.

On September 2, 2012, Mr. Sykes submitted a letter to GUSD requesting that he "be allowed to quit" his job. On October 3, 2012, the GUSD Governing Board accepted Respondent's resignation effective October 4, 2012.

Recommendation of the Professional Practices Advisory Committee

On October 14, 2015, the Professional Practices Advisory Committee recommended, by a vote of 4 to 0, that the State Board suspend the certification of Mr. Sykes for one year.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC to suspend James A. Sykes certification for a one year period and that all states and territories be so notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Allan R. Smith, Case No. C-2012-079R

Action/Discussion Item

Information Item

Background and Discussion

Allan R. Smith applied for a Principal Teaching certificate on February 13, 2014. His application was reviewed following a report to the Investigative Unit on November 1, 2012, by Washington Elementary School District's legal counsel. It was alleged that four teachers were involved in the procurement of a baggie of marijuana at an elementary school. The teachers were placed on administrative leave on September 12, 2012, pending an investigation. Mr. Smith was one of the teachers. After an investigation was conducted by the district, it was determined that separation was appropriate for each of the teachers. Mr. Smith resigned on September 24, 2012.

On October 14, 2014, the Professional Practices Advisory Committee, the ("PPAC"), reviewed Mr. Smith application for certification and found, unanimously, that Mr. Smith did not engage in immoral or unprofessional conduct. It recommended that the State Board of Education ("Board") approve the application for cortication.

On October 18, 2014, prior to the matter proceeding to the Board, Mr. Smith was arrested on a charges of marijuana possession/use and drug paraphernalia—possession/use. Mr. Smith's application for certification was "put on hold" until the resolution of those charges. The charges were resolved after Mr. Smith successfully completed the TASC Adult Deferred Prosecution Program on September 8, 2015.

A newly constituted PPAC conducted a review of Mr. Smith's application on November 10, 2015. The PPAC found that, as to conduct, Mr. Smith separated from Washington Elementary School District after an allegation of marijuana possession. The PPAC found that the allegation of marijuana possession was not proven.

It also found that on October 18, 2015, Mr. Smith was arrested and charged with marijuana possession in a rental car; and that he successfully completed an adult diversion program. The charges were subsequently dismissed.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its November 10, 2015, meeting recommended by a vote of 3 to 2, that the State Board approve Mr. Smith's application for certification.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to approve the application for certification of Allan R. Smith.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding local education agency (LEAs) declaration of curricular and instructional alignment.

Action/Discussion Item

Information Item

Background and Discussion

Arizona Revised Statutes (A.R.S.) §15-203 requires that the State Board of Education (the Board) define college and career readiness. A.R.S. §§15-701 and 15-701.01 specifically authorize and mandate that the Board adopt academic standards and minimum competency requirements for grades K-12, and A.R.S. §15-741 requires the Board to adopt and implement an assessment to measure pupil achievement of the standards in reading, writing and mathematics.

The minimum courses of study are adopted by the State Board in the Arizona Administrative Code (A.A.C.) R7-2-301 (grades K-8) and R7-2-302 (high school). The Board adopts academic standards addressing *what* a student is ultimately expected to learn (i.e., multiplication, grammar, understand expressions in a foreign language). Local curriculum (i.e., textbooks, math problems, reading material) serve as the tool for *how* students are taught the standards. Neither the Board nor the Arizona Department of Education (ADE) has authority to adopt or mandate school curriculum. Under A.R.S. §§15-721 and 15-722, local governing boards (both district and charter) retain *exclusive authority* to adopt curriculum via public meetings, allowing for community input regarding what instructional materials are used in classrooms.

Since the Board adopted a policy in October 2002, districts and charter schools have been required to annually submit a Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards. The signed Declarations are required to be uploaded in the monitoring section of the Department's ALEAT system. As noted in previous versions of the Declaration (see the 2013-2014 version attached):

Pursuant to State Board of Education Policy, all public schools (including charter schools) must submit annually to the Arizona Department of Education (ADE) a Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards.... The Declaration requires affirmations from the Governing Board, Superintendent, and Principal (or equivalent charter school officials), regarding the alignment or curriculum and the evaluation of instruction to the Standards.

Department employees have notified districts and charter schools that the Declaration for the 2015-2016 school year is not required.

Previously tabled to future meeting.

EXECUTIVE SUMMARY



State of Arizona
Department of Education

John Huppenthal
Superintendent of
Public Instruction

**DECLARATION OF CURRICULAR & INSTRUCTIONAL ALIGNMENT
TO THE ARIZONA ACADEMIC STANDARDS**

Pursuant to State Board of Education Policy, all public schools (including charter schools) must submit annually to the Arizona Department of Education (ADE) a Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards, referred to in this document collectively as the "Standards," that include:

- English Language Arts (Arizona's Common Core Standards for English Language Arts, Reading Standard 2003 and Writing Standard 2004).
- Mathematics (Arizona's Common Core Standards for Mathematics and Mathematics Standard 2008).
- Science (Science Standard 2004 and Arizona's Common Core Standards for Literacy in Science and Technical Subjects).
- Social Studies (Social Studies Standard 2005 and Arizona's Common Core Standards for Literacy in Social Studies & History).

The Declaration requires affirmations from the Governing Board, Superintendent, and Principal (or equivalent charter school officials), regarding the alignment of curriculum and the evaluation of instruction to the Standards.

Governing Board

The Governing Board of the _____ School District /Charter affirms that it has adopted a curriculum that is aligned with the Arizona Academic Standards, *including Arizona's Common Core Standards*, and adopted an evaluation system that assesses whether teachers are integrating the Standards into their instructional practices. These policies are in effect for the 2013-2014 school year.

The deadline for submitting the Governing Board Declaration is **October 15, 2013**. The Declaration may be submitted at any time prior to the deadline. **Please submit by uploading this signed document into the ALEAT Filing Cabinet.**

My signature below affirms the foregoing is accurate and complete:

_____	_____
Name of Governing Board Member (print or type)	Title
_____	_____
Signature	Date

Arizona Department of Education
High Academic Standards for Students Division
Kathryn Hrabluk, Associate Superintendent

Department Report Declaration of Curricular Alignment

Background and Discussion

Pursuant to Arizona Revised Statute §15-701. Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit; definition

A. The state board of education shall:

1. Prescribe a minimum course of study, as defined in section 15-101 and incorporating the academic standards adopted by the state board of education, to be taught in the common schools.
2. Prescribe competency requirements for the promotion of pupils from the eighth grade and competency requirements for the promotion of pupils from the third grade incorporating the academic standards in at least the areas of reading, writing, mathematics, science and social studies...

ARS §15-701.01 subsections A and B further define the roles of both the State Board of Education and Governing Boards regarding the use of academic standards.

A. The state board of education shall:

1. Prescribe a minimum course of study, as defined in section 15-101 and incorporating the academic standards adopted by the state board of education, for the graduation of pupils from high school.
2. Prescribe competency requirements for the graduation of pupils from high school incorporating the academic standards in at least the areas of reading, writing, mathematics, science and social studies. The academic standards prescribed by the state board of education in social studies shall include personal finance. This paragraph does not allow the state board of education to establish a required separate personal finance course for the purpose of the graduation of pupils from high school. Beginning in the 2016-2017 school year, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a pupil must correctly answer at least sixty of the one hundred questions listed on a test that is identical to the civics portion of the naturalization test used by the United States citizenship and immigration services. A district school or charter school shall document on the pupil's transcript that the pupil has passed a test that is identical to the civics portion of the naturalization test used by the United States citizenship and immigration services as required by this section...

B. The governing board of a school district shall:

1. Prescribe curricula that include the academic standards in the required subject areas pursuant to subsection A, paragraph 1 of this section.
2. Prescribe criteria for the graduation of pupils from the high schools in the school district. These criteria shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district assessment...

Additionally, A.R.S. §15-341 subsection A paragraph 5 reemphasizes the requirement of the Governing Board by stating:

A. The governing board shall:

5. Prescribe the curricula and criteria for the promotion and graduation of pupils as provided in sections 15-701 and 15-701.01.

Finally, Arizona Administrative Code for Education delineates in multiple ways the professional expectation of teachers and administrators. In each of these cases, it is clear that professional educators must appropriately incorporate Board approved academic standards in all courses for which academic standards have been adopted by the State Board of Education.

Historically, this documentation requirement was put into place because of the high stakes nature of the Arizona Instrument to Measure Standards (AIMS) assessment. This declaration acted as an assurance for parents that districts were aligning their curriculum to the standards in order to provide students, especially at the high school level, with the best opportunities to gain the knowledge needed to pass the tests and graduate high school. This documentation was also referenced in the Arizona ESEA flexibility waiver as an assurance that Arizona districts had aligned their curriculum to our college and career ready standards. The 2015-2016 flexibility waiver continues to include this as an informational item for Principal 1 and reported to the USED that 99% of our school districts, superintendents and principals declared alignment to the current standards evidencing the fact that districts have completed their transition to the Arizona College and Career Ready Standards for English Language Arts, Mathematics and Literacy in History/Social Studies, Science, and Technical Subjects.

The additional requirement placed on districts requiring Governing Board members, superintendents and principals to sign an annual declaration of curricular and instructional alignment is unnecessary for the following reasons:

- The Department expects that all districts will adhere to the laws which govern them thus making the necessity of an additional piece of documentation redundant to the purpose and expectations of all public educators and public school systems.
- In the 2015 legislative session, Senate Bill 1191 was signed into law and banned the use of a Statewide Assessment as a graduation requirement.
- The Department was not given any authority to enact disciplinary measures upon any district that refuses to comply with the declaration's submission. Even without this explicit authority, 99% of school districts have self-reported alignment to the standards providing evidence that the transition to the Arizona College and Career Ready Standards is complete.

As a result, this annual declaration is no longer required by the Department.

EXECUTIVE SUMMARY

Issue: Recommended Vendor for Multi-State Alternate Assessment (MSAA)

Action/Discussion Item

Information Item

Background and Discussion

ARS §15-741 A.7 requires states to establish a fair and consistent method and standard by which test scores from schools in a district may be evaluated taking into consideration demographic data.

NCSC Alternate Assessment

At the August 25, 2014, SBE meeting, the Board approved ADE to be the fiscal agent for the post-grant governance of National Center and State Collaborative (NCSC). Presentations to the board included information about the NCSC, the post-grant governance and the alternate assessment. As part of the fiscal agent responsibilities and lead state of the post grant governance the SBE tasked ADE with identifying and recommending a vendor to deliver the alternate assessment developed under the NCSC grant.

Since the August meeting, Arizona lead the procurement process for the new alternate assessment. Arkansas, Guam/CNMI, Maine, Maryland, Montana, Rhode Island, South Dakota, and Tennessee have partnered with Arizona and are included in the procurement efforts. Arizona and the partner states now known as Multi-State Alternate Assessment (MSAA) were involved.

On September 30, 2015, the RFP for the new statewide alternate assessment was released, and responses were due on October 29, 2015. As allowed by Arizona procurement law, an independent evaluation team consisting of Arizona and MSAA partner representatives was assembled to review vendor proposals, to assess the extent to which proposals address the requirements listed in the RFP, and to recommend a contract award to the vendor that is most advantageous to state based on the evaluation factors set forth in the RFP.

Recommendation to the Board

It is recommended that the Board approve ADEs recommendation for the selected vendor for the MSAA.

Contact Information:

Audra Ahumada, Director of Alternate Assessment, Assessment Section
Leila Williams, Associate Superintendent Quality Assessment and Adult Education

EXECUTIVE SUMMARY

Issue: Recommended Firm for Legislative Liaison for the State Board of Education

Action/Discussion Item

Information Item

Background and Discussion

The State of Arizona issued a Request for Quotes from qualified firms for Legislative Liaison Services for use by the Arizona State Board of Education (SBE). The RFQ was issued on December 14, 2015 and the solicitation closed on December 18, 2015.

The RFQ indicated that the scope of work for this position is as follows:

- 1.1. Provide legislative liaison services for the SBE
- 1.2. Be a registered lobbyist through the Secretary of State and shall have the proper authority to transact business in Arizona.
- 1.3. Have experience as a lobbyist and be familiar with statewide educational issues.
- 1.4. Furnish office space, supplies and qualified personal necessary to provide legislative liaison services as required by the SBE.
- 1.5. Monitor and report to the SBE on the following at a minimum:
 - 1.5.1. Legislation that would impact or affect the functions of the SBE.
 - 1.5.2. Legislative committees formed to conduct hearings and make inquiries into matters of concern to the SBE.
 - 1.5.3. Legislator concerns that affect SBE.
 - 1.5.4. Groups and individual members of the public proposing changes to the SBE statutes, rules or procedures.
 - 1.5.5. Proposed or enacted Federal statutes, rules, legislative actions or case law that impact the SBE.
 - 1.5.6. Publications and records.
- 1.6. In performance of the services under the contract, communicate and work with the SBE's Executive Director and Board.

The evaluation of all quotes was based upon the specific requirements listed in the RFQ and evidence that the firm could satisfy all elements listed in the Scope of Work.

As allowed by Arizona procurement law, an independent evaluation team was assembled to review quotes, to assess the extent to which proposals address the requirements listed in the RFQ, and to recommend a contract award to the firm that is most advantageous to the state based on the evaluation factors set forth in the RFQ.

Recommendation to the Board

It is recommended that the Board approve the ADOA recommendation for the selected firm to serve as the legislative liaison for the State Board of Education.

Contact Information:

Cathie G. Rodman, Professional Services Procurement Manager, ADOA – State Procurement Office

Barbara Corella, State Compliance Officer, ADOA-State Procurement Office