



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 Board will hold a meeting, open to the public, on **Monday, January 25th, 2016, 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), the Board may vote to go into Executive Session, which will not be open to the public, for the discussion or consideration of records exempt by law from public inspection, including the receipt and discussion of information that is specifically required to be maintained as confidential by state law.

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session, which will not be open to the public, 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 22nd day of January, 2016.

Arizona State Board of Education

By: _____

A handwritten signature in blue ink, appearing to read "Karol Schmidt", written over a horizontal line.

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

Monday, January 25th, 2016
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. PRESENTATION OF CANDIDATES AND ELECTION OF STATE
BOARD OF EDUCATION OFFICERS FOR 2016
 2. BUSINESS REPORTS
 - A. President's Report
 - B. Superintendent's Report
 - C. Board Member Reports
 - D. Executive Director's Report
 1. Investigative Unit update and the resolution and reporting of
State Board disciplinary actions
 2. Innovations in Education: Mr. Seth Beute, Principal, Phoenix
Coding Academy
 3. 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 Move on When Reading (MOWR) LEA literacy
plans which have been reviewed for release of K-3 Reading Base
Support funds
 - B. Approval to accept **and expend** grant monies related to
Professional Standards Training Grant from the United States
Department of Agriculture-Food and Nutrition Services in the
amount of \$141,829
 - C. Approval of interagency service agreement between the ADE Early
Childhood Unit and First Things First to provide assistance to the
Cibecue Unified School District to start a preschool program
and to accept grant monies up to \$125,000

- D. Consideration to accept the voluntary surrender of the teaching certificates held by the following:
 - 1. Matthew Bentley
 - 2. Jesse L. Chavez

 - E. Consideration to permanently revoke any and all teaching certificates, pursuant to A.R.S. § 15-550, held by the following individuals:
 - 1. Richard Lance Knight
 - 2. Andrew Lloyd Lemke
 - 3. Marie Ellen Donaldson
 - 4. Mark Dean Morgan
 - 5. Jared E. Blackstone

 - F. Consideration to permanently revoke the guidance counselor certificate, pursuant to A.R.S. § 15-550, held by Joseph J. Rodrigues

 - G. Consideration to re-appoint Janet Crow to the Certification Advisory Committee
4. 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.
5. GENERAL SESSION
- A. Presentation and discussion regarding 2016 legislative priorities:
 - 1. Arizona Education Association
 - 2. Arizona School Boards Association
 - 3. Arizona School Administrators Association
 - 4. Arizona Charter Schools Association
 - 5. Arizona Association of County School Superintendents

 - B. Presentation and discussion regarding legislative affairs. The Board may take action to support, oppose or remain neutral on specific legislative proposals.

 - C. ~~Presentation and discussion regarding a literature and state policy review on a reading proficiency level for third grade students.~~

- D. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to revoke certification of the following individuals:
 - 1. Jennifer Keane
 - 2. Barbara White

- E. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendations of the Professional Practices Advisory Committee to grant the application for certification for Stephen Weede Martin

- F. Presentation, discussion and consideration of proposed amendments to A.R.S. § 15-241 school accountability and school classification and adding A.R.S. § 15-241.02 as drafted by the A-F School Accountability Committee

- G. Presentation, discussion and consideration of the Revised Arizona Framework for Measuring Educator Effectiveness as proposed by the Teacher and Principal Evaluation Task Force

- H. Presentation, discussion and consideration to close rulemaking procedures for proposed amendments to:
 - 1. Rule R7-2-614(E) pertaining to the Teaching Intern certificate
 - 2. Rule R7-2-615 pertaining to Special Subject Area Endorsements, Gifted Endorsements, and Library-Media Endorsements
 - 3. Rules R7-2-607 pertaining to General Certification Provisions and R7-2-619 regarding Certification Renewal Requirements

- I. Presentation, discussion and consideration to amend the Arizona State Board of Education Rulemaking Procedures Adopted August 12, 2005

- J. Discussion and update on the performance audit of the Arizona Department of Education's K-3 Reading Program (Move on When Reading) by the Office of the Auditor General. Pursuant to A.R.S. § 38-431.03(A)(2), the Board may vote to go into Executive Session on this agenda item, which will not be open to the public, for the discussion or consideration of records exempt by law from public inspection, including the receipt and discussion of information that is specifically required to be maintained as confidential by state law.

K. 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: 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 Dec. 22nd, 2015, *421 of 460 (92%)* of LEA Literacy Plans have been submitted:

254 - A & B schools

164 - C, D, F & more than 10% FFB previously approved by the Board

3 - 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
81097	Bradley Academy
79973	Founding Fathers Academies, Inc
4369	Peach Springs 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: Approval to accept grant funds from U.S. Department of Agriculture – Food and Nutrition Service

Action/Discussion Item

Information Item

Background and Discussion

As part of the Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296) which reauthorized the federally funded child nutrition programs, professional standards for annual training requirements and hiring requirements for school nutrition personnel were implemented (section 306).

To support Local Education Agencies with implementing the new requirements for professional standards, the United States Department of Agriculture - Food and Nutrition Service offered competitive grants to State Agencies administering child nutrition programs. The Arizona Department of Education has been selected as a grant recipient for the amount of \$141,829. The funds are to be expended by 9/30/2017.

Attached/included with this document is a summary of the project.

Recommendation to the Board

It is recommended that the Board approve the Department of Education's Health and Nutrition Services Division's expenditure of the awarded funding of \$141,829.

Contact Information:

(Mary Szafranski, Associate Superintendent)

EXECUTIVE SUMMARY

USDA – FNS Professional Standards Grant

Project Summary

The Arizona Department of Education (ADE), Health and Nutrition Services Division (HNS) requested the 2015 Professional Standards Training Grant to create and deliver in person trainings for School Nutrition Directors that meet the Administration (3400) Key Area objective. A total of ten statewide trainings will:

1. Provide a training opportunity to help School Nutrition Directors obtain the required hours of training for School Nutrition Directors within the Professional Standards Learning Topic;
2. Assist child nutrition and foodservice staff in incorporating both knowledge and motivation to master Human Resources and Staff training (3400) since this has previously been an unexplored territory in Arizona;
3. Assist School Nutrition Directors in designing employee training plans and utilizing National Food Service Management Institute (NFSMI) resources;
4. Equip School Nutrition Directors with skills in tracking employee training hours, specifically utilizing the USDA Training Tracker Tool;
5. Be assessed through an evaluation design that measures the usefulness and effectiveness of in-person Professional Standards training and will serve as a model for future Professional Standards technical assistance.

The ADE HNS will implement the *Designing Your Employee Training Plan* training program. This training program will offer regional, one-day trainings focusing on Learning Topic 3430: *Develop Employee Training Plans, Including a Plan for Tracking Training*. By providing training to Local Education Agencies (LEAs), ADE HNS expects LEAs to have increased knowledge of human resource skills as outlined in the USDA Professional Standards Learning Topics 3400 and increased awareness of existing NFSMI online no-cost trainings and USDA resources. Additionally, LEAs will utilize the USDA Tracker to document their compliance of appropriate employee training topics and hours as required per the Professional Standards Rule monitored during the Administrative Review. An executive report of the evaluation data will summarize the usefulness and effectiveness of the in-person, *Designing Your Employee Training Plan*, and provide insight for future training approaches.

EXECUTIVE SUMMARY

Issue: Request for Approval of Interagency Service Agreement

Action/Discussion Item

Information Item

Background and Discussion

The ADE Early Childhood Unit is requesting approval to enter into an Interagency Service Agreement with First Things First to receive up to \$125,000 to provide expansion services to a specified LEA. The intent of the Expansion strategy is to recruit new or existing providers to expand services to children birth to age 5 and not yet in kindergarten by adding one classroom in the Cibecue Unified School District. The expected results are an increase of 20 full time slots available for children in early care and education programs that are state/tribal licensed or certified, and therefore, meet health, safety and quality standards.

In the Attachment, please find the details of the agreement including: the Purpose, Term, Description of Program, ADE's Responsibilities, Payment, and Reporting Requirements of the ISA.

Recommendation to the Board

It is recommended that the Board approve the ISA for ADE to receive up to \$125,000 for FY2016 from First Things First to provide assistance to the Cibecue Unified School District to start a preschool program.

Contact Information:

(Nicol Russell, Deputy Associate Superintendent)
(Carol Lippert, Associate Superintendent)

Agreement Summary	
ISA Number: ISA-RC028-16-0819-01	Region/Funding Source: White Mountain Apache Tribe Regional Partnership Council
Applicant Information: Arizona Department of Education Alma Quintana Alma.Quintana@azed.gov /(602) 364-1910	
Strategy: Expansion: Increase slots and/or capital expense	Amount Available for Award: \$125,000 (FY16); \$80,000 (FY17)
Target Service Units: Expansion: Increase slots and /or capital expense FY16: <ul style="list-style-type: none"> • 1 number of center based providers served • 20 number of increased slots for participating children FY17: <ul style="list-style-type: none"> • 1 number of center based providers served • 20 number of increased slots for participating children 	
Brief Description: The intent of the Expansion strategy is to recruit new or existing providers to expand services to children birth to age 5 and not yet in kindergarten by adding one classroom in the Cibecue Unified School District. The expected results are an increase of 20 full time slots available for children in early care and education programs that are state/tribal licensed or certified, and therefore, meet health, safety and quality standards.	
Grant Term/Estimated Start Date: The estimated grant term is January 1, 2016 through June 30, 2016, unless terminated, cancelled or extended.	Contact Information: Maria A. Navarro Fiscal Specialist First Things First Email: mnavarro@aztf.gov Phone: (602) 771-5083

INTERAGENCY SERVICE AGREEMENT

ISA-RC028-16-0819-01

Between The
**Arizona Early Childhood Development and Health Board
(First Things First)**
And The
**Arizona Department of Education (ADE)
Early Childhood Programs**

I. **Purpose**

The Arizona Early Childhood Development and Health Board (First Things First) has authority to undertake programs and services (Programs) related to early childhood development and health that accomplish one or more of the objectives in A.R.S. § 8-1171. The purpose of this Interagency Services Agreement (Agreement) is for First Things First to provide funds to the Arizona Department of Education (ADE), in accordance with A.R.S. § 35-148, for ADE's services in administering or carrying out the early childhood related Program(s) described in this Agreement.

II. **Term; Renewal**

The term of this Agreement is January 1, 2016 through June 30, 2016. It is the expectation of First Things First that this Agreement will be renewed for one (1) additional twelve (12) month contract period (including lesser parts thereof) for the term July 1, 2016 through June 30, 2017.

III. **Description of Program(s)**

- A. There is a need in the White Mountain Apache region for more access to early care and education programs to meet the needs of the population. To achieve the Council's high priority of delivering greater access to quality childcare and education the Council is providing funding to establish a new preschool program in Cibecue. With the addition of this preschool program in the region it will provide greater geographic access to families for children that are currently on the Head Start wait list or who don't qualify for Head Start.
- B. This agreement will support all of the necessary steps in the process of opening a new classroom in Cibecue, including on-site coaching and assistance, support with applying for licensing or certification, facility improvements, developing the playground and

outdoor space, developing budgets and implementation plans for FY16 and FY17, sustainability plan, purchasing and set up of classroom materials, equipment and supplies, and staff training and professional development. The complete Standards of Practice for this strategy can be found in the Guidance Materials section of this Agreement.

- C. The target population for this strategy is one center based preschool classroom in Cibecue Unified School District.

IV. ADE's Responsibilities

The ADE *shall*:

- A. Prior to entering into this Agreement, have completed and submitted to First Things First for review and approval the following forms and documents:
 - 1. Attachment A: Agency/Organization Profile
 - 2. Attachment B: Program Personnel Table/Program Organization Chart
 - 3. Attachment C: Required Program Narrative Responses
 - 4. Attachment D: Required Match Requirement for Construction Responses
 - 5. Attachments E-1 and E-2: Implementation Plan(s),
 - 6. Attachments F-1 and F-2: Line-Item Budget(s) and Budget Narrative(s)
 - 7. Attachment G: Funding Sources and Financial Controls

The completed forms and documents comprise part of this Agreement.

- B. In providing the programming described in the Scope of Work (Exhibit A) and the requirements in Section IV.A, the ADE shall act in accordance with its Program Narrative Responses; approved budgets, implementation plans; and the following First Things First documents: the Guidance Materials (Exhibit B); Data Security Guidelines and Requirements for Collaborators (Exhibit C) and Statement of Commitment (Exhibit D).
- C. Coordinate and collaborate with all First Things First grant recipients, as collaboration is critical to developing a seamless service delivery system for children and families.
- D. Submit timely the reports described in Section VI.

V. Reimbursement/Payment

- A. First Things First shall pay the Grantee on a deliverable basis for expenses approved in the budget, up to \$125,000 for FY2016, on the terms described in this Section.
- B. Payment is conditioned upon receipt by First Things First of timely, accurate and complete (i) reimbursement documents, (ii) Program Narrative Reports and (iii) Data Submission Reports submitted via the First Things First Partner Grant Management System (PGMS).

Attachment

- C. Initial Payment. An initial payment of \$62,500.00 will be initiated from First Things First for startup programmatic costs for FY2016 upon execution of this Agreement and approval by First Things First of the forms and documents submitted by the Grantee under Section IV.A of this Agreement.
- D. Second Payment. A second payment in the amount of \$31,250.00 (for FY16) shall be made by First Things First upon receipt of a detailed Reimbursement Request Report and Expense Ledger (via PGMS) that accounts for expenditures associated with the entire initial payment of \$62,500.00 (for FY16). All expenses shall be reported in sufficient detail to allow First Things First to confirm the expenses conform to the approved line-item budget.
- E. Final Payment. A final payment in the amount of \$31,250.00 (for FY16) shall be made by First Things First contingent upon receipt of all fiscal, programmatic, and data reports required of the Grantee under this Agreement, including a detailed Reimbursement Request Report and Expense Ledger (via PGMS) that accounts for expenditures associated with the entire prior payment of \$31,250.00 (for FY16). **The Grantee shall submit a final payment request marked "final" no more than forty-five (45) days after the Agreement end date for FY2016.**
- F. Requests for payment received later than forty-five (45) days after the Agreement end date will not be paid from FY2016 funds.
- G. Any unexpended funds received by Grantee under this Agreement remaining at the Agreement end date shall be returned to First Things First within forty-five (45) days for FY2016.
- H. Funds provided to the Grantee under this Agreement shall only be used to fulfill the Grantee's responsibilities under this Agreement. Any questions regarding the appropriate use of the funds shall be resolved by mutual agreement between the parties.
- I. If the Grantee receives reimbursement for expenditures that are disallowed by an audit exception by First Things First, the state or the federal government, the Grantee shall promptly repay the funds to First Things First.
- J. First Things First shall pay the Grantee on a deliverable basis for expenses approved in the budget for FY2017, up to \$80,000, upon all receipt expenses of a detailed Reimbursement Request Report and Expense Ledger (via PGMS) that accounts for expenditures associated with all the payments made in FY2016 of \$125,000; all expenses shall be reported in sufficient detail to allow First Things First to confirm the expenses conform to the approved line-item budget, and on the terms described in the following sections.
- K. Payment is conditioned upon receipt by First Things First of timely, accurate and complete (i) reimbursement documents, (ii) Program Narrative Reports and (iii) Data

Attachment

Submission Reports submitted via the First Things First Partner Grant Management System (PGMS).

- L. Initial Payment. An initial payment of \$40,000.00 (for FY17) will be initiated from First Things First for startup programmatic costs upon execution of the Renewal Grant Amendment for FY2017 and approval by First Things First of the forms and documents submitted by the Grantee under Section IV.A of this Agreement.
- M. Second Payment. A second payment in the amount of \$20,000.00 (for FY17) shall be made by First Things First upon receipt of a detailed Reimbursement Request Report and Expense Ledger (via PGMS) that accounts for expenditures associated with the entire initial payment of \$40,000.00 (for FY17). All expenses shall be reported in sufficient detail to allow First Things First to confirm the expenses conform to the approved line-item budget.
- N. Final Payment. A final payment in the amount of \$20,000.00 (for FY17) shall be made by First Things First contingent upon receipt of all fiscal, programmatic, and data reports required of the Grantee under this Agreement, including a detailed Reimbursement Request Report and Expense Ledger (via PGMS) that accounts for expenditures associated with the entire prior payment of \$20,000.00 (for FY17). **The Grantee shall submit a final payment request marked “final” no more than forty-five (45) days after the Agreement end date.**
- O. Requests for payment received later than forty-five (45) days after the FY2017 Agreement end date will not be paid.
- P. Any unexpended funds received by Grantee under this Agreement remaining at the Agreement end date shall be returned to First Things First within forty-five (45) days.
- Q. Funds provided to the Grantee under this Agreement shall only be used to fulfill the Grantee’s responsibilities under this Agreement. Any questions regarding the appropriate use of the funds shall be resolved by mutual agreement between the parties.
- R. If the Grantee receives reimbursement for expenditures that are disallowed by an audit exception by First Things First, the state or the federal government, the Grantee shall promptly repay the funds to First Things First.

VI. Quarterly Program Narrative and Data Submission Reporting Requirements

- A. At a minimum, the Grantee shall submit quarterly one Program Narrative Report and one Data Submission Report by the 20th of the month following the quarter via PGMS. Failure to submit timely reports will result in suspension of reimbursement. The reports shall contain such information as deemed necessary by First Things First.
- B. Program Narrative and Data Submission Reports are due:

Attachment

1st Quarter (July 1 – September 30)	Due: October 20
2nd Quarter (October 1 – December 31)	Due: January 20
3rd Quarter (January 1 – March 31)	Due: April 20
4th Quarter (April 1 – June 30)	Due: July 20

- C. If the ADE provides services to more than one First Things First region (multi-regional strategies), the ADE shall collect, store and report the data for the Data Submission Reports separately for each region served.

VII. General Terms

- A. FTF Grants Uniform Terms and Conditions. First Things First’s Grants Uniform Terms and Conditions (revision date January 2015) are hereby incorporated by reference into this Agreement as if fully set forth herein. Copies of this document are available at <http://www.azftf.gov/WhatWeDo/Funding/Pages/Eligibility.aspx> (under Eligibility), by emailing grants@azftf.gov or by calling the First Things First Procurement Specialist, at 602-771-5114.
- B. Working on Sovereign Tribal Land. If the ADE performs any work under this Agreement on sovereign land of an Indian tribe or nation, the ADE shall comply with any requirements set forth by the tribal government in relation to essential functions of the grant operation, including data collection. It is a material requirement of this Agreement that the ADE follow all First Things First tribal policies and procedures including the Tribal Data Policy, complete all Institutional Review Board (IRB) requirements, obtain all appropriate parental consents and obtain appropriate tribal approvals as designated by tribal authorities.
- C. Non-Discrimination. The provisions of State Executive Order 2009-09 are incorporated herein by reference. These provisions mandate, in part, that contractors will not discriminate against any employee or applicant for employment because of race, age, color, religion, sex or national origin. The ADE shall also comply with all other applicable state and federal statutes, regulations and executive orders concerning non-discrimination practices, including the Americans with Disabilities Act and Federal Executive Order No. 13279 – Equal Protection of the Laws for Faith-Based and Community Organizations.
- D. Records. Pursuant to A.R.S. § 8-1174, the ADE shall retain and shall contractually require each subcontractor and subgrantee to retain all books, accounts, reports, files and other records (“records”) relating to the Agreement for a period of five years after

the completion of the Agreement. All records shall be subject to inspection and audit by the State (including First Things First) and by an independent auditor at all reasonable times. Upon request, the ADE shall produce any or all such records at First Things First's main office in Phoenix, Arizona.

Notwithstanding the foregoing paragraph, pursuant to 2 C.F.R. § 200.333, if the grant includes federal pass-through funds, then the ADE shall retain and shall contractually require each subcontractor and subgrantee to retain all records pertaining to the federal pass-through funds for a period of three years from the date of submission of the final expenditure report and until any litigation, claims or audit findings involving the records have been resolved and final action taken. All such records shall be accessible and subject to audit in accordance with 2 C.F.R. § 200.336. This paragraph does not apply to an agency, subgrantee or subcontractor that is a federal agency.

- E. Non-Availability of Funds. Every payment obligation of the parties under this Agreement is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated and available for the continuance of the Agreement, this Agreement may be terminated by First Things First or the ADE at the end of the period for which funds are available. No liability shall accrue to First Things First or the ADE in the event this provision is exercised, and First Things First and the ADE shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

VIII. Agreement Administration and Operations

- A. Advertising, Publishing and Promotion of Agreement. The ADE shall not use, advertise or promote information for commercial benefit concerning this grant without the prior written approval of First Things First.
- B. Review of Printed Materials. First Things First must review and approve all ADE publications and/or media funded or partially funded through this Agreement for compliance with this Agreement. The ADE shall submit to First Things First via PGMS all print and electronic materials related to the programs and services funded under this Agreement before publicly distributing those materials so that First Things First may first review and approve prior to release. If deemed necessary by First Things First, the ADE shall revise the materials as indicated by First Things First before publicly distributing the materials. First Things First shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under this Agreement
- C. Acknowledgment of FTF Funding. The ADE shall recognize First Things First as a funding source of programs and services funded in whole or part under this Agreement in all publicly distributed print or electronic materials related to those programs and services.

Attachment

The ADE shall make this recognition in a manner described in First Things First's most current protocol and style guide. First Things First will post any updates to the protocol and style guide under the Grantee Resources section of PGMS. The ADE shall also recognize First Things First as a funding source of programs and services funded in whole or part under this Agreement in all formal oral presentations and media interviews related to those programs and services.

- D. **Public Awareness Efforts.** The ADE shall consult with First Things First in the planning of public awareness/marketing strategies, such as websites, advertising or media campaigns, related to the programs or services funded under this Agreement.
- E. **Ownership of Intellectual Property.** Any and all intellectual property, including but not limited to copyright, invention, trademark, trade name, service mark and/or trade secrets created or conceived pursuant to or as a result of this Agreement and any related subcontract or subgrant ("Intellectual Property"), shall be work made for hire and First Things First shall be considered the creator of such Intellectual Property. First Things First shall own (for and on behalf of the State) the entire right, title and interest to the Intellectual Property throughout the world. The ADE shall notify First Things First, within thirty (30) days, of the creation of any Intellectual Property by it or its subcontractor(s) and subgrantee(s). The ADE, on behalf of itself and any subcontractor(s) and subgrantee(s), agrees to execute any and all document(s) necessary to assure ownership of the Intellectual Property vests in the State and shall take no affirmative actions that might have the effect of vesting all or part of the Intellectual Property in any entity other than the State. The Intellectual Property shall not be disclosed by the ADE or its subcontractor(s) and subgrantee(s) to any entity not the State without the express written authorization of First Things First.

IX. Indemnification and Insurance

The ADE shall contractually require its subcontractors and subgrantees to (i) defend, indemnify and hold harmless the State of Arizona and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees and (ii) procure and maintain until all of its obligations have been discharged or satisfied, including any warranty periods under this Agreement, insurance against Claims for injury to persons or damage to property which may arise from or in connection with the performance of the work by the subcontractor or subgrantee and its directors, officers, agents, employees or representatives. The indemnity provisions and insurance policies shall be in accordance with recommendations of the Risk Management Division of the Arizona Department of Administration and consultation with First Things First.

If a stop work order issued under this clause is canceled or the period of the order or any extension expires, the ADE shall resume work. First Things First shall make an equitable

Attachment

adjustment in the delivery schedule or grant price, or both, and the Agreement shall be amended in writing accordingly.

X. Termination Upon 30 Days Notice

A. In addition to the termination provisions incorporated by reference, either party may terminate the Agreement for any or no reason by giving at least thirty (30) days written notice of termination to the other party. If the ADE requests termination under this provision, the ADE shall cooperate with reasonable requests from First Things First to decrease services and costs related to the Agreement

XI. Notices

The ADE shall address all notices related to this Agreement to:

First Things First
Finance Division
4000 North Central, Suite 800
Phoenix, Arizona 85012

First Things First shall address all notices related to this Agreement to:

Alma Quintana/Nicol Russell
Arizona Department of Education
Early Childhood Programs
1535 W. Jefferson, Bin #15
Phoenix, Arizona 85007

**FOR AND BEHALF OF THE
Arizona Department of Education**

**FOR AND BEHALF OF THE
Arizona Early Childhood Development and
Health Board/First Things First**

Name
Title

Josh Allen
CFO/COO

Date

Date

Attachment

Agreement Attachments and Exhibits

Attachment A	Agency/Organization Profile
Attachment B	Program Personnel Table/Program Organization Chart
Attachment C	Required Narrative Responses
Attachment D	Required Response for Capital Expenditures and Construction
Attachments E-1 & E-2	Implementation Plans
Attachments F-1 & F-2	Line Item Budgets and Budget Narrative
Attachment G	Funding Sources and Financial Controls
Exhibit A	Overview of First Things First and Scope of Work
Exhibit B	Standards of Practice Expansion: Increase Slots and /or Capital Expense Standards of Practice
Exhibit C	Data Security Guidelines and Requirements for Collaborators
Exhibit D	Statement of Commitment to Quality of Programming as a Criterion for Participation in Funding Opportunities for Early Care and Education Programs

Attachment A

Agency/Organization Profile

A. Agency/Organization:

Program Name: Early Childhood Education

Agency: Arizona Department of Education Contact Person: Nicol Russell

Address: 1535 W. Jefferson St. Position: Deputy Associate Superintendent

Address: Bin #15 Email: Nicol.Russell@azed.gov

City, State, Zip: Phoenix, AZ 85007 Phone: 602.364.1530 Ext

County: Maricopa Fax

Employer Identification Number: 86-6004791

Agency Classification: State Agency County Government Local Government Schools
 Tribal Faith Based Non Profit Private Organization Other

Have you previously conducted business with First Things First using this EIN? Yes No
If not, or if there has been address or EIN changes, please go to https://gao.az.gov/sites/default/files/GAO-W-9_072815-S%26S%26A.pdf, download the State of Arizona Substitute W-9 Form, and submit with your application.

Congressional district (federal) in which Agency provides most services: District # 4

Legislative district (state) in which Agency provides most services: District # 15
Go to <http://www.azredistricting.org> and click on Final Maps to identify your congressional and legislative district

Approximate federal funding (from a federal source) to be received in current fiscal year? \$25,062,239

Agency fiscal year-end date: June 30

Agency accounting method: Cash Accrual

Does your organization undergo an annual independent audit in accordance with 2 CFR Part 200, Subpart F?
 Yes No

Contact information for firm conducting AGENCY audit:
Audit firm: Office of the Auditor General

Address: 2910 N. 44th St. Suite 410. Phoenix, AZ 85048

Attachment

Phone: 602.553.0333

B. Proposed Program Information/Description:

Amount requested: January 1, 2016 - thru June 30, 2016 FY 16 \$125,000 = \$112,500 will be allotted to Cibecue Unified School District. July 1, 2016- thru June 30, 2017 FY 17 \$ 80,000=\$72,000 will be allotted to Cobicue Unified School District

Service area of proposed program: Apache Region

Target population of proposed program: one classroom 20 children age 3 to 5 years old

Number of **center based providers** to be served for FY16: 1

Number of **increased slots for participating children for FY16:** 20

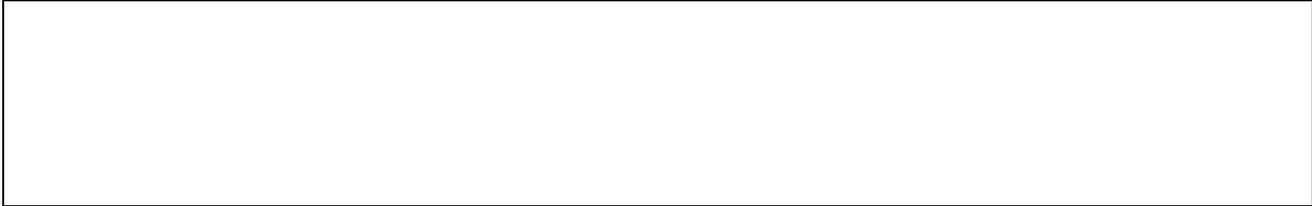
Number of **of center based providers** to be served for **FY17:** 1

Number of **increased slots for participating children for FY17:** 20

Please provide a brief description (250 words or less) of the proposed program, including service area and target population. This description may be used by First Things First for public information regarding the grant.

The Arizona Department of Education - Early Childhood Education Unit (ADE/ECE) implements the Expansion Strategy. In this endeavor, ADE/ECE will work with ECE start-up programs that will be responsible for providing quality preschool experiences. ADE offers support to local programs on state requirements and helps local programs establish collaborations within the local communities. ADE will implement this strategy in accordance with the Standards of Practice outlined in this grant agreement. This strategy will support efforts to establish high-quality preschool classrooms through the process of meeting and exceeding state licensing requirements with the use of measurement tools like the Early Childhood Environmental Rating Scale and Classroom Assessment Scoring System. The service area and target population are on the White Mountain Apache tribe lands and in Cibicue specifically.

Attachment



C. Contact Information:

The First Things First Partner Grant Management System (PGMS) has four contact slots per contract. The same person may be assigned to more than one slot.

Main Contact: is responsible for the overall program and will have access to all financial, programmatic, and data reports in PGMS.

Finance Contact: is responsible for the submission of reimbursement requests through PGMS and will have access to budget and reimbursement information in PGMS.

Program Contact: is responsible for program implementation and will have access to the program and data reports in PGMS.

Evaluation Contact: is responsible for the program evaluation and data collection activities and will have access to only the data reports in PGMS.

PGMS Contacts		
Main Contact	Name: Nicol Russell	Email:Nicol.Russell@azed.gov
	Title/Position: Deputy Associate Superintendent	Phone:602.364.1530
	Physical Address (if different than the AGENCY address):	
Finance Contact	Name: Juliana Panqueva	Email:Juliana.panqueva@azed.gov
	Title/Position: Fiscal and Compliance Program Specialist	Phone:602.542.8812
	Physical Address (if different than the AGENCY address):	
Program Contact	Name: Alma Quintana	Email:Alma.Quintana@azed.gov
	Title/Position: Education Program Specilaist	Phone: 602.364.1910
	Physical Address (if different than the AGENCY address):	
Evaluation Contact	Name: Terry Doolan	Email: Terry.doolan@azed.gov
	Title/Position: ECE Director	Phone: 602.542-1137
	Physical Address (if different than the AGENCY address):	

Attachment

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Attachment

Attachment B

Program Personnel Table

In the following table, provide a list of all personnel or positions that will be fully or partially funded through the proposed program. For Key Personnel, include the name and position title; pertinent background and/or expertise that specifically relates to the program, including degrees, field of study, number of years in the field, and other qualifications that align with the Standards of Practice requirements; and their roles and responsibilities. If the position is to be hired (TBH), then describe the desired background/expertise/degrees and field of study. For all personnel, provide the Full Time Equivalent (FTE) for each position. *Example:*

Key Personnel - those individuals directly responsible for program implementation/services and are fully or partially funded through the proposed program.			
Name/ Position Title	Background/Expertise*	Key Roles and Responsibilities	FTEs funded through the program
<i>Terry Doolan/ ECE Director</i>	<i>Resume Attached</i>	<i>Ms. Doolan will provide oversight of this project.</i>	<i>.05</i>
<i>Alma Quintana/ Program Specialist</i>	<i>Resume Attached</i>	<i>Ms. Quintana will provide support to this project at the onset; but ADE reserves the right to assign work to other ECE Program Specialists based on the needs of the program and the necessity to match areas of expertise.</i>	<i>.05</i>
<i>Juliana Panqueva/ Fiscal Specialist</i>	<i>Resume Attached</i>	<i>Ms. Panqueva will provide fiscal support to this project.</i>	<i>.05</i>
Additional Personnel - those individuals fully or partially funded through the proposed program but not directly implementing or managing the program.			
Program Total:			.15

* Resumes and/or job descriptions for **key personnel** may be requested at any time but unless otherwise indicated, they do not need to be submitted. If awarded and the program undergoes changes in staff, a Staff Change Notification form along with an updated version of this table will need to be submitted to First Things First within 14 days of the proposed change.

Attachment

Program Organization Chart

For all of the personnel or positions that will be fully or partially funded through the proposed program, provide a program organizational chart that illustrates the hierarchy of positions/responsibilities specific to the proposed program.

Example:



Attachment C

Required Narrative Responses

Provide a narrative response that addresses the following items.

1. Identify capacity or infrastructure building which will be needed to provide the proposed program, including agreements and partnerships with other departments and agencies, additional resources, and training and technical assistance.

The Early Childhood Program Specialists will provide the support needed in the White Mountain Apache region/Cibicue for this start-up strategy. Alma Quintana will be the primary staff. However, additional staff may be assigned to the area to assist in completing the necessary tasks.

To provide the services required, the following has been established:

- ADE/ECE will work with the local BIE to establish a preschool program
- ADE/ECE has established a system of mentoring to provide technical support to programs
- Tools are provided for technical assistance and training (laptops, projectors, tablets)
- Fiscal personnel is available to assist with budgets
- State transportation is available for mentors to travel when necessary
- ECE program specialists will work with local staff and licensing surveyor (state or tribal) to prepare programs for and through the licensing process.

2. Describe the plan for fully sustaining the program beyond the Expansion period.

To insure sustainability to preschool program in the White Mountain Apache Region ADE/ECE will provide technical assistance to programs on the Early Childhood Quality Improvement Process (ECQUIP). ECQUIP is the local process that brings together ECE leadership that will discuss and create plan for sustainability. It is at the local level that resources are reviewed and allocated. This will allow for local consideration of blending and braiding of funds.

3. Describe plans to recruit and locate personnel within the geographical region of the provided program that meet the staff qualification standard detailed in the Standards of Practice, and are linguistically appropriate and culturally responsive for the population to be served. If there is anticipated difficulty in hiring qualified personnel, include a plan and timeline for supporting staff to meet the qualification standard.

Attachment

The classrooms will be located in a rural area of Arizona. There may be difficulty in recruiting qualified instructional staff. In discussions with the Cibicue administration the desire for local native staff was expressed. ADE will connect the administration with the local head start, local Career and Technical Education program, local job fairs. Provide online assistance for advertising by sending information out on the ADE/ECE list serve. Providing information about the ADE Great Teach In event for teacher recruitment (teacher job fair).

4. Describe steps that will be taken to promote collaboration with other government departments and partners working with the agency.
 - Connect with local administration in Cibicue
 - ADE will make contact with the appropriate licensing entity (state or tribal)
 - Review licensing requirements of facility
 - Update regional council

Attachment D

Required Responses
Guidelines for Capital Expenditures and New Construction

First Things First has established guidelines for capital expenditures and new construction. The applicant must demonstrate strong justification to support the needs within a region. In the case for construction and renovation projects for facilities, matching funds are required and the applicant must include costs for such items. The First Things First Board may require a deed or title restriction requiring repayment of any funds used for a capital expenditure in the event of the disposal of the asset.

Please demonstrate the following:

1. Provide evidence of strong on-going support from the community for the capital improvement.
2. Provide a description of how funding such capital improvement will enable the region to reach their pre-determined measurable outcomes.
3. Describe what funds will be available to sustain the benefits of the capital request if approved.
4. Describe other attempts to meet this need and how no other resources exist (other than matching funds) in the community to meet this need.
5. Describe the anticipated possible ownership and maintenance for the capital asset should the entity no longer utilize the asset for the purposes for which funding support was approved by the Board.
6. Justify how it is expected that sustainability and operational resources are available after the life of this grant.
7. Describe the amount and source of 50 percent matching funds for specific capital requests to First Things First that includes the purchase of property or new construction, major renovation or remodeling to existing property.
8. Submit a copy of an annual independent audit reviews.

ADE will incorporate the requirements of Attachment D in its grant application through the Grants Management System.

Attachment

Attachment E-1 - Implementation Plan

The Implementation Plan should illustrate the critical activities in developing, initiating, and implementing the program. The following table should be expanded as necessary to include the activities that demonstrate effective program planning and implementation for FY16.

**Implementation Plan for FY16
 January 1, 2016 – June 30, 2016**

Activities	Task	Person Responsible	Date Task Will Be Completed	Support Documentation
Meeting with program	Specialist will introduce themselves to the program and outline expectations for the upcoming months	Alma Quintana	February 2016	Travel vouchers
	Tour the preschool classroom and outdoor area to make the first list of recommended changes that will need to be made for licensing; establish timelines and work plan	Alma Quintana	February 2016	Recommendation reports
	Create a list for classroom materials	Alma Quintana	February 2016	Order form

	Working with program staff to ensure the best use of materials for placement in new site settings.	Alma Quintana	February/March 2016	Professional development
	Work with program to ensure playground space is prepared for licensing	Alma Quintana	February/March 2016	Site license
Technical Assistance	Specialist will provide technical assistance for licensing requirements.	Alma Quintana	March- April 2016	Site license
	Specialist will assist with furniture, classroom arrangement and environment in order to meet licensing and ERS requirements	Alma Quintana	March- June 2016	Site license
	Specialist will work with program personnel to assist with licensing files and set a date for surveyor to visit the classroom	BIE and Alma Quintana	March- June 2016	Site license
Recruitment	Specialist will support program to ensure appropriate staff is hired	BIE and Alma Quintana	March- June 2016	Resumes

Attachment E-2 - Implementation Plan

The Implementation Plan should illustrate the critical activities in developing, initiating, and implementing the program. The following table should be expanded as necessary to include the activities that demonstrate effective program planning and implementation for FY17.

**Implementation Plan for FY17
 July 1, 2016 – June 30, 2017**

Activities	Task	Person Responsible	Date Task Will Be Completed	Support Documentation
Recruitment/ Professional Development	Specialist will support program to ensure appropriate staff is hired	BIE and Alma Quintana	September 2016	Resumes
	Provide professional development to staff	Alma Quintana	July 2016-June 2017	PD sign in sheets

Attachment

Attachment F-1 - Line-Item Budget and Budget Narrative

The budget narrative should provide a clear and concise explanation of the methods used to determine the amounts for each line item in the following line-item budget for FY16.

Budget Period for FY16: January 1, 2016 - June 30, 2016

Budget Category	Line Item Description	Requested Funds	Matching Funds AND Source	Total Cost
PERSONNEL SERVICES			Personnel Services Total	\$8,284
Salaries				
EMPLOYEE RELATED EXPENSES			Employee Related Expenses Total	\$2,899
Fringe Benefits or Other ERE				
PROFESSIONAL AND OUTSIDE SERVICES			Professional and Outside Services Total	\$0
Contracted Services				
TRAVEL			Travel Total	\$948
In-State Travel				
Out-of-State Travel				
AID TO ORGANIZATIONS OR INDIVIDUALS			Total Aid to Organizations or Individuals	\$112,500
Subgrants or Subcontracts to organizations/agencies/entities				
OTHER OPERATING EXPENSES			Other Operating Expenses Total	\$
• Telephones/Communications Services				\$113
• Internet Access				\$194
• General Office Supplies				
• Food				
• Rent/Occupancy				
• Utilities				
• Furniture				
• Postage				\$7
• Software (including IT supplies)				
• Dues/Subscriptions				
• Advertising				
• Printing/Copying				
• Equipment Maintenance				
• Professional Development (Staff Training, Conferences, Workshops, Training Fees for Staff)				
• Insurance				\$52
• Program Materials				
• Program Supplies				
• Scholarships				
• Program Incentives				\$3
CAPITAL OUTLAY-Match Required			Capital Outlay Total	\$0
Construction/ Building Improvements				
CAPITAL EQUIPMENT			Capital Equipment Total	\$
Equipment \$5,000 or greater in value				
NON-CAPITAL EQUIPMENT			Non-Capital Total	\$
Equipment \$4,999 or less in value				
Subtotal Direct Program Costs:		\$	\$	\$
ADMINISTRATIVE/INDIRECT COSTS			Total Admin/Indirect	\$
Indirect/Admin Costs				\$
Total		\$	\$	\$125,000

Authorized Signature _____ Date _____

Budget Narrative for FY16

The purpose of the budget narrative is to provide more clarity and detail on the budget line items. The budget narrative should explain the criteria used to calculate the amounts entered in the line-item budget. The budget narrative should include all budgeted items and correspond directly with the proposed line-item budget using the following categories that apply for FY16:

Personnel Services: Administrative Dollars have been allocated to the following ADE staff which equals 0.15 FTE. Amounts are adjusted \$1200/FTE for ADE performance pay increase.

Name	Position	FTE	Pro-Rata Salary
Terry Doolan	Director	0.05	\$3,104
Alma Quintana	Program Specialist	0.05	\$2,500
Juliana Panqueva	Fiscal Specialist	0.05	\$2,500
		\$1,200/FTE Performance Pay	\$180
		Total Salaries	\$8,284

Employee Related Expenses: Funding for the ERE portion of the budget is based on standard ERE required by the AZ Department of Education. The formula is based on a full time FTE.
 $(35\%)*\$8,284=\$2,899$

Professional and Outside Services: N/A

Travel: Cibecue School District.

Mileage = 310 miles roundtrip @44.5 ¢ per mile = \$138* 6 trips = \$828

Per Diem = 6 months * 1 day = 6 days * \$20 = \$120

Aid to Organizations or Individuals: \$112,500 will be allotted to Cibecue Unified School District

Other Operating Expenses: \$369 has been allotted to Other Operating Expenses as required by the AZ Department of Education.

Risk Management (\$ 345/FTE)= \$345/.15 FTE= \$52

Mis Internal Chargeback(\$1,385/.15FTE)=\$194 - Only \$194 was allocated to this line item. There were not enough funds available to allocate the entire amount of \$208

Telecommunications (\$750/.15FTE)= \$113

Awards (\$15/.15 FTE)=3

Postage and Delivery = 7

Capital Outlay: n/a

Capital Equipment: n/a.

Non-Capital Equipment: n/a

Administrative/Indirect Costs: *Administrative costs are general or centralized expenses of overall administration of an AGENCY/organization that receives grant funds and does not include particular program costs. Such costs are generally identified with the AGENCY/organization's overall operation and are further described in 2 CFR 220, 2 CFR 225, and 2 CFR 230.*

Indirect costs are costs of an organization that are not readily assignable to a particular program, but are necessary to the operation of the organization and the performance of the program. The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the types of costs that are usually treated as indirect.

Applicants must list either Option A or Option B and provide proper justification for expenses included:

- Option A - Administrative Costs:** *with proper justification, grantees may include an allocation for administrative costs for up to 10% of the total direct costs requested of the grant request. Administrative costs may include allocable direct charges for: costs of financial, accounting, auditing, contracting or general legal services; costs of internal evaluation, including overall management improvement costs; and costs of general liability insurance that protects the AGENCY/organization(s) responsible for operating a program, other than insurance costs solely attributable to the program. Administrative costs may also include that portion of salaries and benefits of the program's director and other administrative staff not attributable to the time spent in support of a specific program.*

OR

xOption B - Federally Approved Indirect Costs: *If your AGENCY/organization has a federally approved indirect cost rate agreement in place, grantees may include an allocation for indirect costs for up to 10% of the direct costs. **Applicants must provide a copy of their federally approved indirect cost rate agreement.***

Authorized Signature _____ Date _____

Attachment F 2- Line-Item Budget and Budget Narrative

The budget narrative should provide a clear and concise explanation of the methods used to determine the amounts for each line item in the following line-item budget for FY17.

Budget period for FY17: July 1, 2016 – June 30, 2016

Budget Category	Line Item Description	Requested Funds	Matching Funds AND Source	Total Cost
PERSONNEL SERVICES			Personnel Services Total	\$5,120
Salaries				
EMPLOYEE RELATED EXPENSES			Employee Related Expenses Total	\$1,792
Fringe Benefits or Other ERE				
PROFESSIONAL AND OUTSIDE SERVICES			Professional and Outside Services Total	\$0
Contracted Services				
TRAVEL			Travel Total	\$837
In-State Travel				
Out-of-State Travel				
AID TO ORGANIZATIONS OR INDIVIDUALS			Total Aid to Organizations or Individuals	\$72,000
Subgrants or Subcontracts to organizations/agencies/entities				
OTHER OPERATING EXPENSES			Other Operating Expenses Total	\$251
<ul style="list-style-type: none"> • Telephones/Communications Services • Internet Access • General Office Supplies • Food • Rent/Occupancy • Utilities • Furniture • Postage • Software (including IT supplies) • Dues/Subscriptions • Advertising • Printing/Copying • Equipment Maintenance • Professional Development (Staff Training, Conferences, Workshops, Training Fees for Staff) • Insurance • Program Materials • Program Supplies • Scholarships • Program Incentives 				\$75 \$139
CAPITAL OUTLAY-Match Required			Capital Outlay Total	\$
Construction/ Building Improvements				
CAPITAL EQUIPMENT			Capital Equipment Total	\$
Equipment \$5,000 or greater in value				
NON-CAPITAL EQUIPMENT			Non-Capital Total	\$
Equipment \$4,999 or less in value				
Subtotal Direct Program Costs:		\$	\$	\$
ADMINISTRATIVE/INDIRECT COSTS			Total Admin/Indirect	\$
Indirect/Admin Costs				\$
Total		\$	\$	\$80,000

Authorized Signature _____ Date _____

Budget Narrative for FY17

The purpose of the budget narrative is to provide more clarity and detail on the budget line items. The budget narrative should explain the criteria used to calculate the amounts entered in the line-item budget. The budget narrative should include all budgeted items and correspond directly with the proposed line-item budget using the following categories that apply for FY17:

Personnel Services: Administrative Dollars have been allocated to the following ADE staff which equals 0.15 FTE. Amounts are adjusted \$1200/FTE for ADE performance pay increase.

Name	Position	FTE	Pro-Rata Salary
Alma Quintana	Program Specialist	0.05	\$2,500
Juliana Panqueva	Fiscal Specialist	0.05	\$2,500
		\$1,200/FTE Performance Pay	\$120
		Total Salaries	\$5,120

Employee Related Expenses: Funding for the ERE portion of the budget is based on standard ERE required by the AZ Department of Education. The formula is based on a full time FTE. (35%)*\$5,120=\$1,792

Professional and Outside Services: N/A

Travel: Cibecue School District.

Mileage = 310 miles roundtrip @44.5 ¢ per mile = \$139* 6 trips = \$834 – A rounding mechanisms was used in the event that we have more than 310 miles round trip.

Per Diem = 12 months * 0.5 = 6 days * \$20 = \$120 (\$3 will be allotted to the White Mountain Apache tribe ISA and the remaning \$117 will come from other federal funds)

Aid to Organizations or Individuals: \$72,000 will be allotted to Cibicue Unified School District

Other Operating Expenses: \$251 has been allotted to Other Operating Expenses as required by the AZ Department of Education.

Risk Management (\$ 345/FTE)= \$345/.10 FTE= \$35

Mis Internal Chargeback(\$1,385/.10FTE)= \$139

Telecommunications (\$750/.10FTE)= \$75

Awards (\$15/.10 FTE)=2

Capital Outlay: n/a

Capital Equipment: n/a

Non-Capital Equipment: *n/a*

Administrative/Indirect Costs: *Administrative costs are general or centralized expenses of overall administration of an AGENCY/organization that receives grant funds and does not include particular program costs. Such costs are generally identified with the AGENCY/organization’s overall operation and are further described in 2 CFR 220, 2 CFR 225, and 2 CFR 230.*

Indirect costs are costs of an organization that are not readily assignable to a particular program, but are necessary to the operation of the organization and the performance of the program. The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the types of costs that are usually treated as indirect.

Applicants must list either Option A or Option B and provide proper justification for expenses included:

- Option A - Administrative Costs:** *with proper justification, grantees may include an allocation for administrative costs for up to 10% of the total direct costs requested of the grant request. Administrative costs may include allocable direct charges for: costs of financial, accounting, auditing, contracting or general legal services; costs of internal evaluation, including overall management improvement costs; and costs of general liability insurance that protects the AGENCY/organization(s) responsible for operating a program, other than insurance costs solely attributable to the program. Administrative costs may also include that portion of salaries and benefits of the program’s director and other administrative staff not attributable to the time spent in support of a specific program.*

OR

xOption B - Federally Approved Indirect Costs: *If your AGENCY/organization has a federally approved indirect cost rate agreement in place, grantees may include an allocation for indirect costs for up to 10% of the direct costs. **Applicants must provide a copy of their federally approved indirect cost rate agreement.***

Authorized Signature _____ Date _____

Funding Sources and Financial Controls

A. In the following table, identify other funding/resources (including federal, state, local and private funding) that the AGENCY/organization has made or will make available to achieve the objectives of the proposed program. First Things First (FTF) funding can be used to enhance or expand the program funded by these additional funds, but FTF funding cannot supplant or be used to replace any existing state or federal funding for early childhood development and health programs.

Type of Funding (federal, state, local, private) and AGENCY/Organization Received From:	Brief Description of How the Funding Helps Achieve the Program Objectives	Amount	✓ If used for match on this grant
Federal	IDEA Preschool Grant	\$4,887,239	
Federal	Head Start	\$175,000	
Federal	Preschool Development Grant	\$20,000,000	
Total:		\$25,062,239	

B. Describe the financial controls and accountability measures the AGENCY/organization will employ for the proposed program.

To ensure implementation of the proposed program with fidelity, the Arizona Department of Education will follow applicable state and federal laws and guidance with regards to fiscal controls, accounting and accountability, compliance monitoring and grants management.

Authorized Signature _____ Date _____

Exhibit A – Overview of First Things First and Scope of Work

First Things First is designed to meet the diverse needs of children and families in Arizona communities. The statewide First Things First Board and Regional Partnership Councils in local communities across the state share the responsibility of ensuring that early childhood funds are spent on strategies that will result in improved development, health and education outcomes for young children.

Local Regional Partnership Councils are comprised of community volunteers, with each member representing a specific segment of the community that has a role in ensuring that Arizona's children grow up to be ready for school and set for life: parents, leaders of faith communities, tribal representatives, educators, health professionals, business leaders and philanthropists.

First Things First Strategic Direction

First Things First's commitment to young children means more than only funding programs and services. It means having a shared vision about what being prepared for kindergarten actually means. First Things First specifies that programs and services funded by the First Things First Board and Regional Partnership Councils are to address one or more of the following Goal Areas to impact children birth to age five and their families:

- Improve the quality of early childhood development and health programs
- Increase the access to quality early childhood development and health programs
- Increase access to preventive health care and health screenings
- Offer parent and family support and education concerning early childhood development and literacy
- Provide professional development and training for early childhood development and health providers
- Increase coordination of early childhood development and health programs and provide public information about the importance of early childhood development and health

The First Things First Board established a strategic framework with a set of school readiness indicators that provide a comprehensive composite measure to show if Arizona is making progress in providing opportunity for young children to be ready for school and set for life. The strategies funded by First Things First work collectively to develop a comprehensive system across the state and regionally to address the school readiness indicators. The First Things First Board and Regional Partnership Councils determine the priorities and strategies to be funded across the state and throughout the regions assessing the challenges and building on the resources and assets in place.

School Readiness Indicators

- #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive and motor and physical.
- #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.

- #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars.
- #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars.
- % of children with newly identified developmental delays during the kindergarten year.
- #/% of children entering kindergarten exiting preschool special education to regular education.
- #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI).
- #/% of children receiving at least six well child visits within the first 15 months of life.
- #/% of children age 5 with untreated tooth decay.
- % of families who report they are competent and confident about their ability to support their child's safety, health and wellbeing.

Scope of Work

Statement of Need

In the White Mountain Apache region, there are 2003 children that are birth through five years of age residing in the region. The 2014 regional Needs and Assets report identified that 647 children attend an early childcare and education program. Within the region the Head Start program is available in three communities Whiteriver, McNary and Cibecue, and 252 children are enrolled in these programs. In 2015 the Head Start program has a wait list of 173 children. Early Head Start is not implemented in the region.

The Council has identified accessibility to quality early care and education as one of the highest priorities in the area. The Council currently provides funding through Quality First to five centers in the region that include the three Head Start programs, without scholarships, and two preschool programs with scholarships that are located in Whiteriver and Seven Mile community area. To achieve the Council's intent of delivering greater access to quality childcare and education the Council is providing funding to establish a new preschool program in Cibecue. With the addition of this preschool program in the region it will provide greater geographic access to families for children that are currently on the Head Start wait list or who don't qualify for Head Start. The Head Start program in Cibecue currently serves children ages 4 and 5, and is able to serve 40 children out of the 60 that are eligible to attend. The Council recognizes the need for additional early care and education resources in Cibecue. The Cibecue Unified School District has identified a vacant building on their campus and with renovations could house a preschool classroom, and there is a vacant lot adjacent to the building where a playground can be developed. The intent of the Cibecue Unified School District is to develop one classroom that would provide 20 full-time slots. It is anticipated that the preschool program would open August 2016 and operate for the academic year, August through May.

Description of Strategy

The Cibecue Unified School District has identified a vacant building on their campus and with renovations could house a preschool classroom, and there is a vacant lot adjacent to the

building where a playground can be developed. The intent of the Cibecue Unified School District is to develop one classroom that would provide 20 full-time slots, and initially the preschool would operate for the school year only, which is August through May. It is anticipated that the preschool program would open August 2016.

To develop the classroom and playground the Cibecue Unified School District has expressed interest in working with the Arizona Department of Education to support them in developing and opening a preschool program. Staff from Arizona Department of Education (ADE) have visited and assessed the proposed Cibecue site. It is envisioned the implementation of the project will span two fiscal years, so the agreement with ADE will need to include budgets and implementation plans for SFY 2016 and 2017.

In SFY 2016 ADE will provide support services for the following:

- Budget and implementation plan for FY16 and FY17 (January through June 2016 and June 2016 through July 2017)
- Sustainability plan
- DHS or tribal licensing (January through June 2016)
- Facility improvements to meet licensing requirements (January 2016 through June 2016)
- Playground development/build out, which includes - purchase of equipment and set up - (January 2016 through June 2016)
- Support Cibecue Unified School District in identifying/providing matching funds (i.e. funding or in-kind contribution)
- Classroom equipment and set up (January 2016 through June 2016)
- Support Cibecue Unified School District with staff recruitment and hiring (May 2016 through June 2016)

In SFY 2017 ADE will provide support services for the following:

- Support Cibecue Unified School District with staff recruitment and hiring (July through August 2016)
- Staff Salaries and training (August 2016 through December 2016)

The Expansion strategy should include the following components:

1. Quality First participation, an evidence informed model, is a requirement for any program that is supported through this strategy.
2. Programs supported through this strategy must apply for Quality First immediately upon being licensed or certified through DHS, DES, tribal or military authority.

3. When training, technical assistance and consultation is funded as a part of this strategy, the following standards are required:
 - On-site coaching and assistance will be provided to create a plan and budget for start-up;
 - Assistance with applications for licensing and/or certification if the program is not yet licensed or certified;
 - Support to develop a plan for the provider to meet the appropriate regulation requirements;
 - Training on curriculum, early learning standards, ongoing progress monitoring/child assessment, and other early childhood education topics to ensure adherence to Quality First standards when enrolled.

4. When financial support for purchase of equipment, supplies and other start-up costs are funded as a part of this strategy, the following standards are required:
 - Purchase of equipment and materials must meet certification and/or licensing requirements and/or standards in Quality First assessment tools (Environmental Rating Scale, CLASS and Points Scale).
 - Financial supports may be used for providers to adhere to certification or licensing requirements once the application has been submitted.
 - Financial supports may include Licensing or certification fees for one of the following:
 - **DHS Certified Group Home** for home providers who care for more than 4 children for compensation. These providers (except on military or Tribal lands) must be certified by DHS. Child care providers who care for children in their homes can care for up to 10 children for compensation in a **DHS Certified Group Home**.
 - **DHS Licensed Child Care Center** for child care centers who serve five or more children for compensation.
 - DES regulates and monitors some residential providers, called **DES Certified Family Child Care Homes**. They may care for no more than 4 unrelated children at one time for compensation, and up to 6 children total, including the provider's own children. They may care for no more than 2 children under one year old. DES Certified home providers have an Arizona Child Protective Services (CPS) clearance and they are fingerprinted for a criminal background check. They have provided proof of current training in CPR and first aid. Their homes are inspected for a wide variety of health and safety standards.

5. When financial supports are used for renovation or capital Investment funds may be used for:
 - Architectural fees
 - Construction

- Installation of playground surfaces, shade structures and/or outdoor equipment
 - Addition of child-sized bathrooms, changing tables, floor coverings, etc.
6. Financial supports may be used for personnel wages, salaries and fringe benefits for teaching staff during the planning period.

Please see the **Guidance Materials** section for the complete Standards of Practice for this strategy.

Applicable School Readiness Indicators

Partners implementing this strategy will work collectively with First Things First to address the school readiness indicators below:

- #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.

Applicable Goal Areas

Partners implementing this strategy will work collectively with First Things First to address the goal areas below:

- Improve the quality of early childhood development and health programs
- Increase the access to quality early childhood development and health programs

Target Population and Geographic Area to Serve

The target population for this Expansion strategy is one center based preschool classroom in Cibecue.

White Mountain Apache Tribe Regional Partnership Council provides services in the communities of the White Mountain Apache Tribe of the Fort Apache Indian Reservation.

A map of the identified geographic area can be found at: <http://maps.azftf.gov/>

Target Service Units and Performance Measures

A Target Service Unit (TSU) is a First Things First designated indicator of performance specific to each First Things First strategy and it is set by the Regional Council. It is composed of a unit of measure (e.g., participating adults) and a target number. The unit of measure can be a target population (e.g., participating adults), a product (e.g., books distributed) or a service (e.g., fluoride varnishes applied to children, ages 0-5) that a grantee is expected to serve as part of an agreement. The target number represents the actual number of service units proposed to be delivered during the contract year.

Performance Measures are (1) key indicators of performance (Target Service Units); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance

measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g., providing scholarships).

For more specific information about the Target Service Units for this strategy, refer to the Guidance Materials section of this Agreement to find the link to the Target Service Unit Guidance Document.

The Target Service and Performance Measures for this strategy are:

Target Service Units:

Number of home based providers served:0

Number of center based providers served:1

Number of increased slots for participating number of children ages 0-5: 20 full time slots

Performance Measures:

Number of home based providers served

Number of center based providers served

Number of increased slots for participating children

Number of slots added for infants, toddlers and preschoolers

Number of professional development trainings conducted

Number of center/home based providers that received a new license/certification

Exhibit B – Expansion: Increase Slots and /or Capital Expense Standards of Practice

I. INTENT OF STRATEGY

The intent of the promising practice strategy, Expansion: Increase Slots and/or Capital Expense, is to recruit new or existing providers to begin to serve or expand services to children birth to age 5 and not yet in kindergarten. The expected results are an increase in the number of slots available in early care and education programs and/or the number of number of early care and education providers that are state/tribal licensed or certified, and therefore, meet health and safety standards.

II. DESCRIPTION OF SIGNIFICANCE

High quality early childhood services are strongly linked to both academic and life-skills success among children, especially those from families with risk factors such as low income and low education levels of parents or caregivers. This strategy supports the expansion of programming for those children who may not otherwise have access to high quality early care and education in particular neighborhoods or localities where there is a lack of licensed and/or certified providers.

Start-Up programs are those in which children will not be enrolled in the program during the fiscal year due to various start-up requirements. Programs are sometimes located in remote areas of the state or underserved neighborhoods where an increase in child care or preschool slots is warranted. Start-up activities may include equipping and licensing a classroom and playground, hiring and training qualified staff, training and technical assistance for planning and implementing a new program, and in some cases building or renovating space. If capital improvement is required, the First Things First (FTF) Capital Improvement Policy must be followed, including the requirement for matching funds. (See Exhibit A).

Depending upon the need, there may be a focus on a subpopulation within the birth to age 5 range such as infants and toddlers or preschoolers. If this Expansion or Start Up strategy is designed to increase the number of preschool slots within a public school due to lack of availability within a specific geographical area, the strategy is typically facilitated through the contract between FTF and the Arizona Department of Education. Expansion or Start-Up for preschoolers may be restricted to public school districts only if there are no other viable options for preschool or child care within a community. If there are other child care options, but they do not meet the demand for services, Expansion or Start-Up opportunities must be offered to all viable service providers.

When funding Expansion or Start-Up, a Regional Council must also plan to allot funding for Quality First, either Full Participation or Rating Only. This will help ensure that the new program or classroom is able to successfully achieve and maintain quality. In many cases, Full Participation may be the best option for providing additional support to help a new program achieve a 3-5 star quality level. Rating Only might be considered when the public or private provider is already enrolled in Quality First or is very experienced in providing high quality early care and education for the target population and is very likely of achieving a 3-5 star quality level from the initial Quality First assessment.

Upon enrollment into Quality First, the Expansion or Start-Up site may be eligible to receive Quality First Scholarships. The Quality First Scholarship Standard of Practice identifies guidelines for

eligibility and funding, which include a provision to target Quality First Scholarships to Expansion or Start-Up sites.

The length of time required for Expansion or Start-up will vary, depending upon the following:

- Whether a classroom and outdoor area are available or will require capital for building or renovation;
- Availability of equipment and materials versus a need to purchase and await their delivery;
- Whether the site is already licensed or must submit an application to the Arizona Department of Health Services (DHS) Child Care Licensing, Arizona Department of Economic Security (DES) or other tribal or military licensing authority;
- Familiarity of the school district or private provider with provision of quality early childhood programming, such as providing preschool or infant/toddler services; and
- Time required for hiring and training qualified staff.

Based upon previous experiences with this strategy, start-up prior to the enrollment of children typically requires at least six months and may require up to 12 months before children are able to be enrolled and served. Expansion or Start-Up during one fiscal year may include only the start-up supports or it may include start-up plus operational supports to serve children once they are enrolled and participating in the program. Once children are enrolled in the new program, it must comply with the FTF Statement of Commitment to Quality of Programming as a Criterion for Participation in Funding Opportunities for Early Care and Education Programs (See Exhibit B).

III. IMPLEMENTATION STANDARDS

A. Program Standards

First Things First (FTF) is committed to funding programs that are evidence based or evidence informed. The emphasis on evidence based programs is grounded in the idea that the maximum benefit for children and families is delivered by programs that base their practice in the most current, relevant, and reliable evidence about the effectiveness of the program. For some programs, an evidence informed or best practice, or a promising practice model is appropriate. The following criteria are considered by FTF when determining to fund programs:

- **Evidence based programs** are programs that have been validated by documented and scientific research and the evidence has gone through a peer review process. Evidence is established through scientific research that has had a comparison between an intervention group and a control group where the intervention group has had a significant impact. Peer review means that someone external to the program or research team has reviewed the methodology and the findings to determine if standards were met.
- **Evidence informed** is a program or service that has a clearly articulated theory of change (logic model) and has had some evaluation of the outcomes. This can be based on one program or service model that has been evaluated in multiple settings. An evidence informed program cannot be based on the evaluation of a

program in only one setting, even if it has been done for many years in a community and everyone likes it.

- ***Promising practice*** is a program or service that has a clearly articulated theory of change (logic model) with specified implementation and operational processes (activities) and program outcomes. A promising practice program is *informed* by at least one of the following:
 - Evidence based practices of a similar program or service delivery system, but does not have complete fidelity to that model because of justifiable need to change factors such as staffing or written materials in order to adapt to geographic or cultural variation.
 - A similar program or service delivery model that is generally accepted as appropriate for use with the target population to achieve the program outcomes but has yet to be established as evidence based.
 - Culturally responsive practices that are known to contribute positively to program outcomes.

A promising practice must have no evidence that the program or service will cause any harm to recipients. Additionally, a promising practice program is committed to building evidence of program or service effectiveness through ongoing continuous quality improvement activities.

1. Implement a promising practice model that meets First Things First accepted definition of that program model:
 - a. Quality First participation, an evidence informed model, is a requirement for any program that is supported through this strategy.
 - Programs supported through this strategy must apply for Quality First immediately upon being licensed or certified through DHS, DES, tribal or military authority.
 - b. When training, technical assistance and consultation is funded as a part of this strategy, the following standards are required:
 - On-site coaching and assistance will be provided to create a plan and budget for start-up;
 - Assistance with applications for licensing and/or certification if the program is not yet licensed or certified;
 - Support to develop a plan for the provider to meet the appropriate regulation requirements;
 - Training on curriculum, early learning standards, ongoing progress monitoring/child assessment, and other early childhood education topics to ensure adherence to Quality First standards when enrolled.

- c. When financial support for purchase of equipment, supplies and other start-up costs are funded as a part of this strategy, the following standards are required:
- Purchase of equipment and materials must meet certification and/or licensing requirements and/or standards in Quality First assessment tools (Environmental Rating Scale, CLASS and Points Scale).
 - Financial supports may be used for providers to adhere to certification or licensing requirements once the application has been submitted.
 - Financial supports may include Licensing or certification fees for one of the following:
 - **DHS Certified Group Home** for home providers who care for more than 4 children for compensation. These providers (except on military or Tribal lands) must be certified by DHS. Child care providers who care for children in their homes can care for up to 10 children for compensation in a **DHS Certified Group Home**.
 - **DHS Licensed Child Care Center** for child care centers who serve five or more children for compensation.
 - DES regulates and monitors some residential providers, called **DES Certified Family Child Care Homes**. They may care for no more than 4 unrelated children at one time for compensation, and up to 6 children total, including the provider's own children. They may care for no more than 2 children under one year old. DES Certified home providers have an Arizona Child Protective Services (CPS) clearance and they are fingerprinted for a criminal background check. They have provided proof of current training in CPR and first aid. Their homes are inspected for a wide variety of health and safety standards.
- d. When financial supports are used for renovation or capital investment (see Attachment A), funds may be used for:
- Architectural fees
 - Construction
 - Installation of playground surfaces, shade structures and/or outdoor equipment
 - Addition of child-sized bathrooms, changing tables, floor coverings, etc.
- e. Financial supports may be used for personnel wages, salaries and fringe benefits for teaching staff during the planning period.
2. Literacy learning in early childhood provides the foundation for future literacy success and is rooted in exposure to rich language experiences and engaging

- activities that build knowledge, understanding and speaking, expands vocabulary, and supports a child's ability to become a successful independent reader.
- a. Promote and support meaningful early literacy experiences and opportunities for young children in the appropriate context of program implementation.
 - b. Support caregivers in understanding and communicating parenting and child-rearing skills that help increase understanding of early language and emergent literacy development.
 - c. Engage early care and education staff in meaningful, day to day two-way communication about how a child develops language and early literacy skills.
 - d. Encourage early care and education staff the importance of allowing families to use the language in which they are most confident and competent.
 - e. Encourage early care and education staff to learn how to observe, guide, promote, and participate in everyday language and literacy development of their children at home, early care, and in their communities.
 - f. Encourage early care and education staff to advance their own learning interests in language and literacy development through education, training, and other experiences that support their parenting, careers, and life goals.
 - g. Encourage early care and education staff to support and advocate for children's learning and development as they transition to new learning environments.
3. First Things First recognizes the importance of collaborative partnerships among community partners that utilize a variety of formal and informal mechanisms to facilitate coordination of services in the community. The Coordination and Collaboration standard requires a grantee to:
- a. Develop and implement a plan to understand and make connections with other initiatives, strategies and efforts in the region or state that support the early childhood system.
 - b. Develop processes that ensure staff implementing FTF funded strategies understand the connections between this strategy and the early childhood system to avoid duplication of services and promote collaboration between other services and supports offered to children and families in the regions.
4. Continuous Quality Improvement
- Adopt a process of continuous self-monitoring and reflection to improve program practices that is articulated in a written policy.
- b. In the written policy, the following should be addressed:
 - How data is used to assess the progress and outcomes of program implementation; and

- How data collection is used to improve staff performance.
- c.
- Adhere to the FTF Statement of Commitment to Quality of Programming as a Criterion for Participation in Funding Opportunities for Early Care and Education Programs (Exhibit B).
5. First Things First embraces cultural responsiveness as an intentional life long journey that holistically explores, honors, and values the diversity of the human experience.
- a. Offer programs and services congruent with the needs of diverse children and families.
 - b. Offer programs and services that are responsive to the impact of cultural factors such as histories, traditions, values, family systems and structures, social class, and religion and spiritual beliefs.
 - c. Create a learning environment conducive to and includes all children and families no matter their ethnic, cultural, or linguistic backgrounds.
 - d. Use the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse children and families to make learning more appropriate and effective for them.

A. Staffing Standards

1. Direct Service Staff
 - a. Hire staff who reflect the cultural and ethnic experiences and language of the targeted population with whom they work with and integrate their expertise into the entire program.
 - b. Ensure that staff at all levels receives initial and ongoing professional development in culturally and linguistically responsive service delivery.
 - c. Employ well-trained and competent staff and provides continual relevant professional development opportunities.
 - d. All staff working with children must possess valid fingerprinting and Child Protective Services (CPS) background check.
 - e. All staff working with children must meet the licensing or certification standards as well as the standards for a 3 star or above in Quality First.
2. Supervisory Staff
 - a. Supervisory staff must meet the licensing or certification standards as well as the standards for administrators at the 3 star or above level in Quality First.
3. The Arizona Early Childhood Workforce Registry (Registry)

The Registry is a component of the newly developed Arizona Early Childhood Career and Professional Network (Network). The Network is a comprehensive system designed to meet the professional development needs of Arizona's early childhood professionals working with or on behalf of children birth-8 years of age.

- a. All participants of this strategy are expected to enroll in the Registry by June 30, 2016.
- b. Staff employed at the administrative home and any sub-grantee who are working directly with or on behalf of children birth – age 8 as a part of the implementation of this strategy must enroll in the Registry by June 30, 2016

B. Additional Standards

1. Arizona law (ARS §13-3620.A) requires early childhood program staff who suspect that a child has received non-accidental injury or has been neglected, to report their concerns to the Arizona Department of Child Safety or local law enforcement. All staff, grant partners, consultants and participants of this strategy must receive training and adhere to these requirements (see attached FTF Suspected Child Maltreatment Mandated Reporting Policy).

C. Administrative Home

1. Specialists or consultants must have the specialized skills and knowledge to assist with Expansion Start-Up, whether it is a public school beginning a new pre-kindergarten program, a private community child care provider expanding to serve infants, or other type of program or need.
 - a. Knowledge of child development and developmentally appropriate practices birth to five.
 - b. Knowledge of Arizona Program Guidelines for High Quality Education, Arizona Early Learning Standards and Infant-Toddler Developmental Guidelines.
 - c. Knowledge of Arizona's early childhood system requirements, such as DHS Child Care Licensing regulations and licensing process, DES Child Care Administration child care subsidy program, Child and Adult Care Food Program (CACFP) administered by the Department of Education, and the Department of Education Special Education policies, if appropriate.
 - d. FTF early learning strategies, such as Quality First, Quality First Scholarships, College Scholarships for Early Childhood Professionals, etc.
 - e. Knowledge of Quality First program assessments, such as the ERS, CLASS and Points Scale tools.
 - f. If appropriate, school district policies and procedures.
 - g. Experience providing care and education for young children birth to age 5.

- h. Experience providing training and coaching to adults of varying educational and skill levels and knowledge of adult learning principles.
 - i. Observation, listening, interviewing, and communication skills.
 - j. Respect for differences.
 - k. At least a bachelor's degree and preferably a master's degree in early childhood education, early childhood special education, child development or related field;
or
 - l. At least a bachelor's degree and an early childhood teaching certificate/endorsement issued by the Arizona Department of Education.
2. Supervisors of specialists or consultants must possess the knowledge and educational standards above as well as supervisory experience in an early care and education setting.
 3. The administrative home has responsibility for communicating requirements of the FTF Statement of Commitment to Quality of Programming as a Criterion for Participation in Funding Opportunities for Early Care and Education Programs (Exhibit B) to all participants, and for monitoring and verifying that early childhood programs meet the requirements.

IV. REFERENCES AND RESOURCES

- A. Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices (available in Fall 2014)
- B. Read On Arizona. (2014) Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices. <http://readonarizona.org/wp-content/themes/read-on/PDF/continuum-project-web.pdf>
- C. Read On Arizona. (2014) Building Blocks to Becoming a Reader. <http://readonarizona.org/wp-content/themes/read-on/PDF/continuum-bb-chart.pdf>
- D. FTF Suspected Child Maltreatment Mandated Reporting Policy (attached)
- E. Arizona Early Childhood Career and Professional Development Network Website: <http://azearlychildhood.org> (available Fall 2015)
- F. Arizona Early Learning Standards, 3rd Edition. Available at: <http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf>
- G. Arizona Infant Toddler Developmental Guidelines. Available at: [http://www.azed.gov/early-childhood/files/2012/10/az infant toddler guidelines complete-2.pdf](http://www.azed.gov/early-childhood/files/2012/10/az%20infant%20toddler%20guidelines%20complete-2.pdf)

Exhibit C – First Things First Targe Service Unit Information

Expansion: Increase slots and/or capital expense

Unit of Service and related Target Service Number

A Unit of Service is a FTF designated indicator of performance specific to each FTF strategy. It is composed of a unit of measure and a number (Target Service Number).

A Unit of Measure/Service can be a target population and/or a service/product that a grantee is expected to serve as part of an agreement. Target Service Number represents the number of units (e.g. target population) proposed to be served or number of products/services proposed to be delivered during the contract year.

For example, for the FTF strategy Home Visitation the FTF Unit of Service is “number of families served” and a Target Service Number of 50 represents the number of families the program proposes to serve during the contract period. All FTF applicants must clearly state in the proposal a target service number for each strategy specific Unit of Service.

For **Expansion: Increase slots and/or capital expense**, the Units of Service are:

- Number of home based providers served**
- Number of center based providers served**
- Number of increased slots for participating children**

Determining and Interpreting Target Service Numbers

Number of home based providers served should reflect the total number of home based early care and education providers who are targeted and funded for expansion services for one grant contract period (in most cases, one year).

Number of center based providers served should reflect the total number of center based early care and education providers who are targeted and funded for expansion services for one grant contract period (in most cases, one year).

Number of increased slots for participating children should reflect the total increase in FTF funded slots available to children for one grant contract period (in most cases, one year). This should reflect the total increase in number of slots available for children (0-5yrs).

Performance Measures

Performance Measures measure (1) key indicators of performance (i.e. Unit of Service); (2) basic implementation of strategy; (3) alignment of program activities to strategy specific standards of practice, (4) performance or progress toward pre-established strategic goals. Performance measures may include the level or type of program activities conducted (e.g. serving families/children through home visits) and/or the direct services and products delivered by a program (e.g. providing scholarships).

For **Expansion: Increase slots and/or capital expense**, the performance measures are:

Number of home based providers served/ proposed service number

Number of center based providers served/ proposed service number

Number of increased slots for participating children/ proposed service number

Number of slots added for infants, toddlers and preschoolers

Number of professional development trainings conducted

Number of center/home based providers that received a new license/certification

First Things First - Arizona Early Childhood Development and Health Board Data Security Guidelines and Requirements for Collaborators

BACKGROUND:

The purpose of the Arizona Early Childhood Development and Health Board (First Things First - FTF) is to aid in the creation of a system that offers opportunities and support for families and communities in the development of all children, so they can grow up healthy and ready to succeed. Our work is accountable and transparent to decision-makers and the citizens of Arizona. Collaboration and direct funding of grantees to undertake work on behalf of the children and families of Arizona is fundamental to the purpose and mission of FTF. Regular submission of data related to funded work is an important part of ensuring accountability and maximum positive impact for young children, as well as a material condition of receiving FTF grant funding.

Data Security Guidelines for Data Submission to FTF

First Things First will ensure that resources allocated have maximum impact for the benefit of children and families. To ensure this accountability, FTF has established data reporting requirements for all state and regional grantees. All funded providers shall regularly submit programmatic and financial reports as identified in the FTF reporting requirements.

FTF data submissions are classified in one of three levels:

- **Public data**
- **Limited distribution data**
- **Confidential data**

The majority of FTF reporting submissions are completed through the FTF Partner Grant Management System (PGMS). Subsequent to the award of a grant, the grantee will receive general training on login and navigation within the PGMS system. With this login, the grantee will be able to manage their contract information. An additional training on strategy-specific data submission requirements will also be conducted. During that training, the grantee will be informed on submission of data reporting requirements through PGMS. All data submitted through PGMS is **public data** or **limited distribution data**. Because PGMS is located in a secure extranet environment, grantees using PGMS for data submission are not required to undertake additional security measures related to their data submission above those identified in the general and data submission orientations (password and login security, guidelines for upload of narrative and other reports).

A small group of grantees submit data requirements, with an agreement between the grantee and FTF, through an established secure web service or FTP (File Transfer Protocol) site via the internet, rather than a PGMS web-based entry form. Such data is likely to contain limited distribution data and shall adhere to the following protocols. Grantees that submit data through the secure web service must submit data within the established data structures and format; follow all login procedures; submit a formal data change request form if needed; and ensure that limited distribution data may not be intercepted or viewed at any time by parties other than the grantee and FTF. Additionally, Grantees must ensure that throughout the reporting and submission process the data is secured and that any confidential data is de-identified and/or encrypted.

Any grantee submitting data identified as confidential must file a formal data security policy with FTF.

Data Security Guidelines for Grantee Maintenance of Data

In order to submit data to FTF in fulfillment of reporting requirements, grantees shall keep all data collected for their program(s) within their system (database) or hardcopies. Grantee data is likely to contain highly sensitive information on individuals, their education and their health. These guidelines and requirements are for the maintenance of those data.

All grantees must have a data security policy in force that identifies how the organization ensures that data is protected in all its forms, during all phases of its life cycle, from inappropriate access, use, modification, disclosure, or destruction.

All grantees subject to HIPAA, FERPA, tribal law, or other data regulation are required to submit and maintain those approvals for all data.

Data Permission Guidelines for Grantee Data

All grantees must be prepared for FTF review of client-level data (e.g. child-level, teacher-level, or early care and education provider-level) during on-site visits. Additionally, FTF data reporting requirements may include submission of client-level data (e.g. child-level, teacher-level, or early care and education provider-level). The grantee agrees to allow FTF to access such data. Should the data be subject to HIPAA, the grantee agrees to enter into FTF's HIPAA Business Associate Agreement.

To inform clients of FTF's reporting requirements, all grantees must include in their client enrollment forms the statement: "To comply with reporting requirements of the funding source, I grant permission to [insert grantee organizational name] to release background, service, and impact related information to the Arizona Early Childhood Development and Health Board, also known as First Things First." The grantee warrants to FTF that prior to entering into the grant agreement for FTF funding, it has appropriately enquired and satisfied itself that it has the ability and authority comply with the requirements of this section.

Grantees Serving Clients on Tribal Lands

First Things First recognizes Arizona tribes as sovereign nations that have the right to regulate research and data collection on their tribal lands. To this end, First Things First is committed to obtaining all appropriate tribal approvals for data collection, analysis and reporting. Accordingly, grantees shall only collect, use and share data from tribal land in accordance with a data collection agreement between a tribe and First Things First or the grantee.

Compliance with Data Security Guidelines

The grantee acknowledges that failure to comply with any requirement of these Data Security Guidelines shall be a material breach of the grant agreement.

First Things First's own Data Security Policy & Procedures and Tribal Data Policy may be viewed on the FTF website, www.azftf.gov, under Funding/Eligibility & How to Apply or <http://www.azftf.gov/WhatWeDo/Funding/Pages/Eligibility.aspx>.

Exhibit E: Statement of Commitment to Quality of Programming as a Criterion for Participation in Funding Opportunities for Early Care and Education Programs

First Things First (FTF) supports quality improvement and maintenance of high quality in early care and education programs as it focuses on the development of an Arizona Early Childhood Development and Health system for children birth through age 5 and their families.

In alignment and support of this value, FTF funding which supports access to quality early care and education programming, as well as staff support of REWARD\$¹, will require that participating early care and education programs (centers or homes) meet the following criteria²:

1. Program provides or plans to provide early care and education services to children birth through age 5, and
2. Program is or plans to become regulated and, if regulated, is in good standing with appropriate certifying, licensing or regulatory authority, and
3. Program demonstrates a commitment to quality by one of the following (once it is operational):
 - Is enrolled as a Quality First participant, actively working towards quality improvement, or
 - Is on the Quality First waiting list and does not decline an opportunity to participate when selected.
4. Programs receiving Quality First Scholarships targeted to any age (infants/toddlers or pre-kindergarten age) must have a 3-5 star rating in the Quality First system.

Notes:

1 The FTF strategy categories for which this policy applies are: Quality First Scholarships, Expansion (start up or facility improvement (if and when program is serving children), other quality, inclusion programming, or REWARD\$.

2 This criterion, which is intended to demonstrate a program's commitment to quality or quality improvement, is reflective of the developing Early Childhood System in Arizona. As such, FTF acknowledges that modifications to these requirements will be made as the opportunity for defining quality of programs evolves. For example, it is anticipated that a minimum required Star Rating will be used as the measure of quality in upcoming years.

First Things First (or the grantee/administrative home) will have responsibility for communicating these requirements to participants, and for monitoring and verifying that early childhood programs meet the requirements. Please contact FTF for more information on this policy as needed.

Revised December 2014

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Matthew Bentley, Case No., C-2015-107.

Action/Discussion Item

Information Item

Background and Discussion

Matthew Bentley holds a Provisional Structured English Immersion Certificate and a Provisional Elementary Education, 1-8 Certificate, both of which expire March 31, 2017. He also holds a Substitute certificate which expires February 4, 2020.

On June 15, 2015, Mr. Bentley was arrested and charged with 29 counts of Felony Luring a Minor for Sexual Exploitation, 18 counts of Felony Sexual Exploitation of a Minor and 4 counts of Felony Obscene Material-Furnish to Minors. He is currently awaiting trial in the Santa Cruz Detention Facility in Nogales, AZ.

On November 30, 2015, Matthew Bentley chose to voluntarily surrender his teaching certificates.

Recommendation to the Board

It is recommended that the Board accept the voluntary **surrender** of Matthew Bentley's teaching certificates and that all states and territories be so notified.

Contact Information:
Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Jesse L. Chavez, Case No., C-2015-153.
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Action/Discussion Item

Information Item

Background and Discussion

Jesse L. Chavez does not hold any active certifications at this time.

On April 20, 2015, the Chandler Unified School District notified the Investigative Unit that Jesse L. Chavez engaged in unprofessional conduct by engaging in inappropriate text messaging and meeting with a female student off campus.

On December 1, 2015, the Investigative Unit notified Mr. Chavez of the intent of the Board to file a complaint seeking disciplinary action against his teaching certificate. Mr. Chavez chose to voluntarily surrender his teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Jesse L. Chavez's teaching certificate and that all states and territories be notified.

Contact Information:
Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Richard Lance Knight, C-2014-085, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Richard Lance Knight holds a Provisional Career & Technical Education Industrial & Emerging Technical certificate and a Provisional Structured English Immersion certificate, both which expire September 9, 2016. He also holds a Provisional Career & Technical Education & Training certificate which expires February 26, 2017.

On or about March 23, 2015, in Maricopa County Superior Court of Phoenix, AZ, Richard L. Knight pled guilty to three counts of Sexual Exploitation of a Minor. Sentencing occurred on May 6, 2015. These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

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 Richard Lance Knight, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Andrew Lloyd Lemke, C-2015-067, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Andrew Lloyd Lemke holds a Substitute certificate valid from February 4, 2014 through February 4, 2020.

On or about December 16, 2015, in Maricopa County Superior Court of Phoenix, AZ, Andrew Lloyd Lemke pled guilty to two counts of Indecent Exposure to a Minor-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 certificate.

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 **Andrew Lloyd Lemke**, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Marie Ellen Donaldson, Case No. C-2014-096, Pursuant to A.R.S. § 15-550

Action/Discussion Item

Information Item

Background and Discussion

Marie Ellen Donaldson holds a Substitute Certificate valid until September 1, 2016.

On May 15, 2014, the Cochise County Sheriff's Department conducted an investigation into allegations that Ms. Marie Ellen Donaldson had inappropriate sexual relations with a male student.

On January 15, 2015, Ms. Marie Ellen Donaldson was indicted by a Cochise County Grand Jury for ten counts of engaging in oral sex with a minor under the age of 18-years old.

On June 17, 2015, in Cochise County Superior Court, Ms. Marie Ellen Donaldson pled guilty to Attempting to Engage in Oral Sexual Contact with a Minor under 18-years old and Engaging in Oral Sexual Contact with a person under the age of 18-years old.

On November 23, 2015, in Cochise County Superior Court, Ms. Marie Ellen Donaldson was sentenced to one year in the Arizona Department of Corrections, followed by a lifetime sex offender probation.

These convictions constitute unprofessional conduct pursuant to Arizona Revised Statutes ("A.R.S") § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

Recommendation to the Board

Pursuant to A.R.S. § 15-550, it is recommended that the Board permanently revoke any and all educator certificates held by Marie Ellen Donaldson, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Mark Dean Morgan, Case no. C-2013-130, Pursuant to A.R.S. § 15-550

Action/Discussion Item

Information Item

Background and Discussion

Mark Dean Morgan held a Provisional Secondary Education, 6-12 Certificate valid until February 22, 2014.

On December 21, 2012, the Prescott Valley Police Department conducted an investigation into allegations that Mr. Morgan molested his live-in girlfriend's two daughters.

On June 24, 2013, the San Bernardino County Sheriff's Detectives, from the jurisdiction where the victims had moved, conducted an interview of the victim minors.

On August 7, 2013, Prescott Valley Police Department Detectives served a search warrant on Mr. Morgan's residence and Prescott Valley High School, where he was employed as a teacher.

On October 15, 2013, the Prescott Unified School District placed Morgan on administrative leave pending a complete investigation.

On October 27, 2015, in Yavapai County Superior Court, Mark Dean Morgan was found guilty of two counts of Continuous Sexual Child Abuse, class two felonies; two counts of Luring a Minor for Sexual Exploitation, class three felonies; and, one count Misconduct Involving Weapons, a class four felony. Mr. Morgan was sentenced to two consecutive twenty year terms in the Arizona Department of Corrections. At the conclusion of Mr. Morgan's prison sentences, he was ordered to be placed on lifetime sex offender probation.

These convictions constitute unprofessional conduct pursuant to Arizona Revised Statutes ("A.R.S") § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

Recommendation to the Board

Pursuant to A.R.S. § 15-550, it is recommended that the Board permanently revoke any and all educator certificates held by Mark Dean Morgan, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Jared E. Blackstone's Teaching Certificates, Case No., C-2015-114, Pursuant to A.R.S. §15-550.

Action/Discussion Item

Information Item

Background and Discussion

Jared E. Blackstone holds a Standard Secondary Education, 6-12 certificate, expiring on January 27, 2020, and a Substitute certificate, expiring on January 27, 2016.

On May 4, 2015, Mr. Blackstone was arrested by the Goodyear Police Department for Luring a Minor for Sexual Exploitation.

On November 13, 2015, Jared E. Blackstone was convicted of 2 counts of Child Abuse.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

Recommendation to the Board

Pursuant to A.R.S. § 15-550, it is recommended that the State Board of Education permanently revoke any and all of Jared E. Blackstone's teaching certificates and that all states and territories be notified.

Contact Information:
Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Joseph J. Rodrigues, Case No. C-2015-147, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Joseph J. Rodrigues held a Guidance Counselor, PreK-12 certificate which was valid February 4, 2008 through May 24, 2014.

On or about October 22, 2015, in Maricopa County Superior Court of Phoenix, AZ, Joseph J. Rodrigues was convicted of Attempted Molestation of a Child, Sexual Abuse and Child Abuse.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

Recommendation to the Board

Pursuant to A.R.S. § 15-550, it is recommended that the State Board of Education permanently revoke any and all guidance counselor certificates held by Joseph J. Rodrigues, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration to approve proposed re-appointment to the Certification Advisory Committee.

Action/Discussion Item Information Item

Background and Discussion

On April 24, 2006 the State Board of Education approved the creation of the Certification Advisory Committee (the “CAC”) under Board rule R7-2-201. This committee is charged with making recommendations to the Board pertaining to the certification of Arizona’s education professionals. The committee consists of the following members:

Member	Role	Term
Janet Crow	Public Member	3/1/12-2/29/16
Sasha Glassman	Local Governing Board Member	10/2/13-10/1/17
Jill Broussard	County Superintendent	4/27/2015 -12/31/17
Lynn DeMuth	Higher Education Representative	1/1/13 -12/31/17
Frank Garcia	Principal	1/1/13-12/31/17
Anne Thiebeau	Elementary Teacher	1/1/13-12/31/17
Kimberly Peaslee	Special Education Teacher	1/27/14-1/26/18
Betsy Fera	Charter School Representative	2/24/14-2/23/18
Matt Weber	Career and Technical Education Teacher	4/28/14-4/27/18
Carolyn Dumler	Human Resources Director	1/1/2016-12/31/2019
Dr. Patty Horn	Higher Education Representative	1/1/2016-12/31/2019
Robbie Koerperich	Superintendent	1/1/2016-12/31/2019
Joe Thomas	Secondary Teacher	1/1/2016-12/31/2019

The Department recommends the following member be re-appointed to the CAC (application is attached):

Proposed Member	Role	New Term
Janet Crow	Public Member	3/1/2016-2/29/2020

Recommendation to the Board

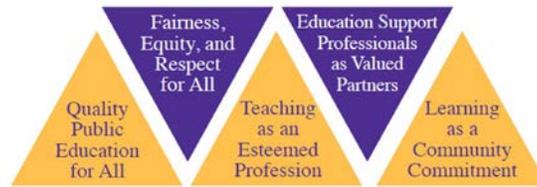
It is recommended that the Board re-appoint Janet Crow as a member to the Certification Advisory Committee

Contact Information:

Mark McCall, Deputy Associate Superintendent, Highly Effective Teachers and Leaders



2016 AEA Legislative & Policy Agenda



Goals:

1. Advance sound education policy supporting high standards for teaching and learning and ensuring access to a high quality education for all Arizona students.
2. Promote the necessary and appropriate funding for public education investing in Arizona's children and its future.
3. Promote fairness and respect for public education and all public education employees.
4. Maintain a fair and secure retirement system for current, retired and future school employees.

❖ Quality Teaching and Learning

AEA advocates for policies which:

Promote a systemic approach to quality teaching and learning including: teacher preparation and certification; professional development; mentoring and induction; career development pathways; evaluation; and compensation structures.

Provide the necessary flexibility in the Structured English Immersion (SEI) models for English Language Learners (ELL), including the necessary funding to meet the needs of all ELL students and content providers.

Allow for educator input into the development, review and implementation of the Arizona College and Career Ready Standards and accompanying assessments.

Delay high stakes consequences tied to mandated assessment data, including LEA, school, and individual ratings of effectiveness; compensation structures and personnel decisions, until the data demonstrates validity and reliability.

❖ Public Education Funding

AEA advocates for policies which:

Provide the necessary and appropriate funding to support quality teaching and learning to high standards, including sustainable, research-informed and economically sound state tax policies.

Invest in public education to provide salaries necessary to recruit and retain highly-effective education professionals.

Supply resources to support the effective local implementation of adopted state education policies, mandates and/or reforms.

Restore inflation funding, per the court ruling, through a reset base level, per-pupil amount; leaving spending decisions to local governing boards.

Establish a dedicated funding system to address the technology, capital and building repair needs of LEAs.

Invest in school readiness via early childhood and K-3 educational programs.

Provide career and technical education funding to assist students in preparing to enter the workforce

❖ Fair Employment Rights

AEA advocates for policies which:

Restore teacher employment rights relating to contract dates, RIF process, salaries, nonrenewal notices and association work.

Establish due-process rights for education support professionals (classified employees).

Provide for fair and meaningful teacher evaluation systems which support teacher professional development and quality teaching.

❖ Retirement System

AEA will advocate for-policies which sustain a Defined Benefit plan for public employees.

Arizona Education Association • 345 E. Palm Lane • Phoenix, AZ 85004 • 602.264.1774

The 2015 AEA Legislative Agenda is developed by the AEA Government Relations and Legislative Action Task Force and approved by the AEA Board of Directors. It is based on the public policy statements included in the AEA Legislative Platform adopted by the 2014 AEA Delegate Assembly. AEA will monitor all legislation and will take a position to support or oppose any bill that enhances or detracts from the AEA Legislative Platform.

Long-Term Focus

These overarching issues must be addressed for public schools to excel and provide an opportunity for every child to succeed. Providing high quality public education is the best investment to grow Arizona's economy. The items below reflect those key issues on which we will concentrate over the next 5-10 years.

1. Strengthen the school finance formula to equitably and adequately fund public schools to:
 - a. Assure a more stable and reliable source.
 - b. Maximize local school district flexibility in managing these funds.
 - c. Require the same financial accountability and transparency measures of all schools and individuals that receive public funds.
 - d. Repeal any program that gives public monies for private schooling.
2. Uphold, preserve, and strengthen local control to reinforce the connection between the community and its elected governing board members.
3. Meet the unique educational needs of every student so that all students have the opportunity to reach their full potential.

Short-Term Focus

Building toward our long-term areas of success, the following items represent critical needs to put us on that path, and will engage our energies up to the next 3-5 years.

1. Reinstate and fund formulas to comply with at least state school building minimum standards.
2. Provide greater equity in funding and access for special education students within the public school system.
3. Allow public school tax credits to be used as determined by local districts.
4. Establish financial transparency and academic accountability for Empowerment Scholarship Accounts.
5. Maximize income opportunities for teachers' salaries and student support.
6. Fully restore 9th grade CTE/JTED eligibility and funding so students have the opportunity to explore career fields and/or certification completion.
7. Require comparative and consistent Auditor General Reports for public (district and charter) schools.

2016 Legislative Session-Specific

Building toward our long-term areas of success, the following items reflect issues that will not only move us forward, but we believe can be accomplished next year given the legislative atmosphere and current public trends.

1. Fully fund full-day kindergarten and include kindergarten students in the override calculation.
2. Fund inflation fully in the manner prescribed by statute mandated by Arizona voters.
3. Repeal CTE and JTED cuts slated to take effect in Fiscal Year 2017.
4. Change "override/budget increase" language to "locally controlled funding" to better reflect what voters are being asked to support.
5. Fund the implementation costs of Arizona's standards, assessments, and technology.
6. Restore Building Renewal funding to ensure school facilities are adequately maintained.
7. Allow districts the option to operate individual schools for 200-day school years and increase accompanying funding to 8% from 5% to improve student achievement.
8. Increase the compulsory attendance age from 16 to 18 years.
9. Eliminate the change to current year funding.
10. Advocate to lessen unfunded mandates and administrative burdens.
11. Allow school districts greater flexibility in the divestiture of property to address population and course needs.
12. Protect desegregation funding from any cuts or modifications.
13. Require charter holders and applicants to use their local entity's most recent demographic study and enrollment demand data to justify the need for a new school.

Guiding the Process

ASBA leadership and members of the association's Governmental Relations and Legal Services staff guide the political agenda process in concert with the ASBA Legislative Committee.



DR. TIMOTHY L. OGLE
Executive Director



KATHY KNECHT
2016 President



JANICE PALMER
Director of Governmental Relations
and Public Affairs



GEOFF ESPOSITO
Governmental Relations Analyst



CHRIS THOMAS
General Counsel / Director of Legal
and Policy Services

Quality leadership and advocacy for children in public schools



ARIZONA SCHOOL
ADMINISTRATORS

Arizona School Administrators State Board of Education Presentation January 2016

The New Year is upon us, as is the upcoming legislative session. Public policy advocacy is becoming a more significant part of the ASA experience than in previous years.

Public policy advocacy is integrated into the day to day functions of the association. Our ASA mission is to promote and support educational excellence in school leadership. In the past decade or more, public policy has placed a greater emphasis on student achievement- its measurement, designation and reporting. As educational leaders at the school and district levels and those who train leaders, we embrace the goal of increased student achievement and staff success.

Our membership is 1400+ and includes approximately 200 superintendents, 800 school principals and others representing district level assistant superintendents, directors and higher education faculty. ASA is considered an “umbrella” organization. We are a single entity with 6 divisions who are affiliates to the national associations of superintendents/AASA, elementary principals/NAESP, secondary principals/NASSP and higher education faculty/APEA.

Our membership comes together in a variety of professional development sessions. ASA has something scheduled almost every 6 weeks. Sometimes it is a division specific event, sometimes it is a joint gathering around a topic of interest at multiple levels. ASA provides 3 levels of Qualified Evaluator Training which draw as many nonmembers as members. This training has been modified and augmented to reflect the annual changes in educator effectiveness statutes. Additionally, ASA partners with other entities to provide opportunities to increase leaders’ skills in personnel management and long range planning and other areas reflective of recent additions to the ISLLC Standards. ASA’s professional development activities reflect relevant content in public policy, national initiatives, and state statutes. For example, this week the superintendents will hear an update on the Federal Every Student Succeeds Act and the Accountability Task Force under the direction of ADE. We have representatives talking about how superintendent’s are evaluated and others addressing financial forecasting for school districts.

ASA’s public policy efforts are reflected in two broad areas of action. First, we attempt to increase the visibility and prestige of building level and district leaders by serving as a credible source of information to policy makers. And secondly, ASA and its members participate in various activities associated with the development of policy at the state level. ASA employs Barnes and Associates as its legislative consultant/lobbyist. However, the involvement and presence of ASA members during policy discussions is crucial and an expectation of our professional association. ASA members are the leaders of schools and school districts, and as such they are the persons who are ultimately responsible for the success, or lack of it, of the decisions made by state level leaders, such as yourselves.

Student achievement must be the priority behind every education initiative if Arizona's economy is going to improve. As school and district leaders it is our responsibility to be the torch bearer for actions impacting on students. While ASA may look out for the personal welfare of its members; our first goal is the capacity of those persons in leadership positions to sufficiently provide for student and staff success. To this end:

ASA supports proposals related to training and support of teachers and staff. We oppose mandates that add responsibility without adequate training. We support actions to increase the availability of reliable, timely and relevant data. We support those actions that research and study have shown to be effective in increasing student achievement and staff success. We believe policy at the state and national levels should be based on well documented research and practice.

ASA supports efforts to provide more instructional time for students. We recognize the importance of student engagement in school related activities and support those activities that appeal to the individual interests of students.

ASA strongly supports an adequate and consistent base funding to ensure all of Arizona's students have equal opportunities to achieve. This includes the restoration of programs that have been cut or reduced, including but not limited to full day kindergarten and the JTED programs. We appreciate the recent efforts to settle the inflation lawsuit and recognize the significance of Proposition 123 as a first step in providing a stable, consistent funding source for public education in Arizona.

We believe the public education system was founded on the principle that local schools, governed by representatives of the local community, can determine how best to deliver an educational program that optimizes the potential for success of all its students. ASA supports discretion for the elected boards of education to determine how best to implement policy at the local level.

Public education is an important economic engine. In many communities the school system is the largest employer and as such its staff makes a significant contribution to the local economy. The educational success of Arizona's students and the academic attainment of Arizona's citizens are indicators of the health and well being of our state. We support actions to recruit and retain high quality, dedicated teachers and leaders. We support competitive salaries for all education employees including a defined benefit retirement program.

We remain opposed to the expansion of empowerment accounts. We resist further administrative burden. We abhor actions that increase the division between the haves and the have-nots. And, we are concerned about the continued lack of attention by state leaders to building renewal and school maintenance funding.

As the 2016 legislative session draws near, ASA will ask its members to express themselves to their elected representatives. ASA will provide its members with the latest information on bills or other actions related to public education. Public policy advocacy is identified in the newly developed standards for school leaders and our association will model those standards.

I thank you for the opportunity to present to you this morning and hope that we may work in concert with one another to provide our students and staff the direction and support that will result in their academic and professional success. Thank you.

Arizona Charter Schools Association 2016 Policy Positions

School Funding Ballot Initiative

The Association will work to support the passage of Proposition 123 on May 17, 2016 as this is the first step to stable and predictable funding.

Funding

The Association supports increased equitable student funding. Arizona is a robust school choice state where 30 percent of the public schools are charter schools and offers families open enrollment at any public school. However, the state's education funding system is outdated and inconsistent with Arizona's school choice policies. It must be modernized.

Charter Autonomy and Growth

With over 20 years of charter school options for Arizona students and families, the Association will continue to promote the growth of Arizona's 556 charter schools serving 170,755 students. The Association will also continue to advocate for charter school autonomy by eliminating unnecessary statutes.

Achievement/Accountability

The 2015 National Assessment of Educational Progress shows Arizona's charter students are outperforming nearly every other state in 4th grade and 8th grade reading and math. Charter students are also academically exceeding locally. Nearly all of the highest performing LEAs (school district or charter holder) on the 2015 AzMERIT exam were charters (49 of 50 on the English/Language Arts exam and 48 of 50 on the Math exam). In addition, charter students outperformed the state average of students passing the test in ELA and Math by 5-12 percentage points in every grade level, according to 2015 AzMERIT results.

Arizona's accountability measures are suspended for the 2015 results. While charters receive an A-F letter grade, charters authorized by the Arizona State Board for Charter Schools are also held to an additional accountability system. The Association supports one accountability measure – an A-F system – that accurately and fairly reflects educator instruction and student achievement for all public schools.

Above all other priorities, the Association supports local control. Schools should retain the right to choose curriculum consistent with their educational philosophy. The Association supports a periodic public review of Arizona standards.

Facilities

Access to and maintenance of school facilities is a key challenge facing Arizona's public schools. The Association supports policies that will provide greater access to affordable capital financing. In particular, the Association will support legislation that provides quality schools with access to lower cost financing through partnerships with the State of Arizona. Doing so will enhance the quality of educational options for students.

Grassroots

The Association receives regular input from our Charter Leaders Advisory Council, Board of Directors and school members via campus visits; annual advocacy tour; summits; weekly Wednesday email; and weekly legislative phone calls. Our Wednesday email is a consistent, credible source of information for all members, leaders and Association advisors. During the legislative session, we hold weekly conference calls to provide Association members direct access to our lobbyist to discuss specific pending bills. In addition, we annually participate in a statewide advocacy tour in late August to talk to charter leaders about our advocacy work and issues they are interested in pursuing. The Association's team also attends regional meetings throughout the year to provide support and advocacy updates.

About the Association

The mission of the Arizona Charter Schools Association is to support student achievement through quality charter schools; to advocate for student equity and charter school autonomy; and to lead Arizona charter schools as a sustainable, strong, and credible organization. Founded in 1995, the Association has grown to be the key resource and advocate for Arizona's charter schools, a groundbreaker in transforming public education in Arizona, and a leader in the national charter movement.



ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS

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BARRY WILLIAMS, PRESIDENT
 APACHE COUNTY SCHOOL SUPERINTENDENT

2016 Arizona State Legislative Session

AACSS Belief Statements and Priorities

-  Apache County
Barry Williams
President
-  Cochise County
Trudy Berry
-  Coconino County
Risha VanderWey
Secretary
-  Gila County
Dr. Linda O'Dell
-  Graham County
Donna McGaughey
-  Greenlee County
Tom Powers
-  La Paz County
Jacqueline Price
-  Maricopa County
Dr. Don Covey
-  Mohave County
Michael File
-  Navajo County
Jayln Gerlich
-  Pima County
Dr. Linda Arzoumanian
-  Pinal County
Jill Broussard
Vice-President
-  Santa Cruz County
Alfredo Velasquez
-  Yavapai County
Tim Carter
Treasurer, Legislative Liaison & SBE Rep.
-  Yuma County
Tom Tyree

1	Fully fund inflation, in the manner prescribed by Arizona Revised Statutes, and as mandated by Arizona voters—Proposition 301
2	Change “Override/Budget Increase” language to “Locally Controlled Funding” to reflect what local voters are being asked to support.
3	Fully fund voluntary Full-Day Kindergartens and include Kindergarteners in the “Locally Controlled Funding Calculations”.
4	Restore ‘Building Renewal Funding to ensure school facilities are adequately provided and maintained.
5	Enable School Districts and Charters the option to operate “individual schools” for a 200-Day School Calendar with increased budget authority in Base Level to 8% from 5% for those schools who maintain a 200-Day School Calendar.
6	Repeal legislation that envisions moving to “Current Year Funding” and cost savings to the State with an anticipated amount of \$40 million (sic) that is scheduled to take place in Fiscal Year 2017.
7	Restore CTE and JTED to original funding levels, at the peak funding allocations and, projected funding cuts scheduled to take effect in Fiscal Year 2017.
8	Provide greater latitude and acquisition of funding utilized for increased salaries of teachers/educators that will ensure national competitive teacher/educator compensation as to stop the flow of highly effective and effective teachers from leaving the State of Arizona to other states.
9	Ensure “Equity Special Education Funding” based on actual cost per Special Needs Students Education Services within a given school district.
10	Enable Public School Tax Credits to be used as determined by the local school district.
11	Fund “ District Additional Assistance”, using the base fiscal year 1999, with cumulative inflation rates to current fiscal year funding e.g. K-8 \$450 + Cumulative Inflation Rates since 1999 (CIR-99) to current fiscal year funding; 9-12 \$492+ CIR-99; Textbooks \$69.88+CIR-99.
12	Fund 9 th grade CTE/JTED to enable students the opportunity to successfully explore Career Fields and/or acquire Career and Technical Education Certification.
13	Fully fund the implementation and reoccurring cost for AzMERIT Standards assessment, and technology. Sustain the “Safe-Harbor”, as provided in SB1289 that will allow for necessary transition time for full implementation of AzMERIT.
14	Provide “Financial and Academic Accountability for Empowerment Scholarship Accounts” (ESA).
15	Authorize School District greater flexibility in the “Divestiture of Property” to address the local school district populations and course of actions needed to be taken.
16	Protect “Desegregation Funding” from any fiscal cuts and/or modifications.
17	To design and implement an equitable K-12 education funding formula that adequately reflects nationally competitive funding ratios for investing in our future generations workforce and that is highly competitive in a nationally, and internationally global economy: <ul style="list-style-type: none"> • Arizona ranks nationally, in the top 10, in K-12 Per Student Funding. • K-12 funding ensures the necessary fiscal resources to enable each school to provide positive working and learning environments. • Achieves a State Graduation Rate of 95%. • Arizona ranks nationally, in the top 10 states, in Competitive Salaries for Educators. • Students Graduate and demonstrate high levels of career and or college readiness.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Revoke Certification of Jennifer Keane, Case No. C-2015-123
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Action/Discussion Item

Information Item

Background and Discussion

Ms. Keane holds a Substitute certificate, which expires February 3, 2018.

Between January and April, 2014, Ms. Keane sold methamphetamines to undercover police officers on five separate occasions.

On February 24, 2015, Ms. Keane was arrested on five counts of Sale of Dangerous Drugs.

On June 2, 2015, Ms. Keane plead guilty to two counts of Conspiracy to Commit Sale or Transportation of Dangerous Drugs, a Class 2 Felony. She was sentenced to one year of incarceration, placed on probation for a period of three years and fined in excess of \$7,000.00.

Recommendation of the Professional Practices Advisory Committee

On December 8, 2015, the Professional Practices Advisory Committee recommended, by a vote of 5 to 0, that the State Board revoke any and all certifications held by Jennifer Keane.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC to revoke any and all certifications held by Jennifer Keane, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Revoke Certification of Barbara White, Case No. C-2015-126

Action/Discussion Item

Information Item

Background and Discussion

Ms. White holds a Substitute certificate, which expires July 1, 2009.

Ms. White was employed as a Juvenile Probation Officer with the Maricopa County Juvenile Probation Department located in Phoenix, Arizona from September 11, 1990 through June 30, 2012.

On April 11, 2013, Ms. White was arrested by Phoenix Police Department and booked on a charge of Theft, a Class 6 Felony, for stealing three money orders in June of 2012.

In June of 2012, Client X was one of Ms. White's juvenile probationers. On June 11, 2012, Client X's mother gave Ms. White three money orders totaling \$1,338.63 to pay for the balance of Client X's probation fines/obligations. Ms. White kept the three money orders and cashed them for her own benefit rather than turning them over to the Juvenile Probation Department on Client X's behalf.

On April 11, 2013, Ms. White was arrested by Phoenix Police Department and booked on a charge of Theft, a Class 6 Felony, for stealing the money orders in June 2012.

On March 3, 2014, Ms. White plead guilty to one count of Theft, which was then designated a Class 1 Misdemeanor. She was placed on probation for 18 months and ordered to pay restitution in the amount of \$1,338.63.

Recommendation of the State Board of Education Committee

On December 8, 2015, the Professional Practices Advisory Committee, recommended, by a vote of 5 to 0, that the State Board revoke any and all certifications held by Barbara White.

Recommendation to the Board

It is recommended, that the Board accepts the recommendation of the PPAC to revoke any and all certifications held by Barbara White, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Stephen Weede Martin, C-2014-089R.

Action/Discussion Item

Information Item

Background and Discussion

Stephen Weede Martin held a Substitute certificate which expired on December 27, 2008. On April 15, 2014, Mr. Martin applied for an Adult Education Teaching certificate.

Mr. Martin answered “yes” to the following questions:

- Have you ever had any professional certificate or license revoked or suspended?
- Have you ever been convicted of a felony offense?
- Have you ever been arrested for any offense for which you were fingerprinted?
- Have you ever received a reprimand or other disciplinary action involving any professional certification or license?

On his disclosure statement, Mr. Martin stated in April 2002, he signed an application for provider status with the Arizona State Medicaid Agency. The application contained inaccurate information. He was arrested in 2002 and prosecuted. Mr. Martin maintained that he completed the application based on the information he had at the time.

On or about December 18, 2003 he was convicted of forgery, a class four felony, in Apache County Superior Court, Arizona.

Mr. Martin also disclosed that his Arizona nursing license was revoked as a result of the felony conviction. In February, 2007, Mr. Martin’s rights were restored in Arizona and the record was expunged.

The Investigative Unit previously conducted an investigation in January 2005, due to an AZ Department of Public Safety Fingerprint Clearance Card suspension notice. The case was flagged for review. The investigation revealed:

1. The Colorado Board of Nursing revoked Mr. Martin’s nursing license on December 3, 1991 due to the following:
 - Failure to consult with supervising physician, administered and prescribed medication without being duly authorized
 - Failure to meet general standards of care
 - Failure to order diagnostic exams of patients

EXECUTIVE SUMMARY

2. The California Board of Registered Nursing revoked Mr. Martin's nursing license on or about August 18, 1993. CA received notice from CO that Mr. Martin's license had been revoked due to the following:
 - Provided substandard care
 - Care inconsistent with patient health and safety
 - Inadequate charting
3. Mr. Martin entered into a Consent Agreement with the AZ Board of Nursing on or about June 7, 2002. The agreement was for a voluntary surrender of his nursing license. The findings in the Consent Agreement are of the same type and nature as those brought against him in CO.
4. On or about December 18, 2003, Mr. Martin was found guilty of one count of Forgery in Apache County Superior Court, St. Johns, Arizona. The court found on about April 30, 2002, Mr. Martin falsely completed a Provider Registration Form for the AZ Health Care Cost Containment System by failing to disclose disciplinary action against his nurse practitioner license(s) in AZ, CO & CA. Mr. Martin was placed on 4 years of probation, paid fines, ordered to complete community service and pay restitution.

State Board Rule Violation:

R7-2-1308. Unprofessional and Immoral Conduct

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:

15. Engage in conduct that would discredit the teaching profession.

The PPAC found the following mitigating factors:

- Length of time since the conduct occurred, twelve years
- Actively teaching without incident at Northland Pioneer College the past six years
- Disciplinary action against the license(s) occurred in a different profession and were not for failure for lack of candor
- Personal growth
- Letters of Recommendation

The PPAC found the following aggravating factor:

EXECUTIVE SUMMARY

- More than one incident occurred when action was taken against Mr. Martin's license(s)

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee Meeting, at their November 10, 2015 meeting, recommended, by a vote of 5 to 0, that the State Board approve the application for certification.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to approve Stephen Weede Martin's application for certification.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and consideration regarding draft legislation for a new A-F accountability system
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 Action/Discussion Item Information Item**Background and Discussion**

Consistent with Senate Bill 1289, the State Board of Education created an A-F School Accountability Committee, which worked with Arizona Department of Education staff and other stakeholders to begin the process of developing a new A-F accountability system. As part of its work, the Committee drafted proposed legislation to accommodate changes in the current A-F system to promote principles of quality, clarity and flexibility.

Board staff engaged in a robust stakeholder process to gather input into the draft legislative changes, which included public meetings on September 28, 2015 and December 10, 2015.

The draft proposed legislation is attached.

In addition, a Call for Papers was issued to stakeholders, requesting:

Submission of any research-based papers and reports related to the feasibility of including a menu of local and/or statewide assessments in an A-F accountability system. These papers and reports may also include discussion about multi-level, multiple measures models and/or data points.

Submissions in response to the Call for Papers can be found at <https://azsbe.az.gov/resources/f-school-letter-grade-accountability>.

Recommendation to the Board

It is recommended that the Board approve the proposed revisions to amendments to A.R.S. § 15-241 school accountability and school classification and adding A.R.S. § 15-241.02 as proposed by the A-F School Accountability Committee for submission

Rough Draft
December 31, 2015 11:20 AM
Folder 33, Drafter TODD BAYNE

REFERENCE TITLE: schools; achievement profiles; improvement plans

State of Arizona
House of Representatives
Fifty-second Legislature
Second Regular Session
2016

H. B. _____

Introduced by _____

AN ACT

AMENDING SECTIONS 15-211 AND 15-241, ARIZONA REVISED STATUTES; AMENDING TITLE 15, CHAPTER 2, ARTICLE 2, ARIZONA REVISED STATUTES, BY ADDING SECTION 15-241.02; AMENDING SECTIONS 15-704, 15-901.06 AND 15-973.01, ARIZONA REVISED STATUTES; RELATING TO SCHOOL ACCOUNTABILITY.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:
2 Section 1. Section 15-211, Arizona Revised Statutes, is amended to
3 read:
4 15-211. K-3 reading program; receipt and use of monies;
5 additional funding; program termination
6 A. The state board of education, in collaboration with the department
7 of education, shall establish a K-3 reading program to improve the reading
8 proficiency of pupils in kindergarten programs and grades one, two and three
9 in the public schools of this state.
10 B. On or before October 1, 2012, each school district and charter
11 school shall submit to the state board of education a plan for improving the
12 reading proficiency of its pupils in kindergarten programs and grades one,
13 two and three. The plan shall include baseline data on the reading
14 proficiency of its pupils in kindergarten programs and grades one, two and
15 three and a budget for spending monies from both the K-3 support level weight
16 and the K-3 reading support level weight established in section 15-943.
17 Beginning in fiscal year 2013-2014 and each fiscal year thereafter, each
18 school district and charter school shall submit to the state board of
19 education on or before October 1 an updated K-3 reading program plan that
20 includes data on program expenditures and results.
21 C. School districts and charter schools shall use monies generated by
22 the K-3 reading support level weight established in section 15-943 only on
23 reading programs for pupils in kindergarten programs and grades one, two and
24 three with particular emphasis on pupils in kindergarten programs and grades
25 one and two.
26 D. Each school district and charter school that is assigned a letter
27 grade of C, D or F pursuant to section 15-241, ~~subsection H~~ or that has more
28 than ten ~~per cent~~ PERCENT of its pupils in grade three reading far below the
29 third grade level according to the reading portion of the Arizona instrument
30 to measure standards test, or a successor test, shall receive monies
31 generated by the K-3 reading support level weight established in section
32 15-943 only after the K-3 reading program plan of the school district or
33 charter school has been approved by the state board of education.
34 E. Pupils in a charter school that is in its first year of operation
35 and that is sponsored by the state board of education, the state board for
36 charter schools, a university under the jurisdiction of the Arizona board of
37 regents, a community college district or a group of community college
38 districts are eligible for the K-3 reading support level weight.
39 F. The department of education shall solicit gifts, grants and
40 donations from any lawful public or private source in order to provide
41 additional funding for the K-3 reading program.
42 G. The program established by this section ends on July 1, 2022
43 pursuant to section 41-3102.

1 Sec. 2. Section 15-241, Arizona Revised Statutes, is amended to read:
2 15-241. School, charter school and school district
3 accountability; annual achievement profiles;
4 classification; letter grade system; profiles;
5 appeals process; failing schools tutoring fund;
6 definition

7 A. The department of education shall compile an annual achievement
8 profile for each public school, CHARTER HOLDER and school district.

9 B. Each school, CHARTER HOLDER and school district shall submit to the
10 department any data that is required and requested and that is necessary to
11 compile the achievement profile. A school, CHARTER HOLDER or school district
12 that fails to submit the information that is necessary is not eligible to
13 receive monies from the classroom site fund established by section 15-977.

14 C. ~~The department shall establish a baseline achievement profile for~~
15 ~~each school and school district. The baseline achievement profile~~ THE ANNUAL
16 ACHIEVEMENT PROFILE COMPILED BY THE DEPARTMENT shall be used to determine a
17 standard measurement of acceptable academic progress for each school, CHARTER
18 HOLDER and school district and a school, CHARTER HOLDER and school district
19 classification pursuant to subsection ~~H~~ F of this section. Any disclosure
20 of educational records compiled by the department of education pursuant to
21 this section shall comply with the family educational rights and privacy act
22 of 1974 (20 United States Code section 1232g).

23 ~~D. The achievement profile for schools and school districts that offer~~
24 ~~instruction in kindergarten programs and grades one through eight, or any~~
25 ~~combination of those programs or grades, shall include the following school~~
26 ~~academic performance indicators:~~

27 ~~1. The Arizona measure of academic progress. The department shall~~
28 ~~compute the extent of academic progress made by the pupils in each school and~~
29 ~~school district during the course of each year.~~

30 ~~2. The Arizona instrument to measure standards test. The department~~
31 ~~shall compute the percentage of pupils who meet or exceed the standard on the~~
32 ~~Arizona instrument to measure standards test, as prescribed by the state~~
33 ~~board of education. The superintendent of public instruction and the~~
34 ~~department may calculate academic gain on the Arizona instrument to measure~~
35 ~~standards test according to each of the school classifications prescribed in~~
36 ~~subsection G of this section on a statewide basis, for each school district~~
37 ~~in this state and for each school by determining the average scale scores for~~
38 ~~students in the current academic year as compared to the average scale scores~~
39 ~~for the previous academic year for the same students.~~

40 ~~3. Academic performance and academic gain on the science portion of~~
41 ~~the Arizona instrument to measure standards test.~~

42 ~~4. The results of English language learners tests administered~~
43 ~~pursuant to section 15-756, subsection B, section 15-756.05 and section~~
44 ~~15-756.06.~~

1 ~~E. The achievement profile for schools and school districts that offer~~
2 ~~instruction in grades nine through twelve, or any combination of those~~
3 ~~grades, shall include the following school academic performance indicators:~~

4 ~~1. The Arizona measure of academic progress. The department shall~~
5 ~~compute the extent of academic progress made by the pupils at each school.~~

6 ~~2. The Arizona instrument to measure standards test. The department~~
7 ~~shall compute the percentage of pupils pursuant to subsection G of this~~
8 ~~section who meet or exceed the standard on the Arizona instrument to measure~~
9 ~~standards test, as prescribed by the state board of education. The~~
10 ~~superintendent of public instruction and the department may calculate~~
11 ~~academic gain on the Arizona instrument to measure standards test according~~
12 ~~to each of the school classifications prescribed in subsection G of this~~
13 ~~section on a statewide basis, for each school district in this state and for~~
14 ~~each school by determining the average scale scores for students in the~~
15 ~~current academic year as compared to the average scale scores for the~~
16 ~~previous academic year for the same students.~~

17 ~~3. Academic performance and academic gain on the science portion of~~
18 ~~the Arizona instrument to measure standards test.~~

19 ~~4. The annual dropout rate.~~

20 ~~5. The annual graduation rate.~~

21 ~~6. The results of English language learners tests administered~~
22 ~~pursuant to section 15-756, subsection B, section 15-756.05 and section~~
23 ~~15-756.06.~~

24 ~~F. Schools and school districts that offer instruction in all or a~~
25 ~~combination of the grades specified in subsections D and E of this section~~
26 ~~shall include a single achievement profile for that school and school~~
27 ~~district that includes the school academic performance indicators specified~~
28 ~~in subsections D and E of this section.~~

29 D. THE ANNUAL ACHIEVEMENT PROFILE FOR SCHOOLS, CHARTER HOLDERS AND
30 SCHOOL DISTRICTS SHALL INCLUDE, AT A MINIMUM, THE FOLLOWING ACADEMIC
31 PERFORMANCE INDICATORS:

32 1. MULTIPLE MEASURES OF ACADEMIC PERFORMANCE OR OTHER ACADEMICALLY
33 RELEVANT INDICATORS OF SCHOOL QUALITY THAT ARE APPROPRIATE TO ASSESS THE
34 EDUCATIONAL IMPACT OF A SCHOOL DURING THE ACADEMIC YEAR AS DETERMINED BY THE
35 STATE BOARD OF EDUCATION.

36 2. ACADEMIC PROGRESS ON STATEWIDE ASSESSMENTS ADOPTED PURSUANT TO
37 SECTION 15-741 IN ENGLISH LANGUAGE ARTS AND MATHEMATICS.

38 3. ACADEMIC PROGRESS ON THE ENGLISH LANGUAGE LEARNER ASSESSMENTS
39 ADMINISTERED PURSUANT TO SECTION 15-756, SUBSECTION B AND SECTIONS 15-756.05
40 AND 15-756.06.

41 4. PROGRESS TOWARD COLLEGE AND CAREER READINESS FOR ALL SCHOOLS,
42 CHARTER HOLDERS AND SCHOOL DISTRICTS THAT OFFER INSTRUCTION IN ANY OF GRADES
43 NINE THROUGH TWELVE.

1 ~~G.~~ E. Subject to final adoption by the state board of education, the
2 department shall determine the criteria for each school and school district
3 classification LABEL using a ~~research based~~ RESEARCHED-BASED methodology.
4 The methodology DEVELOPED IN COLLABORATION WITH A COALITION OF QUALIFIED
5 TECHNICAL AND POLICY STAKEHOLDERS, AT A MINIMUM, shall include the
6 performance of pupils at all achievement levels, account for pupil mobility,
7 account for the distribution of pupil achievement at each school, CHARTER
8 SCHOOL and school district and include longitudinal indicators of academic
9 performance. ~~The methodology may include a measure of the perception of~~
10 ~~educational quality at the school or school district by parents, pupils,~~
11 ~~staff and community stakeholders. Fifty per cent of the school and school~~
12 ~~district classification determination shall consist of academic performance~~
13 ~~measurements. Fifty per cent of the academic performance measurement shall~~
14 ~~consist of a measurement of academic gain for all pupils enrolled at the~~
15 ~~school or school district and fifty per cent of the academic performance~~
16 ~~measurements shall consist of a measurement of the twenty-five per cent of~~
17 ~~pupils with the lowest academic performance measurement enrolled at the~~
18 ~~school or school district.~~ For the purposes of this subsection, "research
19 ~~based~~ RESEARCHED-BASED methodology" means the systematic and objective
20 application of statistical and quantitative research principles to ~~determine~~
21 ~~a standard measurement of acceptable academic progress for each school and~~
22 ~~school district~~ CALCULATE THE INDICATORS USED TO DETERMINE A THROUGH F LETTER
23 GRADES.

24 ~~H.~~ F. ~~Except as provided in subsection EE of this section,~~ The ANNUAL
25 achievement profile shall be used to determine a school, CHARTER HOLDER and
26 school district classification ~~that uses a~~ BASED ON AN A THROUGH F letter
27 grade system ~~as follows:~~

28 ~~1. A school or school district assigned a letter grade of A shall~~
29 ~~demonstrate an excellent level of performance.~~

30 ~~2. A school or school district assigned a letter grade of B shall~~
31 ~~demonstrate an above average level of performance.~~

32 ~~3. A school or school district assigned a letter grade of C shall~~
33 ~~demonstrate an average level of performance.~~

34 ~~4. A school or school district assigned a letter grade of D shall~~
35 ~~demonstrate a below average level of performance.~~

36 ~~5. A school or school district assigned a letter grade of F shall~~
37 ~~demonstrate a failing level of performance.~~ ADOPTED BY THE STATE BOARD OF
38 EDUCATION IN WHICH A LETTER GRADE OF A REFLECTS AN EXCELLENT LEVEL OF
39 PERFORMANCE AND A LETTER GRADE OF F REFLECTS A FAILING LEVEL OF PERFORMANCE.

40 THE A THROUGH F LETTER GRADE SYSTEM SHALL INDICATE EXPECTED STANDARDS OF
41 PERFORMANCE FOR ALL SCHOOLS AND THE MANNER IN WHICH SCHOOLS MAY RISE ABOVE OR
42 FALL BELOW THOSE EXPECTED STANDARDS OF PERFORMANCE. The state board of
43 education may also assign a school a letter grade of F if the state board of
44 education determines that the school is among the "persistently lowest-
45 achieving schools" in the state under the federal school accountability

1 requirements pursuant to section 1003(g) of the elementary and secondary
2 education act (20 United States Code section 6303).

3 ~~I.~~ G. The classification for each school and the criteria used to
4 determine classification pursuant to ~~subsection G~~ SUBSECTIONS E AND F of this
5 section shall be included on the school report card prescribed in section
6 15-746.

7 ~~J.~~ H. Subject to final adoption by the state board of education, the
8 department of education shall ~~develop a parallel achievement profile for~~ USE
9 ACHIEVEMENT PROFILES APPROPRIATELY TO ASSESS THE EDUCATIONAL IMPACT OF
10 accommodation schools, alternative schools ~~as defined by the state board of~~
11 ~~education~~ and extremely small schools, MAY DEVELOP PROFILES FOR SCHOOLS THAT
12 PARTICIPATE IN THE BOARD EXAMINATION SYSTEM PRESCRIBED IN CHAPTER 7, ARTICLE
13 6 OF THIS TITLE AND SCHOOLS THAT PARTICIPATE IN ARIZONA ONLINE INSTRUCTION
14 PURSUANT TO SECTION 15-808 AND MAY DEVELOP OTHER EXCEPTIONS as ~~defined~~
15 PRESCRIBED by the state board of education for the purposes of this section.

16 ~~K. If a school is assigned a letter grade of D, within ninety days~~
17 ~~after receiving notice of the designation, the governing board shall develop~~
18 ~~an improvement plan for the school, submit a copy of the plan to the~~
19 ~~superintendent of public instruction and the county educational service~~
20 ~~agency and supervise the implementation of the plan. The plan shall include~~
21 ~~necessary components as identified by the state board of education. Within~~
22 ~~thirty days after submitting the improvement plan to the superintendent of~~
23 ~~public instruction and the county educational service agency, the governing~~
24 ~~board shall hold a special public meeting in each school that has been~~
25 ~~assigned a letter grade of D and shall present the respective improvement~~
26 ~~plans that have been developed for each school. The school district~~
27 ~~governing board, within thirty days of receiving notice of the designation,~~
28 ~~shall provide written notification of the classification to each residence~~
29 ~~within the attendance area of the school. The notice shall explain the~~
30 ~~improvement plan process and provide information regarding the public meeting~~
31 ~~required by this subsection.~~

32 ~~L. A school that has not submitted an improvement plan pursuant to~~
33 ~~subsection K of this section is not eligible to receive monies from the~~
34 ~~classroom site fund established by section 15-977 for every day that a plan~~
35 ~~has not been received by the superintendent of public instruction within the~~
36 ~~time specified in subsection K of this section plus an additional ninety~~
37 ~~days. The state board of education shall require the superintendent of the~~
38 ~~school district to testify before the board and explain the reasons that an~~
39 ~~improvement plan for that school has not been submitted.~~

40 ~~M. If a charter school is assigned a letter grade of D, within thirty~~
41 ~~days the school shall notify the parents of the students attending the school~~
42 ~~of the classification. The notice shall explain the improvement plan process~~
43 ~~and provide information regarding the public meeting required by this~~
44 ~~subsection. Within ninety days of receiving the classification, the charter~~
45 ~~holder shall present an improvement plan to the charter sponsor at a public~~

1 ~~meeting and submit a copy of the plan to the superintendent of public~~
2 ~~instruction. The improvement plan shall include necessary components as~~
3 ~~identified by the state board of education. For every day that an~~
4 ~~improvement plan is not received by the superintendent of public instruction~~
5 ~~and the county educational service agency, the school is not eligible to~~
6 ~~receive monies from the classroom site fund established by section 15-977 for~~
7 ~~every day that a plan has not been received by the superintendent of public~~
8 ~~instruction within the time specified in subsection K of this section plus an~~
9 ~~additional ninety days. The charter holder shall appear before the~~
10 ~~sponsoring board and explain why the improvement plan has not been submitted.~~

11 ~~N. The department of education shall establish an appeals process, to~~
12 ~~be approved by the state board of education, for a school to appeal data used~~
13 ~~to determine the achievement profile of the school. The criteria established~~
14 ~~shall be based on mitigating factors and may include a visit to the school~~
15 ~~site by the department of education.~~

16 ~~O. If a school is assigned a letter grade of D for a third consecutive~~
17 ~~year, the department of education shall visit the school site to confirm the~~
18 ~~classification data and to review the implementation of the school's~~
19 ~~improvement plan. The school shall be assigned a letter grade of F unless an~~
20 ~~alternate letter grade is assigned after an appeal pursuant to subsection N~~
21 ~~of this section. A school that is assigned a letter grade of D for less than~~
22 ~~three consecutive years may also be assigned a letter grade of F if the state~~
23 ~~board of education determines that there is no reasonable likelihood that the~~
24 ~~school will achieve an average level of performance within the next two~~
25 ~~years.~~

26 ~~P. The school district governing board, within thirty days of~~
27 ~~receiving notice of the school being assigned a letter grade of F, shall~~
28 ~~provide written notification of the classification to each residence in the~~
29 ~~attendance area of the school. The notice shall explain the improvement plan~~
30 ~~process and provide information regarding the public meeting required by~~
31 ~~subsection S of this section.~~

32 ~~Q. The superintendent of public instruction in collaboration with the~~
33 ~~county educational service agency, based on need, shall assign a solutions~~
34 ~~team to a school assigned a letter grade of D, a school assigned a letter~~
35 ~~grade of F or any other school pursuant to a mutual agreement between the~~
36 ~~department of education and the school composed of master teachers, fiscal~~
37 ~~analysts and curriculum assessment experts who are certified by the state~~
38 ~~board of education as Arizona academic standards technicians. The department~~
39 ~~of education or the county educational service agency may hire or contract~~
40 ~~with administrators, principals and teachers who have demonstrated experience~~
41 ~~with the characteristics and situations in a school assigned a letter grade~~
42 ~~of D or F and may use these personnel as part of the solutions team. The~~
43 ~~department of education shall work with staff at the school to assist in~~
44 ~~curricula alignment and shall instruct teachers on how to increase pupil~~
45 ~~academic progress, considering the school's achievement profile. The~~

1 ~~solutions team shall consider the existing improvement plan to assess the~~
2 ~~need for changes to curriculum, professional development and resource~~
3 ~~allocation and shall present a statement of its findings to the school~~
4 ~~administrator and district superintendent. Within forty five days after the~~
5 ~~presentation of the solutions team's statement of findings, the school~~
6 ~~district governing board, in cooperation with each school within the school~~
7 ~~district that is assigned a letter grade of D and its assigned solutions team~~
8 ~~representative, shall develop and submit to the department of education and~~
9 ~~the county educational service agency an action plan that details the manner~~
10 ~~in which the school district will assist the school as the school~~
11 ~~incorporates the findings of the solutions team into the improvement plan.~~
12 ~~The department of education shall review the action plan and shall either~~
13 ~~accept the action plan or return the action plan to the school district for~~
14 ~~modification. If the school district does not submit an approved action plan~~
15 ~~within forty five days, the state board of education may direct the~~
16 ~~superintendent of public instruction to withhold up to ten per cent of state~~
17 ~~monies that the school district would otherwise be entitled to receive each~~
18 ~~month until the plan is submitted to the department of education and the~~
19 ~~county educational service agency, at which time those monies shall be~~
20 ~~returned to the school district.~~

21 ~~R. The parent or the guardian of the pupil may apply to the department~~
22 ~~of education, in a manner determined by the department of education, for a~~
23 ~~certificate of supplemental instruction from the failing schools tutoring~~
24 ~~fund established by this section. Pupils attending a school assigned a~~
25 ~~letter grade of D or F or a pupil who has failed to pass one or more portions~~
26 ~~of the Arizona instrument to measure standards test in grades eight through~~
27 ~~twelve in order to graduate from high school may select an alternative~~
28 ~~tutoring program in academic standards from a provider that is certified by~~
29 ~~the state board of education. To qualify, the provider must state in writing~~
30 ~~a level of academic improvement for the pupil that includes a timeline for~~
31 ~~improvement that is agreed to by the parent or guardian of the pupil. The~~
32 ~~state board of education shall annually review academic performance levels~~
33 ~~for providers certified pursuant to this subsection and may remove a provider~~
34 ~~at a public hearing from an approved list of providers if that provider fails~~
35 ~~to meet its stated level of academic improvement. The state board of~~
36 ~~education shall determine the application guidelines and the maximum value~~
37 ~~for each certificate of supplemental instruction. The state board of~~
38 ~~education shall annually complete a market survey in order to determine the~~
39 ~~maximum value for each certificate of supplemental instruction. This~~
40 ~~subsection shall not be construed to require the state to provide additional~~
41 ~~monies beyond the monies provided pursuant to section 42-5029, subsection E,~~
42 ~~paragraph 7.~~

43 ~~S. Within sixty days of receiving notification of a school being~~
44 ~~assigned a letter grade of F, the school district governing board shall~~
45 ~~evaluate needed changes to the existing improvement plan for the school,~~

1 ~~consider recommendations from the solutions team, submit a copy of the plan~~
2 ~~to the superintendent of public instruction and the county educational~~
3 ~~service agency and supervise the implementation of the plan. Within thirty~~
4 ~~days after submitting the improvement plan to the superintendent of public~~
5 ~~instruction, the governing board shall hold a public meeting in each school~~
6 ~~that has been assigned a letter grade of F and shall present the respective~~
7 ~~improvement plans that have been developed for each school.~~

8 ~~T. A school that has not submitted an improvement plan pursuant to~~
9 ~~subsection S of this section is not eligible to receive monies from the~~
10 ~~classroom site fund established by section 15-977 for every day that a plan~~
11 ~~has not been received by the superintendent of public instruction within the~~
12 ~~time specified in subsection S of this section plus an additional ninety~~
13 ~~days. The state board of education shall require the superintendent of the~~
14 ~~school district to testify before the board and explain the reasons that an~~
15 ~~improvement plan for that school has not been submitted.~~

16 ~~U. If a charter school is assigned a letter grade of F, the department~~
17 ~~of education shall immediately notify the charter school's sponsor. The~~
18 ~~charter school's sponsor shall either take action to restore the charter~~
19 ~~school to acceptable performance or revoke the charter school's charter.~~
20 ~~Within thirty days the school shall notify the parents of the students~~
21 ~~attending the school of the classification and of any pending public meetings~~
22 ~~to review the issue.~~

23 ~~V. A school that has been assigned a letter grade of F shall be~~
24 ~~evaluated by the department of education to determine if the school failed to~~
25 ~~properly implement its school improvement plan, align the curriculum with~~
26 ~~academic standards, provide teacher training, prioritize the budget or~~
27 ~~implement other proven strategies to improve academic performance. After~~
28 ~~visiting the school site pursuant to subsection O of this section, the~~
29 ~~department of education shall submit to the state board of education a~~
30 ~~recommendation to proceed pursuant to subsections Q, R and S of this section~~
31 ~~or that the school be subject to a public hearing to determine if the school~~
32 ~~failed to properly implement its improvement plan and the reasons for the~~
33 ~~department's recommendation.~~

34 ~~W. If the department does recommend a public hearing, the state board~~
35 ~~of education shall meet and may provide by a majority vote at the public~~
36 ~~hearing for the continued operation of the school as allowed by this~~
37 ~~subsection. The state board of education shall determine whether~~
38 ~~governmental, nonprofit and private organizations may submit applications to~~
39 ~~the state board to fully or partially manage the school. The state board's~~
40 ~~determination shall include:~~

41 ~~1. If and to what extent the local governing board may participate in~~
42 ~~the operation of the school including personnel matters.~~

43 ~~2. If and to what extent the state board of education shall~~
44 ~~participate in the operation of the school.~~

45 ~~3. Resource allocation pursuant to subsection Y of this section.~~

1 ~~4. Provisions for the development and submittal of a school~~
2 ~~improvement plan to be presented in a public meeting at the school.~~

3 ~~5. A suggested time frame for the alternative operation of the school.~~

4 ~~X. The state board shall periodically review the status of a school~~
5 ~~that is operated by an organization other than the school district governing~~
6 ~~board to determine whether the operation of the school should be returned to~~
7 ~~the school district governing board. Before the state board makes a~~
8 ~~determination, the state board or its designee shall meet with the school~~
9 ~~district governing board or its designee to determine the time frame,~~
10 ~~operational considerations and the appropriate continuation of existing~~
11 ~~improvements that are necessary to assure a smooth transition of authority~~
12 ~~from the other organization back to the school district governing board.~~

13 ~~Y. If an alternative operation plan is provided pursuant to subsection~~
14 ~~W of this section, the state board of education shall pay for the operation~~
15 ~~of the school and shall adjust the school district's district additional~~
16 ~~assistance pursuant to section 15-961, base support level pursuant to section~~
17 ~~15-943, monies distributed from the classroom site fund established by~~
18 ~~section 15-977 and transportation support level pursuant to section 15-945 to~~
19 ~~accurately reflect any reduction in district services that are no longer~~
20 ~~provided to that school by the district. The state board of education may~~
21 ~~modify the school district's revenue control limit, the district support~~
22 ~~level and the general budget limit calculated pursuant to section 15-947 by~~
23 ~~an amount that corresponds to this reduction in services. The state board of~~
24 ~~education shall retain the portion of state aid that would otherwise be due~~
25 ~~the school district for the school and shall distribute that portion of state~~
26 ~~aid directly to the organization that contracts with the state board of~~
27 ~~education to operate the school.~~

28 ~~Z. If the state board of education determines that a charter school~~
29 ~~failed to properly implement its improvement plan, the sponsor of the charter~~
30 ~~school shall revoke the charter school's charter.~~

31 ~~AA. If there are more than two schools in a district and more than~~
32 ~~one half, or in any case more than five, of the schools in the district are~~
33 ~~assigned a letter grade of F for more than two consecutive years, in the next~~
34 ~~election of members of the governing board the election ballot shall contain~~
35 ~~the following statement immediately above the listing of governing board~~
36 ~~candidates:~~

37 ~~Within the last five years, (number of schools) schools in the~~
38 ~~_____ school district have been assigned a letter grade of F~~
39 ~~or designated as "schools failing to meet academic standards" by~~
40 ~~the superintendent of public instruction.~~

41 ~~BB. At least twice each year the department of education shall publish~~
42 ~~in a newspaper of general circulation in each county of this state a list of~~
43 ~~schools that are assigned a letter grade of F.~~

1 I. THE DEPARTMENT OF EDUCATION SHALL ESTABLISH A PROCESS FOR A SCHOOL
2 TO CORRECT STUDENT DATA USED TO DETERMINE THE SCHOOL'S ANNUAL ACHIEVEMENT
3 PROFILE. THE STATE BOARD OF EDUCATION SHALL ESTABLISH AN APPEALS PROCESS TO
4 ALLOW A SCHOOL TO APPEAL THE SCHOOL'S FINAL LETTER GRADE BASED ON MITIGATING
5 FACTORS IDENTIFIED BY THE BOARD. THE BOARD MAY DELEGATE THE ADMINISTRATION
6 OF THE APPEALS PROCESS TO THE DEPARTMENT OF EDUCATION.

7 ~~CC.~~ J. The failing schools tutoring fund is established consisting of
8 monies collected pursuant to section 42-5029, subsection E as designated for
9 this purpose. The department of education shall administer the fund. The
10 department of education may use monies from the fund to purchase materials
11 designed to assist students to meet the Arizona academic standards and to
12 achieve a passing score on ~~the Arizona instrument to measure standards test~~
13 ~~in order to graduate from high school~~ ASSESSMENTS ADOPTED BY THE STATE BOARD
14 OF EDUCATION.

15 ~~DD.~~ The department of education may develop a classification label for
16 school districts and charter school operators. If the department of
17 education develops a classification label for school districts and charter
18 school operators, the classification label may be developed from the
19 following components:

20 1. ~~Measures of academic progress.~~

21 2. ~~Pupil assessment data.~~

22 3. ~~The attendance rates and graduation rates of pupils who are~~
23 ~~educated in that charter school operator's charter schools or in that school~~
24 ~~district's schools.~~

25 4. ~~The percentage of the parents of pupils enrolled in that charter~~
26 ~~school operator's charter schools or in that school district's schools that~~
27 ~~categorizes the quality of their child's education as excellent on a parental~~
28 ~~rating of school quality.~~

29 ~~EE.~~ The state board of education shall determine appropriate
30 modifications to the criteria used to calculate achievement profiles for
31 schools that participate in the board examination system prescribed in
32 chapter 7, article 6 of this title.

33 ~~FF.~~ The state board of education shall adopt guidelines to include
34 supplementary training in reading instruction for teachers who provide
35 instruction to pupils in a kindergarten program or grade one, two or three in
36 an improvement plan pursuant to subsection K of this section.

37 ~~GG.~~ In addition to any other corrective procedures prescribed in this
38 section and section 15-241.01, a school that has been assigned a letter grade
39 of D or F for two consecutive years shall implement a science, technology,
40 engineering and mathematics intervention strategy under the supervision of
41 the state board of education.

42 ~~HH.~~ In addition to any other corrective procedures prescribed in this
43 section a school district that has been assigned a letter grade of D or F for
44 two consecutive years shall implement a parent involvement strategy. The
45 parent involvement strategy shall be included in the school improvement plan

1 ~~for each applicable school within the district, as prescribed in subsection K~~
2 ~~of this section.~~

3 ~~II. The department of education shall publish criteria for a school or~~
4 ~~school district's exit status from a previous assignment of a letter grade of~~
5 ~~F in accordance with this section. The criteria shall prescribe the actions~~
6 ~~and results necessary to be deemed to have complied with this section~~
7 ~~regarding school improvement, including the proper implementation of a school~~
8 ~~improvement plan pursuant to subsection V of this section. These criteria~~
9 ~~shall be provided to a school or school district if it is assigned a letter~~
10 ~~grade of F pursuant to this section.~~

11 K. FOR THE PURPOSES OF THIS SECTION, "ACADEMIC PROGRESS" MEANS
12 MEASURES OF BOTH PROFICIENCY AND ACADEMIC GAIN.

13 Sec. 3. Title 15, chapter 2, article 2, Arizona Revised Statutes, is
14 amended by adding section 15-241.02, to read:

15 15-241.02. School improvement plans; solutions teams;
16 withholding of state monies

17 A. IF A SCHOOL IS ASSIGNED A LETTER GRADE OF D PURSUANT TO SECTION
18 15-241, WITHIN NINETY DAYS AFTER RECEIVING NOTICE OF THE CLASSIFICATION, THE
19 SCHOOL DISTRICT GOVERNING BOARD SHALL DEVELOP AN IMPROVEMENT PLAN FOR THE
20 SCHOOL, SUBMIT A COPY OF THE PLAN TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION
21 AND THE COUNTY EDUCATIONAL SERVICE AGENCY AND SUPERVISE THE IMPLEMENTATION OF
22 THE PLAN. THE GOVERNING BOARD SHALL INCLUDE IN THE PLAN NECESSARY COMPONENTS
23 AS IDENTIFIED BY THE STATE BOARD OF EDUCATION. WITHIN THIRTY DAYS AFTER
24 SUBMITTING THE IMPROVEMENT PLAN TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION
25 AND THE COUNTY EDUCATIONAL SERVICE AGENCY, THE GOVERNING BOARD SHALL HOLD A
26 PUBLIC MEETING IN EACH SCHOOL THAT HAS BEEN ASSIGNED A LETTER GRADE OF D AND
27 SHALL PRESENT THE RESPECTIVE IMPROVEMENT PLANS THAT HAVE BEEN DEVELOPED FOR
28 EACH SCHOOL. THE GOVERNING BOARD, WITHIN THIRTY DAYS AFTER RECEIVING NOTICE
29 OF THE CLASSIFICATION, SHALL PROVIDE WRITTEN NOTIFICATION OF THE
30 CLASSIFICATION TO EACH RESIDENCE WITHIN THE ATTENDANCE AREA OF THE SCHOOL.
31 THE NOTICE SHALL EXPLAIN THE IMPROVEMENT PLAN PROCESS AND PROVIDE INFORMATION
32 REGARDING THE PUBLIC MEETING REQUIRED BY THIS SUBSECTION.

33 B. A SCHOOL THAT HAS NOT SUBMITTED AN IMPROVEMENT PLAN PURSUANT TO
34 SUBSECTION A OF THIS SECTION IS NOT ELIGIBLE TO RECEIVE MONIES FROM THE
35 CLASSROOM SITE FUND ESTABLISHED BY SECTION 15-977 FOR EVERY DAY THAT A PLAN
36 HAS NOT BEEN RECEIVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION WITHIN THE
37 TIME SPECIFIED IN SUBSECTION A OF THIS SECTION PLUS AN ADDITIONAL NINETY
38 DAYS. THE STATE BOARD OF EDUCATION SHALL REQUIRE THE SUPERINTENDENT OF THE
39 SCHOOL DISTRICT TO TESTIFY BEFORE THE BOARD AND EXPLAIN THE REASONS THAT AN
40 IMPROVEMENT PLAN FOR THAT SCHOOL HAS NOT BEEN SUBMITTED.

41 C. IF A CHARTER SCHOOL IS ASSIGNED A LETTER GRADE OF D PURSUANT TO
42 SECTION 15-241, WITHIN THIRTY DAYS THE SCHOOL SHALL NOTIFY THE PARENTS OF THE
43 STUDENTS ATTENDING THE SCHOOL OF THE CLASSIFICATION. THE NOTICE SHALL
44 EXPLAIN THE IMPROVEMENT PLAN PROCESS AND PROVIDE INFORMATION REGARDING THE
45 PUBLIC MEETING REQUIRED BY THIS SUBSECTION. WITHIN NINETY DAYS AFTER

1 RECEIVING THE CLASSIFICATION, THE CHARTER HOLDER SHALL PRESENT AN IMPROVEMENT
2 PLAN TO THE CHARTER SPONSOR AT A PUBLIC MEETING AND SUBMIT A COPY OF THE PLAN
3 TO THE SPONSOR OF THE CHARTER SCHOOL. THE CHARTER HOLDER SHALL INCLUDE IN
4 THE IMPROVEMENT PLAN NECESSARY COMPONENTS AS IDENTIFIED BY THE STATE BOARD OF
5 EDUCATION. THE SCHOOL IS NOT ELIGIBLE TO RECEIVE MONIES FROM THE CLASSROOM
6 SITE FUND ESTABLISHED BY SECTION 15-977 FOR EVERY DAY THAT AN IMPROVEMENT
7 PLAN HAS NOT BEEN RECEIVED BY THE SPONSOR OF THE CHARTER SCHOOL WITHIN THE
8 TIME SPECIFIED IN THIS SUBSECTION PLUS AN ADDITIONAL NINETY DAYS. THE
9 CHARTER HOLDER SHALL APPEAR BEFORE THE SPONSORING BOARD AND EXPLAIN WHY THE
10 IMPROVEMENT PLAN HAS NOT BEEN SUBMITTED.

11 D. IF A SCHOOL IS ASSIGNED A LETTER GRADE OF D PURSUANT TO SECTION
12 15-241 FOR A THIRD CONSECUTIVE YEAR, THE DEPARTMENT OF EDUCATION SHALL VISIT
13 THE SCHOOL SITE TO CONFIRM THE CLASSIFICATION DATA AND TO REVIEW THE
14 IMPLEMENTATION OF THE SCHOOL'S IMPROVEMENT PLAN. THE SCHOOL SHALL BE
15 ASSIGNED A LETTER GRADE OF F UNLESS AN ALTERNATE LETTER GRADE IS ASSIGNED
16 AFTER AN APPEAL PURSUANT TO SECTION 15-241, SUBSECTION I. A SCHOOL THAT IS
17 ASSIGNED A LETTER GRADE OF D FOR FEWER THAN THREE CONSECUTIVE YEARS MAY ALSO
18 BE ASSIGNED A LETTER GRADE OF F IF THE STATE BOARD OF EDUCATION DETERMINES
19 THAT THERE IS NO REASONABLE LIKELIHOOD THAT THE SCHOOL WILL ACHIEVE AN
20 AVERAGE LEVEL OF PERFORMANCE WITHIN THE NEXT TWO YEARS.

21 E. THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE COUNTY EDUCATIONAL
22 SERVICE AGENCY SHALL COLLABORATE TO ASSIGN A SOLUTIONS TEAM TO A SCHOOL
23 ASSIGNED A LETTER GRADE OF D PURSUANT TO SECTION 15-241 OR A SCHOOL ASSIGNED
24 A LETTER GRADE OF F PURSUANT TO SECTION 15-241 BASED ON ACADEMIC NEED AND
25 AVAILABLE RESOURCES. COUNTY EDUCATIONAL SERVICE AGENCIES MAY ENTER INTO
26 AGREEMENTS TO PROVIDE SERVICES TO SCHOOLS FROM OTHER COUNTIES. ANY OTHER
27 SCHOOL, SUBJECT TO AVAILABLE RESOURCES, MAY BE ASSIGNED A SOLUTIONS TEAM
28 PURSUANT TO A MUTUAL AGREEMENT BETWEEN THE DEPARTMENT OF EDUCATION OR THE
29 COUNTY EDUCATION SERVICE AGENCY, OR BOTH, AND THE SCHOOL. THE SOLUTIONS TEAM
30 SHALL BE COMPOSED OF MASTER TEACHERS, FISCAL ANALYSTS AND CURRICULUM
31 ASSESSMENT EXPERTS WHO ARE CERTIFIED BY THE STATE BOARD OF EDUCATION AS
32 ARIZONA ACADEMIC STANDARDS TECHNICIANS. THE DEPARTMENT OF EDUCATION OR THE
33 COUNTY EDUCATIONAL SERVICE AGENCY MAY HIRE OR CONTRACT WITH ADMINISTRATORS,
34 PRINCIPALS AND TEACHERS WHO HAVE DEMONSTRATED EXPERIENCE IN IMPROVING
35 ACADEMIC OUTCOMES AND MAY USE THESE PERSONNEL AS PART OF THE SOLUTIONS TEAM.
36 THE DEPARTMENT OF EDUCATION SHALL WORK WITH STAFF AT THE SCHOOL TO ASSIST IN
37 CURRICULA ALIGNMENT AND SHALL INSTRUCT TEACHERS ON HOW TO INCREASE PUPIL
38 ACADEMIC PROGRESS, CONSIDERING THE SCHOOL'S ANNUAL ACHIEVEMENT PROFILE. THE
39 SOLUTIONS TEAM SHALL CONSIDER THE EXISTING IMPROVEMENT PLAN TO ASSESS THE
40 NEED FOR CHANGES TO CURRICULA, PROFESSIONAL DEVELOPMENT AND RESOURCE
41 ALLOCATION AND SHALL PRESENT A STATEMENT OF ITS FINDINGS TO THE SCHOOL
42 ADMINISTRATOR AND DISTRICT SUPERINTENDENT. WITHIN FORTY-FIVE DAYS AFTER THE
43 PRESENTATION OF THE SOLUTIONS TEAM'S STATEMENT OF FINDINGS, THE SCHOOL
44 DISTRICT GOVERNING BOARD, IN COOPERATION WITH EACH SCHOOL WITHIN THE SCHOOL
45 DISTRICT THAT IS ASSIGNED A LETTER GRADE OF D AND ITS ASSIGNED SOLUTIONS TEAM

1 REPRESENTATIVE, SHALL DEVELOP AND SUBMIT TO THE DEPARTMENT OF EDUCATION AND
2 THE COUNTY EDUCATIONAL SERVICE AGENCY AN ACTION PLAN THAT DETAILS THE MANNER
3 IN WHICH THE SCHOOL DISTRICT WILL ASSIST THE SCHOOL AS THE SCHOOL
4 INCORPORATES THE FINDINGS OF THE SOLUTIONS TEAM INTO THE IMPROVEMENT PLAN.
5 THE DEPARTMENT OF EDUCATION SHALL REVIEW THE ACTION PLAN AND SHALL EITHER
6 ACCEPT THE ACTION PLAN OR RETURN THE ACTION PLAN TO THE SCHOOL DISTRICT FOR
7 MODIFICATION. IF THE SCHOOL DISTRICT DOES NOT SUBMIT AN APPROVED ACTION PLAN
8 WITHIN FORTY-FIVE DAYS, THE STATE BOARD OF EDUCATION MAY DIRECT THE
9 SUPERINTENDENT OF PUBLIC INSTRUCTION TO WITHHOLD UP TO TEN PERCENT OF STATE
10 MONIES THAT THE SCHOOL DISTRICT WOULD OTHERWISE BE ENTITLED TO RECEIVE EACH
11 MONTH UNTIL THE PLAN IS SUBMITTED TO THE DEPARTMENT OF EDUCATION AND THE
12 COUNTY EDUCATIONAL SERVICE AGENCY, AT WHICH TIME THOSE MONIES SHALL BE
13 RETURNED TO THE SCHOOL DISTRICT.

14 F. THE PARENT OR GUARDIAN OF A PUPIL MAY APPLY TO THE DEPARTMENT OF
15 EDUCATION, IN A MANNER DETERMINED BY THE DEPARTMENT OF EDUCATION, FOR A
16 CERTIFICATE OF SUPPLEMENTAL INSTRUCTION FROM THE FAILING SCHOOLS TUTORING
17 FUND ESTABLISHED BY SECTION 15-241. PUPILS ATTENDING A SCHOOL ASSIGNED A
18 LETTER GRADE OF D OR F MAY SELECT AN ALTERNATIVE TUTORING PROGRAM IN ACADEMIC
19 STANDARDS FROM A PROVIDER THAT IS CERTIFIED BY THE STATE BOARD OF EDUCATION.
20 TO QUALIFY, THE PROVIDER MUST STATE IN WRITING A LEVEL OF ACADEMIC
21 IMPROVEMENT FOR THE PUPIL THAT INCLUDES A TIMELINE FOR IMPROVEMENT THAT IS
22 AGREED TO BY THE PARENT OR GUARDIAN OF THE PUPIL. THE STATE BOARD OF
23 EDUCATION SHALL ANNUALLY REVIEW ACADEMIC PERFORMANCE LEVELS FOR CERTIFIED
24 PROVIDERS AND MAY REMOVE A PROVIDER AT A PUBLIC HEARING FROM AN APPROVED LIST
25 OF PROVIDERS IF THAT PROVIDER FAILS TO MEET ITS STATED LEVEL OF ACADEMIC
26 IMPROVEMENT. THE STATE BOARD OF EDUCATION SHALL DETERMINE THE APPLICATION
27 GUIDELINES AND THE MAXIMUM VALUE FOR EACH CERTIFICATE OF SUPPLEMENTAL
28 INSTRUCTION. THE STATE BOARD OF EDUCATION SHALL ANNUALLY COMPLETE A MARKET
29 SURVEY IN ORDER TO DETERMINE THE MAXIMUM VALUE FOR EACH CERTIFICATE OF
30 SUPPLEMENTAL INSTRUCTION. THIS SUBSECTION DOES NOT REQUIRE THIS STATE TO
31 PROVIDE ADDITIONAL MONIES BEYOND THE MONIES PROVIDED PURSUANT TO SECTION
32 42-5029, SUBSECTION E, PARAGRAPH 7.

33 G. WITHIN SIXTY DAYS AFTER RECEIVING NOTIFICATION OF A SCHOOL BEING
34 ASSIGNED A LETTER GRADE OFF PURSUANT TO SECTION 15-241, THE SCHOOL DISTRICT
35 GOVERNING BOARD SHALL EVALUATE NEEDED CHANGES TO THE EXISTING SCHOOL
36 IMPROVEMENT PLAN, CONSIDER RECOMMENDATIONS FROM THE SOLUTIONS TEAM, SUBMIT A
37 COPY OF THE PLAN TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE COUNTY
38 EDUCATIONAL SERVICE AGENCY AND SUPERVISE THE IMPLEMENTATION OF THE PLAN.
39 WITHIN THIRTY DAYS AFTER SUBMITTING THE IMPROVEMENT PLAN TO THE
40 SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE COUNTY EDUCATIONAL SERVICE
41 AGENCY, THE GOVERNING BOARD SHALL HOLD A PUBLIC MEETING IN EACH SCHOOL THAT
42 HAS BEEN ASSIGNED A LETTER GRADE OF F AND SHALL PRESENT THE RESPECTIVE
43 IMPROVEMENT PLANS THAT HAVE BEEN DEVELOPED FOR EACH SCHOOL. THE GOVERNING
44 BOARD, WITHIN THIRTY DAYS AFTER RECEIVING NOTICE OF THE CLASSIFICATION, SHALL
45 PROVIDE WRITTEN NOTIFICATION OF THE CLASSIFICATION TO EACH RESIDENCE IN THE

1 ATTENDANCE AREA OF THE SCHOOL. THE NOTICE SHALL EXPLAIN THE IMPROVEMENT PLAN
2 PROCESS AND PROVIDE INFORMATION REGARDING THE PUBLIC MEETING REQUIRED BY THIS
3 SUBSECTION.

4 H. A SCHOOL THAT HAS NOT SUBMITTED AN IMPROVEMENT PLAN PURSUANT TO
5 SUBSECTION G OF THIS SECTION IS NOT ELIGIBLE TO RECEIVE MONIES FROM THE
6 CLASSROOM SITE FUND ESTABLISHED BY SECTION 15-977 FOR EVERY DAY THAT A PLAN
7 HAS NOT BEEN RECEIVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION WITHIN THE
8 TIME SPECIFIED IN SUBSECTION G OF THIS SECTION PLUS AN ADDITIONAL NINETY
9 DAYS. THE STATE BOARD OF EDUCATION SHALL REQUIRE THE SUPERINTENDENT OF THE
10 SCHOOL DISTRICT TO TESTIFY BEFORE THE BOARD AND EXPLAIN THE REASONS THAT AN
11 IMPROVEMENT PLAN FOR THAT SCHOOL HAS NOT BEEN SUBMITTED.

12 I. IF A CHARTER SCHOOL IS ASSIGNED A LETTER GRADE OF F PURSUANT TO
13 SECTION 15-241, THE DEPARTMENT OF EDUCATION SHALL IMMEDIATELY NOTIFY THE
14 CHARTER SCHOOL'S SPONSOR. THE CHARTER SCHOOL'S SPONSOR SHALL EITHER TAKE
15 ACTION TO RESTORE THE CHARTER SCHOOL TO ACCEPTABLE PERFORMANCE OR REVOKE THE
16 CHARTER SCHOOL'S CHARTER. WITHIN THIRTY DAYS, THE CHARTER SCHOOL SHALL
17 NOTIFY THE PARENTS OF THE STUDENTS ATTENDING THE SCHOOL OF THE CLASSIFICATION
18 AND OF ANY PENDING PUBLIC MEETINGS TO REVIEW THE ISSUE.

19 J. THE DEPARTMENT OF EDUCATION SHALL EVALUATE A SCHOOL THAT HAS BEEN
20 ASSIGNED A LETTER GRADE OF F PURSUANT TO SECTION 15-241 TO DETERMINE WHETHER
21 THE SCHOOL, CHARTER HOLDER OR SCHOOL DISTRICT FAILED TO PROPERLY IMPLEMENT
22 ITS SCHOOL IMPROVEMENT PLAN, ALIGN THE CURRICULA WITH ACADEMIC STANDARDS,
23 PROVIDE TEACHER TRAINING, PRIORITIZE THE BUDGET OR IMPLEMENT OTHER PROVEN
24 STRATEGIES TO IMPROVE ACADEMIC PERFORMANCE. AFTER VISITING THE SCHOOL SITE
25 PURSUANT TO SUBSECTION D OF THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL
26 SUBMIT TO THE STATE BOARD OF EDUCATION A RECOMMENDATION EITHER TO PROCEED
27 PURSUANT TO SUBSECTIONS E, F AND G OF THIS SECTION OR THAT THE SCHOOL BE
28 SUBJECT TO A PUBLIC HEARING TO DETERMINE WHETHER THE SCHOOL FAILED TO
29 PROPERLY IMPLEMENT ITS IMPROVEMENT PLAN AND THE REASONS FOR THE DEPARTMENT'S
30 RECOMMENDATION. IF THE SCHOOL IS A CHARTER SCHOOL, THE DEPARTMENT SHALL
31 SUBMIT A REPORT TO THE SPONSOR OF THE CHARTER SCHOOL. THE SPONSOR SHALL MAKE
32 A DETERMINATION PURSUANT TO SUBSECTION N OF THIS SECTION.

33 K. IF THE DEPARTMENT RECOMMENDS A PUBLIC HEARING, THE STATE BOARD OF
34 EDUCATION SHALL MEET AND MAY PROVIDE BY A MAJORITY VOTE AT THE PUBLIC HEARING
35 FOR THE CONTINUED OPERATION OF THE SCHOOL AS ALLOWED BY THIS SUBSECTION. THE
36 STATE BOARD OF EDUCATION SHALL DETERMINE WHETHER GOVERNMENTAL, NONPROFIT AND
37 PRIVATE ORGANIZATIONS MAY SUBMIT APPLICATIONS TO THE STATE BOARD TO FULLY OR
38 PARTIALLY MANAGE THE SCHOOL. THE STATE BOARD'S DETERMINATION SHALL INCLUDE:

39 1. IF AND TO WHAT EXTENT THE LOCAL GOVERNING BOARD MAY PARTICIPATE IN
40 THE OPERATION OF THE SCHOOL, INCLUDING PERSONNEL MATTERS.

41 2. IF AND TO WHAT EXTENT THE STATE BOARD WILL PARTICIPATE IN THE
42 OPERATION OF THE SCHOOL.

43 3. RESOURCE ALLOCATION PURSUANT TO SUBSECTION M OF THIS SECTION.

44 4. PROVISIONS FOR THE DEVELOPMENT AND SUBMITTAL OF A SCHOOL
45 IMPROVEMENT PLAN TO BE PRESENTED IN A PUBLIC MEETING AT THE SCHOOL.

1 5. A SUGGESTED TIME FRAME FOR THE ALTERNATIVE OPERATION OF THE SCHOOL.
2 L. THE STATE BOARD OF EDUCATION SHALL PERIODICALLY REVIEW THE STATUS
3 OF A SCHOOL THAT IS OPERATED BY AN ORGANIZATION OTHER THAN THE SCHOOL
4 DISTRICT GOVERNING BOARD TO DETERMINE WHETHER THE OPERATION OF THE SCHOOL
5 SHOULD BE RETURNED TO THE SCHOOL DISTRICT GOVERNING BOARD. BEFORE THE STATE
6 BOARD MAKES A DETERMINATION, THE STATE BOARD OR ITS DESIGNEE SHALL MEET WITH
7 THE SCHOOL DISTRICT GOVERNING BOARD OR ITS DESIGNEE TO DETERMINE THE TIME
8 FRAME, OPERATIONAL CONSIDERATIONS AND APPROPRIATE CONTINUATION OF EXISTING
9 IMPROVEMENTS THAT ARE NECESSARY TO ENSURE A SMOOTH TRANSITION OF AUTHORITY
10 FROM THE OTHER ORGANIZATION BACK TO THE SCHOOL DISTRICT GOVERNING BOARD.

11 M. IF AN ALTERNATIVE OPERATION PLAN IS PROVIDED PURSUANT TO SUBSECTION
12 L OF THIS SECTION, THE STATE BOARD OF EDUCATION SHALL PAY FOR THE OPERATION
13 OF THE SCHOOL AND SHALL ADJUST THE SCHOOL DISTRICT'S DISTRICT ADDITIONAL
14 ASSISTANCE PURSUANT TO SECTION 15-961, BASE SUPPORT LEVEL PURSUANT TO SECTION
15 15-943, MONIES DISTRIBUTED FROM THE CLASSROOM SITE FUND ESTABLISHED BY
16 SECTION 15-977 AND TRANSPORTATION SUPPORT LEVEL PURSUANT TO SECTION 15-945 TO
17 ACCURATELY REFLECT ANY REDUCTION IN DISTRICT SERVICES THAT ARE NO LONGER
18 PROVIDED TO THAT SCHOOL BY THE DISTRICT. THE STATE BOARD MAY MODIFY THE
19 SCHOOL DISTRICT'S REVENUE CONTROL LIMIT, THE DISTRICT SUPPORT LEVEL AND THE
20 GENERAL BUDGET LIMIT CALCULATED PURSUANT TO SECTION 15-947 BY AN AMOUNT THAT
21 CORRESPONDS TO THIS REDUCTION IN SERVICES. THE STATE BOARD SHALL RETAIN THE
22 PORTION OF STATE AID THAT WOULD OTHERWISE BE DUE THE SCHOOL DISTRICT FOR THE
23 SCHOOL AND SHALL DISTRIBUTE THAT PORTION OF STATE AID DIRECTLY TO THE
24 ORGANIZATION THAT CONTRACTS WITH THE STATE BOARD TO OPERATE THE SCHOOL.

25 N. IF THE SPONSOR OF A CHARTER SCHOOL DETERMINES THAT A CHARTER HOLDER
26 FAILED TO PROPERLY IMPLEMENT ITS IMPROVEMENT PLAN, THE SPONSOR OF THE CHARTER
27 SCHOOL SHALL REVOKE THE CHARTER SCHOOL'S CHARTER.

28 O. IF THERE ARE MORE THAN TWO SCHOOLS IN A DISTRICT AND MORE THAN
29 ONE-HALF, OR IN ANY CASE MORE THAN FIVE, OF THE SCHOOLS IN THE DISTRICT ARE
30 ASSIGNED A LETTER GRADE OF F PURSUANT TO SECTION 15-241 FOR MORE THAN TWO
31 CONSECUTIVE YEARS, IN THE NEXT ELECTION OF GOVERNING BOARD MEMBERS THE
32 ELECTION BALLOT SHALL CONTAIN THE FOLLOWING STATEMENT IMMEDIATELY ABOVE THE
33 LISTING OF GOVERNING BOARD CANDIDATES:

34 WITHIN THE LAST FIVE YEARS, (NUMBER OF SCHOOLS) SCHOOLS IN
35 THE _____ SCHOOL DISTRICT HAVE BEEN ASSIGNED A LETTER GRADE
36 OF D OR F.

37 P. AT LEAST TWICE EACH YEAR THE DEPARTMENT OF EDUCATION SHALL PUBLISH
38 IN A NEWSPAPER OF GENERAL CIRCULATION IN EACH COUNTY OF THIS STATE A LIST OF
39 SCHOOLS THAT ARE ASSIGNED A LETTER GRADE OF F PURSUANT TO SECTION 15-241.

40 Q. THE STATE BOARD OF EDUCATION SHALL ADOPT GUIDELINES TO INCLUDE
41 SUPPLEMENTARY TRAINING IN READING INSTRUCTION FOR TEACHERS WHO PROVIDE
42 INSTRUCTION TO PUPILS IN A KINDERGARTEN PROGRAM OR GRADE ONE, TWO OR THREE IN
43 AN IMPROVEMENT PLAN PURSUANT TO SUBSECTION A OF THIS SECTION.

44 R. IN ADDITION TO ANY OTHER CORRECTIVE PROCEDURES PRESCRIBED IN THIS
45 SECTION AND SECTIONS 15-241 AND 15-241.01, A SCHOOL THAT HAS BEEN ASSIGNED A

1 LETTER GRADE OF D OR F FOR TWO CONSECUTIVE YEARS SHALL IMPLEMENT A SCIENCE,
2 TECHNOLOGY, ENGINEERING AND MATHEMATICS INTERVENTION STRATEGY UNDER THE
3 SUPERVISION OF THE STATE BOARD OF EDUCATION.

4 S. IN ADDITION TO ANY OTHER CORRECTIVE PROCEDURES PRESCRIBED IN THIS
5 SECTION, A SCHOOL DISTRICT THAT HAS BEEN ASSIGNED A LETTER GRADE OF D OR F
6 PURSUANT TO SECTION 15-241 FOR TWO CONSECUTIVE YEARS SHALL IMPLEMENT A PARENT
7 INVOLVEMENT STRATEGY. THE PARENT INVOLVEMENT STRATEGY SHALL BE INCLUDED IN
8 THE SCHOOL IMPROVEMENT PLAN FOR EACH APPLICABLE SCHOOL WITHIN THE DISTRICT,
9 AS PRESCRIBED IN SUBSECTION A OR G OF THIS SECTION, AS APPLICABLE.

10 T. THE DEPARTMENT OF EDUCATION SHALL PUBLISH CRITERIA FOR A SCHOOL'S
11 OR SCHOOL DISTRICT'S EXIT STATUS FROM A PREVIOUS ASSIGNMENT OF A LETTER GRADE
12 OF F IN ACCORDANCE WITH THIS SECTION. THE CRITERIA SHALL PRESCRIBE THE
13 ACTIONS AND RESULTS NECESSARY TO BE DEEMED TO HAVE COMPLIED WITH THIS SECTION
14 REGARDING SCHOOL IMPROVEMENT, INCLUDING THE PROPER IMPLEMENTATION OF A SCHOOL
15 IMPROVEMENT PLAN PURSUANT TO SUBSECTION J OF THIS SECTION. THESE CRITERIA
16 SHALL BE PROVIDED TO A SCHOOL OR SCHOOL DISTRICT IF IT IS ASSIGNED A LETTER
17 GRADE OF F PURSUANT TO SECTION 15-241.

18 Sec. 4. Section 15-704, Arizona Revised Statutes, is amended to read:
19 15-704. Reading proficiency; definitions

20 A. Each school district or charter school that provides instruction in
21 kindergarten programs and grades one through three shall select and
22 administer screening, ongoing diagnostic and classroom based instructional
23 reading assessments, including a motivational assessment, as defined by the
24 state board of education, to monitor student progress. Each school shall use
25 the diagnostic information to plan appropriate and effective intervention.

26 B. Each school district or charter school that provides instruction
27 for pupils in kindergarten programs and grades one through three shall
28 conduct a curriculum evaluation and adopt a scientifically based reading
29 curriculum that includes the essential components of reading instruction.
30 All school districts and charter schools that offer instruction in
31 kindergarten programs and grades one through three shall provide ongoing
32 teacher training based on scientifically based reading research.

33 C. Each school district or charter school that provides instruction in
34 kindergarten programs and grades one through three shall devote reasonable
35 amounts of time to explicit instruction and independent reading in grades one
36 through three.

37 D. A pupil in grade three who does not meet or exceed the reading
38 standards measured by the Arizona instrument to measure standards test
39 administered pursuant to section 15-741 shall be provided intensive reading
40 instruction as defined by the state board of education until the pupil meets
41 these standards.

42 E. The governing board of each school district and the governing body
43 of each charter school shall determine the percentage of pupils at each
44 school in grade three who do not meet the reading standards prescribed by the
45 state board of education and measured by the Arizona instrument to measure

1 standards test administered pursuant to section 15-741. If more than twenty
2 ~~per-cent~~ PERCENT of students in grade three at either the individual school
3 level or at the school district level do not meet the standards, the
4 governing board or governing body shall conduct a review of its reading
5 program that includes curriculum and professional development in light of
6 current, scientifically based reading research.

7 F. Based on the review required in subsection E of this section, the
8 governing board or governing body and the school principal of each school
9 that does not meet the reading standards, in conjunction with school council
10 members, if applicable, shall develop methods of best practices for teaching
11 reading based on essential components of reading instruction and supported by
12 scientifically based reading research. These methods shall be adopted at a
13 public meeting and shall be implemented the following academic year.

14 G. Subsections E and F of this section shall be coordinated with
15 efforts to develop and implement an improvement plan if required pursuant to
16 section ~~15-241~~ 15-241.02.

17 H. For the purposes of this section:

18 1. "Essential components of reading instruction" means explicit and
19 systematic instruction in the following:

- 20 (a) Phonemic awareness.
- 21 (b) Phonics.
- 22 (c) Vocabulary development.
- 23 (d) Reading fluency.
- 24 (e) Reading comprehension.

25 2. "Reading" means a complex system of deriving meaning from print
26 that requires all of the following:

- 27 (a) The skills and knowledge to understand how phonemes or speech
28 sounds are connected to print.
- 29 (b) The ability to decode unfamiliar words.
- 30 (c) The ability to read fluently.
- 31 (d) Sufficient background information and vocabulary to foster reading
32 comprehension.
- 33 (e) The development of appropriate active strategies to construct
34 meaning from print.
- 35 (f) The development and maintenance of a motivation to read.

36 3. "Scientifically based reading research" means research that meets
37 all of the following:

- 38 (a) Applies rigorous, systematic and objective procedures to obtain
39 valid knowledge relevant to reading development, reading instruction and
40 reading difficulties.
- 41 (b) Employs systematic empirical methods that draw on observation or
42 experiment.
- 43 (c) Involves rigorous data analyses that are adequate to test the
44 stated hypotheses and justify the general conclusions drawn.

1 (d) Relies on measurements or observational methods that provide valid
2 data across evaluators and observers and across multiple measurements and
3 observations.

4 (e) Has been accepted by a peer reviewed journal or approved by a
5 panel of independent experts through a comparably rigorous, objective and
6 scientific review.

7 (f) Contains all of the elements of the essential components of
8 reading instruction.

9 Sec. 5. Section 15-901.06, Arizona Revised Statutes, is amended to
10 read:

11 15-901.06. Dropout recovery programs; written learning plan;
12 requirements; definitions

13 A. Each school district and charter school that provides instruction
14 to high school pupils may offer a dropout recovery program for eligible
15 pupils.

16 B. The state board of education shall prescribe standards and
17 achievement testing requirements for dropout recovery programs that attempt
18 to ensure that the programs are compatible with public school education goals
19 and requirements. The standards shall require dropout recovery programs to
20 do all of the following:

21 1. Provide ~~curriculum~~ CURRICULA aligned to the academic standards
22 adopted by the state board of education. The ~~curriculum~~ CURRICULA may be
23 delivered online. A provider of Arizona online instruction pursuant to
24 section 15-808 may not also operate a dropout recovery program pursuant to
25 this section.

26 2. Provide standardized tests required by federal and state law.

27 3. Make available appropriate and sufficient supports for pupils,
28 including tutoring, career counseling and college counseling.

29 4. Comply with federal and state laws governing pupils with
30 disabilities.

31 5. Meet state requirements for high school graduation.

32 C. Each eligible pupil WHO IS enrolled in a dropout recovery program
33 shall have a written learning plan developed by the pupil's assigned mentor.
34 The written learning plan shall include the following elements:

35 1. The start date and anticipated end date of the plan.

36 2. Courses to be completed by the pupil during the academic year.

37 3. Whether courses will be taken sequentially or concurrently.

38 4. State competency exams to be taken, as necessary.

39 5. Expectations for satisfactory monthly progress.

40 6. Expectations for contact with the pupil's assigned mentor.

41 D. The monthly participation in a dropout recovery program shall be
42 recorded on or before the tenth school day of each month and shall be
43 reported to the department of education at the same time as other data
44 required pursuant to section 15-1042. Monthly participation calculations
45 shall include:

1 1. Newly enrolled pupils who have a written learning plan on file on
2 or before the first school day of the previous month.

3 2. Pupils who met the expectations for satisfactory monthly progress
4 in the previous month.

5 3. Pupils who did not meet the expectations for satisfactory monthly
6 progress in the previous month but did meet the expectations in the month
7 before the previous month.

8 4. Pupils who met expectations for program reentry in the revised
9 written learning plan in the previous month.

10 E. Because dropout recovery pupils are not expected to regularly
11 attend classes at the district facilities, standard procedures for recording
12 pupil attendance cannot be effectively applied to those students. For pupils
13 participating in a dropout recovery program, an eligible pupil shall be
14 counted as being in attendance in the school's average daily attendance
15 calculations pursuant to subsection F of this section if the pupil meets one
16 of the following conditions:

17 1. Is in the first month of enrollment in the program and completes
18 the program orientation during that month.

19 2. Is enrolled in teacher-facilitated courses and meets the
20 expectations for satisfactory monthly progress for the current or previous
21 month. A pupil who does not meet expectations for monthly progress for two
22 or more consecutive months shall not be reported as being in attendance until
23 the pupil meets the expectations for program reentry.

24 3. Meets the expectations for program reentry in the revised written
25 learning plan.

26 F. If a pupil is enrolled in a school district or charter school other
27 than the school district or charter school that participates in the dropout
28 recovery program and also participates in a dropout recovery program in the
29 same fiscal year, the average daily membership as prescribed in section
30 15-901, subsection A, paragraph 1, subdivisions (a) and (b) for that pupil in
31 the school district or charter school and in a dropout recovery program shall
32 not exceed 1.0, except that if the pupil is enrolled in a dropout recovery
33 program and a joint technical education district, the average daily
34 membership provisions of section 15-393 apply. If the pupil is enrolled in
35 both a school district or charter school and a dropout recovery program in
36 the same fiscal year and the sum of the average daily membership and average
37 daily attendance for that pupil is greater than 1.0 or the amount prescribed
38 in section 15-393 if the pupil is enrolled in a joint technical education
39 district, the sum shall be reduced to 1.0 or to the amount specified in
40 section 15-393 if the pupil is enrolled in a joint technical education
41 district and shall be apportioned between the school district or charter
42 school and the joint technical education district, if applicable, and the
43 dropout recovery program based on the proportionate shares of average daily
44 membership in the school district or charter school and the average daily
45 attendance in the dropout recovery program. The uniform system of financial

1 records shall include guidelines for the apportionment of pupil enrollment
2 and attendance as provided in this subsection. Pupils in a dropout recovery
3 program do not incur absences for purposes of this subsection and may
4 generate average daily attendance for attendance during any hour of the day,
5 during any day of the week and at any time between July 1 and June 30 of each
6 fiscal year. The average daily attendance of a pupil who participates in a
7 dropout recovery program shall not exceed 1.0 or the amount prescribed in
8 section 15-393 if the pupil is enrolled in a joint technical education
9 district, and shall be calculated by fulfilling the requirements of
10 subsection E of this section. Average daily membership shall not be
11 calculated on the one hundredth day of instruction for the purposes of this
12 section.

13 G. Notwithstanding section 15-901, subsection A, paragraph 1, the
14 average daily membership for pupils enrolled in a dropout recovery program
15 shall equal the average daily attendance of the pupils.

16 H. School districts and charter schools shall be responsible for
17 tuition charges and fees related to pupil participation in a dropout recovery
18 program, including course materials and access to technology for use with
19 online courses.

20 I. School districts and charter schools may contract with an
21 educational management organization to provide a dropout recovery program.
22 If contracting with an educational management organization, the school
23 district or charter school shall ensure that all of the following
24 requirements are met:

25 1. The educational management organization is accredited by a regional
26 accrediting body.

27 2. Teachers provided by the educational management organization hold a
28 current teaching license from any state and a valid Arizona fingerprint
29 clearance card pursuant to section 15-534, and teachers of core subjects are
30 highly qualified in the subjects to which they are assigned.

31 J. Dropout recovery programs shall be classified as alternative
32 schools and shall be subject to the accountability provisions of section
33 15-241, ~~subsection J~~.

34 K. Entities that are contracted to provide dropout recovery programs
35 may conduct outreach to encourage pupils who are not currently enrolled in a
36 school district or charter school in this state to return to school.
37 Entities that are contracted to provide dropout recovery programs shall not
38 conduct advertising or marketing campaigns directed at pupils who are
39 currently enrolled in a school district or charter school, or undertake any
40 other activity that encourages pupils who are currently enrolled in a school
41 district or charter school to stop attending school in order to qualify for a
42 dropout recovery program.

43 L. For the purposes of this section:

44 1. "Eligible pupil" means a pupil who, if enrolled, would be eligible
45 for placement in an alternative school but who is not currently enrolled in a

1 school district or charter school and who has been withdrawn from a school
2 district or charter school for at least thirty days, unless the district
3 determines that the student is unable to participate in other district
4 programs.

5 2. "Satisfactory monthly progress" means an amount of progress that is
6 measurable on a monthly basis and that, if continued for twelve months, would
7 result in the same amount of academic credit being awarded to the pupil as
8 would be awarded to a pupil in a traditional education program who completes
9 a full school year. Satisfactory monthly progress may include a lesser
10 required amount of progress for the first two months that a pupil
11 participates in the program.

12 Sec. 6. Section 15-973.01, Arizona Revised Statutes, is amended to
13 read:

14 15-973.01. Assistance for education fund

15 A. The assistance for education fund is established consisting of
16 monies received pursuant to section 43-617.

17 B. The state board of education shall administer the fund. On notice
18 from the state board, the state treasurer shall invest and divest monies in
19 the fund as provided by section 35-313 and monies earned from investments
20 shall be credited to the fund. Monies in the fund:

21 1. Are continuously appropriated to the state board of education.

22 2. Are exempt from the provisions of section 35-190, relating to
23 lapsing of appropriations.

24 C. The state board of education shall distribute monies in the fund to
25 the department of education to fund solutions teams assigned to schools
26 pursuant to section ~~15-241~~ 15-241.02.

27 Sec. 7. A through F letter grade system; voluntary pilot
28 program; 2016-2017 school year

29 The state board of education may create an application process for
30 schools to participate during the 2016-2017 school year in a voluntary pilot
31 program of the A through F letter grade system established by section 15-241,
32 Arizona Revised Statutes. If a pilot program is offered, the board shall
33 make every effort to ensure that the schools selected from available
34 applicants comprise as representative a sample of public schools statewide as
35 possible.

36 Sec. 8. Temporary moratorium on school improvement provisions;
37 2016-2017 school year

38 Notwithstanding section 15-241.02, Arizona Revised Statutes, as added
39 by this act, a school is not subject to school improvement provisions for a
40 letter grade assigned in the 2016-2017 school year.

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and consideration of the revised Arizona Framework for Measuring Educator Effectiveness as proposed by the Teacher and Principal Evaluation Taskforce.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(38) requires the State Board to “adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes.” The statute authorizes the Board to “periodically make adjustments to align the model framework for teacher and principal evaluations with assessment or data changes at the state level.”

At the January 26, 2015 regular meeting, the Board President re-established the Teacher and Principal Evaluation Taskforce with Amy Hamilton serving as Chair and Roger Jacks as Vice-Chair.

The Taskforce met in public sessions on June 16, August 11, September 15, October 20, November 10, November 30, and December 14, 2015 to accept public testimony and discuss technical revisions to the Framework which was initially adopted April 25, 2011 and amended May 19, 2014.

The Taskforce proposed amendments to the Framework as described on Attachment A, tracked changes version of Framework included as Attachment B, and the proposed amended Framework included as Attachment C.

Review and Recommendation of State Board Committee

The Teacher and Principal Evaluation Taskforce met December 14, 2015 and voted 9-0 to recommend the Board adopt the proposed revisions to the Arizona Framework for Measuring Educator Effectiveness.

Recommendation to the Board

It is recommended that the Board adopt the proposed revisions to the Arizona Framework for Measuring Educator Effectiveness.

Contact Information:

Mark McCall, Deputy Associate Superintendent, Highly Effective Teachers and Leaders

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Attachment A: List of Framework Revisions

Page i. Update Vision Statement	
REVISED LANGUAGE	ORIGINAL LANGUAGE
<p>“To improve student learning, Arizona supports effective teachers and principals by developing a model framework that is flexible in its application and establishes the expectations for a comprehensive evaluation and feedback process, to which all Arizona Local Education Agency (LEA) evaluation instruments shall align.”</p>	<p>“To improve student achievement, Arizona supports effective teachers and principals by developing a model framework that can be incorporated into all Arizona LEA [district and charter] evaluation instruments and ensures that student academic progress is a significant component in the teacher and principal evaluation process.”</p>
Page i. Update Goals	
REVISED LANGUAGE	ORIGINAL LANGUAGE
<ul style="list-style-type: none"> • To allow local educational agencies (LEAs) flexibility in aligning teacher and principal evaluations within the framework; • To reflect equity, opportunity, and research in the evaluation process; • To create a framework that supports continuous improvement; • To increase data-informed decision making to foster a school culture of continual student learning and progress; • To incorporate multiple measures of student academic progress in the evaluation process; • To ensure that valid and reliable measures of student academic progress and professional practice are significant components of the evaluation process; • To facilitate and inform educator growth 	<ul style="list-style-type: none"> • To enhance and improve student learning; • To use the evaluation process and achievement data to drive professional development to enhance teaching, leadership, and student performance. • To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all. • To use the evaluation process and data to improve teacher and principal performance; • To incorporate multiple measurements of achievement; • To communicate clearly defined

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through mentoring and professional learning;
• To provide for periodic review of this evaluation framework and implementation and make any modifications deemed necessary based upon the best available data.

expectations;
• To allow districts and charters to use local instruments to fulfill the requirements of the framework;
• To reflect fairness, flexibility, and a research-based approach;
• To create a culture where data drives instructional decisions.

Page ii. Update Table of Contents

Page 1. Remove “Essential Standards Relating to the Appropriate Use of Tests” heading and incorporate information in the text in other sections of the document.

Page 1. Amend Background

Add language to emphasize flexibility and fairness:

The Arizona Framework for Measuring Educator Effectiveness detailed in this document complies with all legal requirements while also providing districts and charters with as much flexibility as possible to develop evaluation systems that meet their individual needs. The local control of LEAs to create, implement and revise, as needed, within this guidance framework is paramount to building effective, locally relevant evaluation systems. To that end the framework should be used to guide local decisions and does not constitute a “one size fits all” evaluation system. Each LEA is ultimately responsible to develop systems and policies that align to their specific needs.

To ensure the **equity** and success of all evaluation systems, LEAs should take the necessary steps to align professional learning to evaluation outcomes. The Task Force recommends that teachers and principals remain focused on Arizona’s Professional Teaching and Administrative Standards. These will serve as key components in all evaluation systems. In addition, LEAs should develop and/or participate in professional learning that meets the standards from Learning Forward to ensure that all professional learning for educators meets the highest standards of quality.

Technical assistance for implementing your evaluation system is available by contacting the Effective Teachers and Leaders Unit of the Arizona Department of Education.

EXECUTIVE SUMMARY

Pages 2 to 4. Updated and clarified definitions (Added or revised language in bold).

REVISED LANGUAGE

Academic Growth

The change in student achievement students experience between two or more points in time. **For the purpose of evaluation state assessment data and/or student growth percentiles must be a significant factor in the calculation.**

Academic Progress

Measurement of **student's learning of grade level content standards**; these measures shall include the amount of academic growth students demonstrate **and their academic proficiency. These measures may be calculated using data from, but not limited to, state administered assessments, SLOs, LEA benchmark assessments, formative or summative assessments,** and school achievement profiles.

Benchmark Assessments

Used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Benchmark assessments are usually administered periodically during a course or school year.

Classroom-Level Data

Data that are limited to student academic progress within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, interim/benchmark assessments,

ORIGINAL LANGUAGE

Academic Growth

The change in student achievement students experience between two or more points in time.

Academic Progress

A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Classroom-Level Data

Data that are limited to student academic performance within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, other assessments, and Student Learning Objectives (SLOs). Classroom-level data is not intended to include individual teacher made quizzes or tests for a specific classroom.

Classroom Observations

Used to measure observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students.

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standardized assessments, Student Learning Objectives (SLOs) and other measures of individual student learning.

Classroom Observations

Used to generate measures of teaching performance and professional practice through observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students; Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.

Formative Assessment

A wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course; these data are intended to provide feedback needed to adjust ongoing teaching and improve learning outcomes.

Framework

A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Group A Teachers

Teachers with multiple measures of valid and reliable classroom-level student academic progress data, as determined by the LEA. These data shall align to Arizona’s content standards, and be appropriate to individual teachers’ subject areas.

Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.

Formative Assessment

Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of core content.

Framework

A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Group A Teachers

Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.

Group B Teachers

Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.

Multiple Measures of Student Learning

The various types of assessments of student learning, including for example, value-added or growth measures, curriculum-based tests, pre/post-tests, capstone projects, oral

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Group B Teachers

Teachers not meeting the requirements for Group A Teachers.

Multiple Measures of Student Learning

The **use of** various types of measures of student learning, **for the purpose of evaluating teachers' and principals' effectiveness.** For example, **state level assessments**, value-added or growth measures, curriculum-based tests, **SLOs**, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.

New Teacher

A teacher new to the profession or with less than three years of teaching experience.

Newly Reassigned Teacher

A teacher who has been newly assigned to a grade, a content area or a school.

Nontested Grades and Subjects

Refers to the grades and subjects **for which state level assessments do not exist** because they are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

Parent Surveys

Questionnaires that seek information from parents regarding their perceptions of their teacher, principal and/or school.

Pre- and Post-Tests

Tests that measure the content of the

presentations, performances, or artistic or other projects.

Multiple Measures of Teacher Performance

The various types of assessments of teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or student or parent surveys.

New Teacher

A teacher new to the profession with less than three years of experience.

Newly Reassigned Teacher

A teacher who has been newly assigned to a grade, a content area or a school.

Nontested Grades and Subjects

Refers to the grades and subjects that are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

Other Assessments

The development and/or adaptation of other measures of academic growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student

EXECUTIVE SUMMARY

curriculum of a particular course or grade that are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of academic growth.

Reliability

The degree to which an assessment tool produces stable and consistent results.

School-Level Data

Data **that relates** to student academic progress within an individual team, grade, or school. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, **SLOs** and other measures of student learning.

SLO - Student Learning Objective

A Student Learning Objectives, or SLO, is a classroom-level standards-based measure relevant to the content area taught during the current school year that is specific and measurable, written to measure academic growth and mastery, and assesses all or the most important standards within the course. See the Arizona Department of Education guide, The Student Learning Objective Handbook, for more information.

Student Surveys

Questionnaires that seek information from students regarding their perceptions of their teachers, principal and/or school.

Summative Assessment

Assessments used to determine whether students

learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.

Parent Surveys

Questionnaires that usually ask parents to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction.

Pre- and Post-Tests

Typically, locally developed student achievement tests that measure the content of the curriculum of a particular course. They are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of academic growth. Many pre- and posttest models also include mid-year assessments and formative assessments for teachers to adjust instruction throughout the course or year.

Reliability

The ability of an instrument to measure teacher performance consistently across different rates and different contexts.

School-Level Data

Data that are limited to student academic performance within an individual school. These may include scores on state administered assessments, district/school assessments, other standardized assessments,

EXECUTIVE SUMMARY

have met instructional goals or student learning outcomes at the end of a course, program, or academic year.

Teacher or Principal Performance and Professional Practice

An assessment of teacher or principal professional performance and practice that is based upon multiple observations and evaluation instruments which contain rubrics aligned to the appropriate professional standards approved by the State Board.

Team

A group of teachers that teach the same subject, students or grade levels that are expected to collaborate to impact student learning and or school outcomes.

Validity

The extent to which a test measures what it is purported to measure and therefore the results of the test allow for accurate conclusions to be made about student academic progress.

Veteran Teacher

A teacher, who is not new or newly reassigned, **with three or more years of teaching experience.**

and school achievement profiles.

Student Learning Objectives (SLOs)

A classroom-level standards-based measure relevant to the content area taught during the current school year that: 1) is specific and measurable; 2) is based on available prior student learning data; and 3) assesses academic growth and/or achievement.

Student Surveys

Questionnaires that typically ask students to rate teachers on an extent-scale regarding various aspects of teachers' practice as well as how much students say they learned or the extent to which they were engaged.

Summative Assessment

Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course or program.

Teacher

An individual who provides instruction to Pre-Kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records. Recognizing that many classes do not meet every week day school is in session, "daily student attendance" means a teacher takes attendance each time the class meets.

Team

Any group of teachers that teach the same subject, students or grade levels.

Validity

The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement.

Veteran Teacher

A teacher with three or more years of experience.

Teacher Evaluation Section

Pages 5 to 11. Text updated to:

- Simplify explanation of the calculation percentages;
- Emphasize the use of multiple assessment measures;
- Remove duplication in text between Group A and Group B instructions;
- Add suggestions for ideal practices;
- Revised definition of "Academic Progress";
- Include a "Use of Academic Progress Decision Tree" graphic;
- Add an example of a total evaluation calculation;
- Remove specific reference to ISLLC adopted standards and include language that the "Arizona State Board of Education has adopted principal leadership standards that establish specific expectations for the skills and knowledge that all Arizona principals should possess"; and
- Remove sample tables and graphs to eliminate LEAs' perception of a preferred calculation.

Page 9. Remove Group B paragraph discussing "limited" valid and reliable classroom level data:

- ~~• **Group B: In cases where *limited* valid and reliable classroom-level data are available, which may include a lack of multiple measures, LEAs shall incorporate a combination of classroom-level and school-level data into the final evaluation outcome.**~~

Page 10. Addition of Student Academic Progress Data-Decision Tree and repeat the definitions for Academic Progress, Classroom-Level Data, and Multiple Measures of Student Learning. Also including, “LEAs may consider the development or identification of other measures to supplement teachers who only have minimal data available.”

Page 11. Revise definitions of Performance Classifications to emphasize the teacher’s instructional performance (Added language in bold).

REVISED LANGUAGE

As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all LEAs shall classify each teacher in one of the following four performance classifications:

- Highly Effective: A highly effective teacher consistently exceeds expectations. This teacher’s **instructional performance is exceptional and her/his** students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
- Effective: An effective teacher consistently meets expectations. This teacher’s **instructional performance is effective and her/his** students generally made satisfactory levels of academic

ORIGINAL LANGUAGE

As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all LEAs shall classify each teacher in one of the following four performance classifications:

- Highly Effective: A highly effective teacher consistently exceeds expectations. This teacher’s students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
- Effective: An effective teacher consistently meets expectations. This teacher’s students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching

EXECUTIVE SUMMARY

<p>progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.</p> <ul style="list-style-type: none">• Developing: A developing teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.• Ineffective: An ineffective teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.	<p>standards, as determined by classroom observations as required by ARS §15-537.</p> <ul style="list-style-type: none">• Developing: A developing teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.• Ineffective: An ineffective teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
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Principal Evaluation Section

Pages 12 to 13. Text updated to:

- Simplify explanation of the calculation percentages;
- Emphasize the use of multiple assessment measures; and
- Remove sample tables and graphs to eliminate LEAs' perception of a preferred calculation.

Page 14. Update text to emphasize multiple assessment measures, encourage the use of Student Learning Objectives, and to include text from former Appendices B and C (Added or revised language in bold).

REVISED LANGUAGE

- **LEAs shall ensure that multiple measures of student academic progress are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.**
- When available, data from statewide assessments shall be used to inform the evaluation process.
- All assessment data used in educator evaluations shall be aligned with Arizona State Standards.
- **LEAs** shall include student achievement data for reading and/or math as appropriate; however, student achievement data should not be strictly limited to these content areas.
- **LEAs are encouraged to use SLOs when statewide assessment data are not available for the individual teacher.**

ORIGINAL LANGUAGE

- When available, data from statewide assessments shall be used to inform the evaluation process.
- All assessment data used in educator evaluations shall be aligned with Arizona State Standards.
- Districts and charters shall include student achievement data for reading and/or math as appropriate; however, student achievement data should not be strictly limited to these content areas.
- Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone.
- All evaluators should receive

EXECUTIVE SUMMARY

<ul style="list-style-type: none">• Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone.• All evaluators should receive professional learning in order to effectively implement their LEA’s teacher evaluation system.• LEAs should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.• LEAs should develop and provide professional learning on the evaluation process and in those areas articulated in Arizona’s Professional Teaching and Administrative Standards, as approved by the State Board of Education.• As required by ARS § 15-537, LEAs shall develop with stakeholder input:<ul style="list-style-type: none">○ Incentives for teachers in the highest performance classification, which may include multiyear contracts not to exceed three years;○ Incentives for teachers in the two highest performance classifications to work at schools that are assigned a letter grade of D or F;○ Protections for teachers who are transferred to schools that are assigned a letter grade of D or F;○ Protections for teachers if the	<p>professional development in the form of Qualified Evaluator Training.</p> <ul style="list-style-type: none">• Districts and charters should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.• Districts and charters should develop and provide professional development on the evaluation process and in those areas articulated in Arizona’s Professional Teaching and Administrative Standards, as approved by the State Board of Education.
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<p>principal of the school is designated in the lowest performance classification;</p> <ul style="list-style-type: none">○ Performance improvement plans for teachers designated in the lowest performance classification;○ Dismissal or nonrenewal procedures for teachers who continue to be designated in the lowest performance classification.	
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Appendices

Appendix A. Update Sample Student Achievement Data Sources.

Appendix B. Remove Appendix B and include text in List of Ideal Practices earlier in the framework text.

Appendix C. Remove Appendix C and include text earlier in the framework text.

Appendix D. Update text:

- Update as “Appendix B”;
- Remove dates; and
- Change “School District” to “LEA”.

Appendix E. Update text:

- Update as “Appendix C”;
- Remove dates;
- Change “School District” to “LEA”; and
- Add reference to social media sources.

Appendix F. Remove.

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Appendix G. Remove.

Appendix H. Remove.

Appendix I. Remove.

Acknowledgements. Remove.

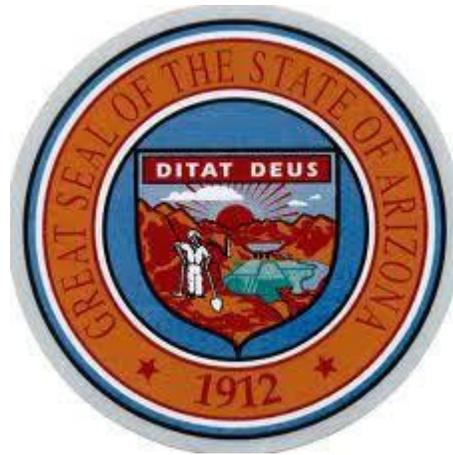
Taskforce Membership. Remove 2011 membership list and replace with 2015 members.

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Attachment B: Teacher and Principal Evaluation Framework (Tracked Changes Version)

ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

*Effective Beginning the ~~2014-2015~~
2016-2017 School Year*



The Arizona State Board of Education

Adopted April 25, 2011 and Amended May 19, 2014 and January 25, 2016

~~Framework Effective Beginning The~~ 2014-15 School Year 2016-17

EXECUTIVE SUMMARY

ARIZONA STATE BOARD OF EDUCATION
~~2010-2011~~2015-2016 TASK FORCE ON TEACHER AND PRINCIPAL
EVALUATIONS

The ~~2010-2011~~2015-2016 Task Force on Teacher and Principal Evaluations conducted its work in service of the students in Arizona's public schools. -The Task Force members hold that the goal of both teacher and principal evaluations is to enhance performance so that students receive a higher quality education. -Further, the work here submitted reflects the belief that evaluations are most effective as one part of a systemic approach to improving educator performance and student achievement.

VISION

"To improve student ~~achievement~~learning, Arizona supports effective teachers and principals by developing a model framework that ~~can be incorporated into~~is flexible in its application and establishes the expectations for a comprehensive evaluation and feedback process, to which all Arizona Local Education Agency (LEA ~~district and charter~~) evaluation instruments and ensures that student academic progress is a significant component in the teacher and principal evaluation process."shall align."

GOALS

- ~~To enhance and improve student learning;~~
- ~~To use~~To allow local educational agencies (LEAs) flexibility in aligning teacher and principal evaluations within the framework;
- ~~To reflect equity, opportunity, and research in the evaluation process and achievement data to drive professional development to enhance teaching, leadership, and student performance.;~~To reflect equity, opportunity, and research in the evaluation process and
- ~~To create a framework that supports continuous improvement;~~achievement data to drive professional development to enhance teaching, leadership, and student performance.;
- ~~To increase data-informed decision making for students and teacher and principal evaluations fostering to foster a school cultures where culture of continual student learning and progress is a continual part of redefining goals for all.;~~To create a framework that supports continuous improvement;
- ~~To use~~To incorporate multiple measures of student academic progress in the evaluation process;
- ~~To ensure that valid and reliable measures of student academic progress and professional practice are significant components of the evaluation process;~~To increase data-informed decision making for students and teacher and principal evaluations fostering to foster a school cultures where culture of continual student learning and progress is a continual part of redefining goals for all.;
- ~~To facilitate and inform educator growth through mentoring and data to improve~~To ensure that valid and reliable measures of student academic progress and professional practice are significant components of the evaluation process;
- ~~To facilitate and inform educator growth through mentoring and data to improve~~To facilitate and inform educator growth through mentoring and data to improve

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teacher professional learning;

- **To provide for periodic review of this evaluation framework and principal performance; implementation and make any modifications deemed necessary based upon the best available data.**
- ~~To incorporate multiple measurements of achievement;~~
- ~~To communicate clearly defined expectations;~~
- ~~To allow districts and charters to use local instruments to fulfill the requirements of the framework;~~
- ~~To reflect fairness, flexibility, and a research-based approach;~~
- ~~To create a culture where data drives instructional decisions.~~

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ARIZONA REVISED STATUTES § 15-203(A)(38)

ARS §15-203(A)(38), first adopted in 2010 and subsequently amended, requires the State Board of Education to - “ *adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty ~~per cent~~percent of the evaluation outcomes.*” The statute requires the Board to include four performance classifications in the framework, and adopt best practices for professional development and evaluator training. ~~The statute mandates that by school year 2013-14 school districts and charter schools in a public meeting adopt the definitions of the State Board performance classifications, and implement the classifications into their evaluation instruments~~learning and evaluator training.

BACKGROUND

Outstanding teachers and principals make a difference.- Great classroom teaching and principal leadership are the strongest predictors of student development and achievement. -Based on this reality, in 2010 Arizona legislators initially passed a law intended to change the culture of education in Arizona, and improve how ~~many districts and charters~~local educational agencies (LEAs) evaluate their teachers and principals.- Specifically, this law requires the State Board of Education (SBE) to develop a framework for teacher and principal evaluations that includes quantitative data on student academic progress that accounts for between 33% and 50% of each evaluation outcome. ~~Districts and charters~~LEAs will be required to use an instrument that meets the requirements established by the framework to annually evaluate individual teachers and principals ~~beginning in the 2013—2014 school year.~~

The Arizona Framework for Measuring Educator Effectiveness detailed in this document complies with all legal requirements while also providing districts and charters with as much flexibility as possible to develop evaluation systems that meet their individual needs. The local control of LEAs to create, implement and revise, as needed, within this guidance framework is paramount to building effective, locally relevant evaluation systems. To that end the framework should be used to guide local decisions and does not constitute a “one size fits all” evaluation system. Each LEA is ultimately responsible to develop systems and policies that align to their specific needs.

To ensure the equity and success of all evaluation systems, LEAs should take the necessary steps to align professional learning to evaluation outcomes. The Task Force recommends that teachers and principals remain focused on Arizona’s Professional Teaching and Administrative Standards. For many districts and charters, implementing a new or revised teacher and principal evaluation instrument/system that incorporates the Arizona Framework for Measuring Educator Effectiveness by the 2012—2013 school year will present significant challenges. The SBE understands these challenges and acknowledges that it may take time for districts and charters to develop and implement truly robust systems. To assist schools during this transition the Arizona

~~Department of Education (ADE) will provide a repository of evaluation instruments that comply with the Arizona Framework for Measuring Educator Effectiveness. The intent of this repository is not to require the use of any specific evaluation instrument or system, but rather to provide districts and charters with additional guidance on how they might develop their own.~~

ESSENTIAL STANDARDS RELATING TO THE APPROPRIATE USE OF TESTS AND OTHER TYPES OF ACHIEVEMENT DATA

~~In reviewing this Framework for Measuring Educator Effectiveness, one should be reminded of the thoughtful decision-making processes that will be required to ensure that evaluation systems are fair and accurate. In developing these systems it is imperative that districts and charters recognize that high stakes decisions about educator effectiveness should only be made using multiple measures that are both valid and reliable. To this end, this framework identifies several sources of data that may be used; however, districts and charters should recognize that the majority of teachers do not have a complete compliment of valid and reliable student achievement data. This is particularly true for teachers in special needs areas and for those in grades and subjects where statewide assessments are not required. As districts and charters begin the work of developing their own evaluation systems priority should be given to the creation of valid and reliable assessments in these high need areas.~~

~~These will serve as key components in all evaluation systems. In addition, LEAs should develop and/or participate in professional learning that meets the standards from Learning Forward to ensure that all professional learning for educators meets the highest standards of quality.~~

~~Technical assistance for implementing your evaluation system is available by contacting the Effective Teachers and Leaders Unit of the Arizona Department of Education.~~

DEFINITIONS

Academic Growth

~~The change in student achievement students experience between two or more points in time. For the purpose of evaluation state assessment data and/or student growth percentiles must be a significant factor in the calculation.~~

Academic Progress

~~A measurement Measurement of student academic performance. These measurements student's learning of grade level content standards; these measures shall include the amount of academic growth students experience between two or more points in time, demonstrate and their academic~~

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proficiency. These measures may also include measures of academic performance, including be calculated using data from, but not limited to, state administered assessments, district/school SLOs, LEA benchmark assessments, formative and/or summative assessments, and school achievement profiles.

Benchmark Assessments

Used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Benchmark assessments are usually administered periodically during a course or school year.

Classroom-Level Data

Data that are limited to student academic performance progress within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, interim/benchmark assessments, standardized assessments, other assessments, and Student Learning Objectives (SLOs). Classroom-level data is not intended to include) and other measures of individual teacher made quizzes or tests for a specific classroom student learning.

Classroom Observations

Used to measure Used to generate measures of teaching performance and professional practice through observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students; Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.⁺

Formative Assessment

Assessments used by A wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and students as part of instruction that provides academic progress during a lesson, unit, or course; these data are intended to provide feedback needed to adjust ongoing teaching and learning to improve students' achievement of core content learning outcomes.

Framework

A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Group A Teachers

Teachers with available multiple measures of valid and reliable classroom-level student achievement academic progress data that are valid and reliable, aligned, as determined by the LEA. These data shall align to Arizona's academic content standards, and be appropriate to individual teachers' content subject areas.

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Group B Teachers

~~Teachers with limited or no available classroom level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.~~

Teachers not meeting the requirements for Group A Teachers.

Multiple Measures of Student Learning

~~The use of various types of assessments measures of student learning, including for the purpose of evaluating teachers' and principals' effectiveness. For example, state level assessments, value-added or growth measures, curriculum-based tests, SLOs, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.~~[†]

Multiple Measures of Teacher Performance

~~The various types of assessments of teachers' performance, including, for example, classroom observations, student test score data, self-assessments, or student or parent surveys.~~[†]

New Teacher

A teacher new to the profession or with less than three years of teaching experience.

Newly Reassigned Teacher

A teacher who has been newly assigned to a grade, a content area or a school.

Nontested Grades and Subjects

~~Refers to the grades and subjects that for which state level assessments do not exist because they are not required to be tested under the Elementary and Secondary Education Act or Arizona law.~~[†]

Other Assessments

~~The development and/or adaptation of other measures of academic growth for non-tested grades and subjects used across schools or districts. These measures may include early reading measures; standardized end-of-course assessments; formative assessments; benchmark, interim, or unit assessments; and standardized measures of English language proficiency. Other assessments may be developed at either the state education agency or local education agency level. Teacher-developed assessments of student learning or growth also may fall into this category when those assessments meet expectations for rigor and comparability across classrooms in a district or across classrooms statewide.~~[†]

Parent Surveys

~~Questionnaires that usually ask seek information from parents to rate teachers on an extent scale regarding various aspects their perceptions of teachers' practice as well as the extent to which they are satisfied with the teachers' instruction. their teacher, principal and/or school.~~[†]

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Pre- and Post-Tests

~~Typically, locally developed student achievement tests~~ Tests that measure the content of the curriculum of a particular course. They or grade that are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of academic growth. ~~Many pre and posttest models also include mid-year assessments and formative assessments for teachers to adjust instruction throughout the course or year.~~[†]

Reliability

The degree to which an assessment tool produces stable and consistent results.

School-Level Data

Reliability

~~The ability of an instrument to measure teacher performance consistently across different rates and different contexts.~~[†]

School-Level Data

~~Data that are limited~~ relates to student academic performance progress within an individual team, grade, or school. -These may include scores on state administered assessments, district/school assessments, ~~other benchmark assessments,~~ standardized assessments, SLOs and school achievement profiles other measures of student learning.

SLO - Student Learning Objective

A Student Learning Objectives (SLOs)

~~A, or SLO, is a classroom-level standards-based measure relevant to the content area taught during the current school year that:~~ 1) is specific and measurable; 2) ~~is based on available prior student learning data;~~ and 3) assesses measurable, written to measure academic growth and/ mastery, and assesses all or achievement. the most important standards within the course. See the Arizona Department of Education guide, The Student Learning Objective Handbook, for more information.

Student Surveys

~~Questionnaires that typically ask~~ seek information from students to rate teachers on an extent-scale regarding various aspects their perceptions of teachers' practice as well as how much students say they learned their teachers, principal and/or the extent to which they were engaged.[†] school.

Summative Assessment

Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course ~~or,~~ program, or academic year.

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Teacher

~~An individual who provides instruction to Pre-Kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting~~Principal Performance and who maintains daily student attendance records. Recognizing that many classes do not meet every week day school is in session, “daily student attendance” means a teacher takes attendance each time the class meets. Professional Practice

An assessment of teacher or principal professional performance and practice that is based upon multiple observations and evaluation instruments which contain rubrics aligned to the appropriate professional standards approved by the State Board.

Team

Team

Any A group of teachers that teach the same subject, students or grade levels that are expected to collaborate to impact student learning and or school outcomes.

Validity

Validity

~~The extent to which a test's content is representative of the actual skills learned and whether the test can~~measures what it is purported to measure and therefore the results of the test allow for accurate conclusions concerning achievement.to be made about student academic progress.

Veteran Teacher

Veteran Teacher

A teacher, who is not new or newly reassigned, with three or more years of teaching experience.

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FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

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Arizona's Framework for Measuring Educator Effectiveness is designed to provide ~~districts and charters~~ LEAs with as much flexibility as possible to create and implement evaluation systems for teachers of Kindergarten through grade 12 that fit ~~their~~ the individual needs ~~of each LEA~~. While not required by the Board, ~~districts and charters~~ or statute, LEAs may include the evaluation of Pre-Kindergarten teachers in the evaluation systems they adopt.

LEA evaluation systems shall include teaching performance and professional practice measures (ARS §15-537) and academic progress measures (ARS §15-203 (A)(38)). These measures shall apply to all teachers. Each LEA is encouraged to develop or refine evaluation systems so that these systems provide valuable information to support and improve teacher performance.

Teaching Performance and Professional Practice

- The teaching performance and professional practice component of the evaluation shall account for between 50% and 67% of the total evaluation outcome.
- LEAs shall use multiple measures of teaching performance to evaluate teachers.
- LEA evaluation instruments developed or selected as meeting the needs of the LEA shall include rubrics that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602.
- LEAs are encouraged to evaluate the alignment of rubrics, or portions thereof, to determine the indicators that provide essential evidence of effective teaching performance and professional practice.

Components of Effective Educator Evaluations and Best Practices

To assist LEAs as they work to revise their teacher and principal evaluation instruments to meet the requirements of the Arizona Framework for Measuring Educator Effectiveness, the Task Force recommends a focus on the following key components of effective educator evaluations for teachers and principals:

- Arizona's Professional Teaching Standards – The Arizona State Board of Education has adopted professional teaching standards from the Interstate Teachers Assessment and Support Consortium (InTASC) that establish specific expectations for the skills and knowledge that all Arizona teachers should possess. These standards should serve as key components in any teacher evaluation system.
- Arizona's Professional Administrative Standards – The Arizona State Board of Education has adopted principal leadership standards that establish specific

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expectations for the skills and knowledge that all Arizona principals should possess. These standards should serve as key components in any administrative evaluation system.

- **Learning Forward’s *Standards for Professional Learning* —The Arizona State Department of Education has adopted the *Standards for Professional Learning* from Learning Forward that establish specific expectations to ensure that all professional learning for educators meets the highest standards of quality.**
- **Evaluator Training to Ensure Inter-Rater Reliability – Critical to the equity and success of all evaluation systems is the professional learning of staff to ensure the reliability and validity of the evaluation process.**

The list below serves as suggestions for ideal practices in order to improve student achievement in Arizona.

- **Ongoing use of quality post-observation feedback, plus use of data and assessment analysis to drive increased student academic progress and achievement;**
- **Multiple formative and summative teacher and principal evaluations per year;**
- **Qualified and certified evaluator inter-rater reliability for teachers and principals;**
- **Extensive use of national student and teacher standards for the design of evaluation rubrics;**
- **Alignment between teacher and principal observation instruments for increasing student academic progress and achievement;**
- **Multi-levels of teacher and principal performance competencies;**
- **Develop a campus climate conducive to conducting annual evaluations of teachers and principals for the purpose of increasing student academic progress and achievement;**
- **Use of an annual educator’s goal(s) plan for all teachers and principals resulting with increased student Academic Progress and achievement;**
- **All teachers and principals are accountable for improvement of student academic Progress and achievement;**
- **Rubrics based on national teacher, principal, and student standards;**
- **Use of LEA educator evaluation data to determine allocation of staff, professional learning, and resources for building capacities for increasing student academic progress and achievement;**
- **Facilitate and inform educator growth through mentoring and professional learning.**

Academic Progress

~~Due to the disparity in available~~ High stakes decisions about educator effectiveness shall be made using multiple measures of student learning that are both valid and reliable ~~student achievement data between teachers in various content areas, the framework is divided into two components: Group A and Group B. Districts and charters shall apply the Group A framework to all teachers with available classroom level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas. The Group B framework shall be applied to all teachers with limited or no available classroom level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.~~

~~. Because districts and charters~~ LEAs throughout Arizona have vastly different assessment student academic progress data available across multiple content areas, it is not possible to impose strict rules on which teachers should use each framework. For example, while some districts and charters may have developed several sources of classroom level student achievement data for their music teachers, others have not. Districts and charters are strongly encouraged to examine their existing assessment systems and to develop new sources of valid and reliable classroom level student achievement data where currently none, or very little, exist. data should be used for all teachers. Therefore, LEAs must make local determinations regarding a teacher's status, Group A or Group B, based on the availability of multiple, valid and reliable measures for the grade and/or content area for individual teachers (see **Use of Student Academic Progress Data Decision Tree**).

To this end, this framework identifies several sources of data that may be used; however, LEAs should recognize that many teachers do not have multiple, varied, valid and reliable measures of student learning. This is particularly true for teachers in special needs areas and for those in grades and subjects where statewide assessments are not required. The table that follows outlines the evaluation framework for both Group A and Group B. It also includes the types of student achievement data that may be used. As districts and charters use this framework to develop their own evaluation instruments they shall adhere to the following requirements:

Group A:

Academic Progress

- ~~Classroom level~~ As LEAs continue to refine or develop their own evaluation systems, priority should be given to the creation of valid and reliable measures in these high need areas.
- Student academic progress data elements shall account for at least between 33% and 50% of the total evaluation outcomes. Districts and charters** ~~LEAs may increase~~ set the weight of these ~~all data~~ elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome. If

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~~available and appropriate to a teacher's content area, data from state administered assessments shall be used as at least one of the classroom-level data elements. Districts and charters may determine which additional classroom-level data will be used and in what proportions.~~

- ~~• The use of school level data elements is optional for teachers using the Group A framework. If school level data are used the total weight of these data shall account for no more than 17% of the **total** evaluation outcomes. Additionally, the sum of school-level data and classroom-level data shall not exceed 50% of the **total** evaluation outcome.~~
- ~~• Districts and charters shall ensure that the total measure of Academic Progress (classroom level and/or school level) includes a calculation of the amount of Academic Growth students experience between two or more points in time. LEAs The Academic Growth calculation shall comprise at least 20% of the total evaluation outcome. Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new assessment are available.~~
- ~~• Districts and charters shall ensure that multiple data elements are used to calculate the portion of each teacher's evaluation dedicated to measures of student academic progress.~~

Teaching Performance and Professional Practice

- ~~• The "Teaching Performance and Professional Practice" component of the evaluation shall be based upon classroom observations as required by ARS §15-537. District and charter evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602, available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "Teaching Performance and Professional Practice" component of the evaluation shall account for between 50% and 67% of the **total** evaluation outcomes.~~

Group B:

Academic Progress

- ~~• By definition, teachers using the Group B framework have either limited or no valid and reliable classroom-level student academic progress data that are aligned to Arizona's academic content standards and appropriate to individual teachers' content areas.~~
- ~~➤ In cases where limited valid and reliable classroom-level data exist districts and charters shall incorporate these data into the final evaluation outcome; however, these data shall be augmented with the use of additional school-level data. School-~~

~~level data may include aggregate school, grade, or team-level data. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of the total evaluation outcomes.~~

~~➤ In cases where no valid and reliable classroom-level data exist school-level data shall account for at least 33% of the total evaluation outcomes. School-level data may include aggregate school, grade, or team-level data. Districts and charters may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome.~~

- ~~• Districts and charters shall ensure that the total measure of Academic Progress (classroom-level and/or school-level) includes a calculation of the amount of Academic Growth students experience between two or more points in time. The Academic Growth calculation shall comprise at least 20% of the total evaluation outcome.~~
- ~~• Districts and charters shall ensure that multiple data elements are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.~~

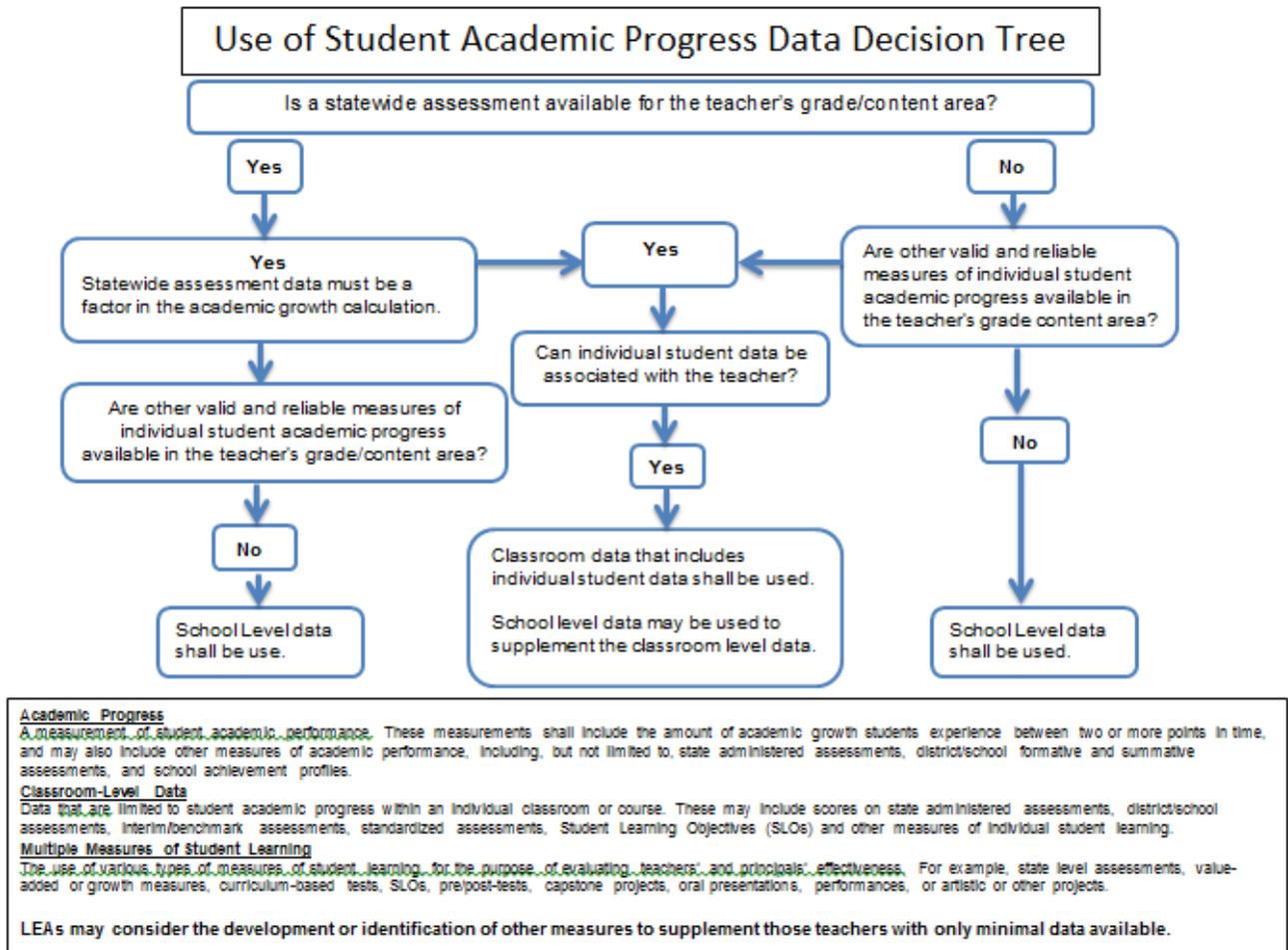
Teaching Performance and Professional Practice

- ~~• The "Teaching Performance and Professional Practice" component of the evaluation shall be based upon classroom observations as required by ARS §15-537. District and charter evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602, available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "Teaching Performance and Professional Practice" component of the evaluation shall account for between 50% and 67% of the total evaluation outcomes.~~
- ~~• LEAs shall ensure that academic progress calculations include measures of academic growth.~~
 - ~~• The academic growth calculation shall comprise at least 20% of the total evaluation outcome.~~
 - ~~• State assessment data including student growth percentiles must be a significant factor in the academic growth calculation.~~
- ~~• When appropriate to a teacher's grade and/or content area, data from state administered assessments shall be used as at least one of multiple measures of academic progress.~~
- ~~• The use of classroom-level and school-level data elements and the proportion they contribute to the evaluation of academic progress for Group A and Group B teachers shall be determined by the LEA.~~
- ~~• LEAs should determine the relative proportion of student academic progress~~

measures based on the evaluation of the:

- **alignment of measures to the school's mission, vision and/or culture;**
 - **availability of multiple, valid and reliable measures;**
 - **availability of state assessment data in the grade/content area;**
 - **attribution of individual students' learning measures to their teachers.**
-
- **LEAs should refer to the Use of Student Academic Progress Data Decision Tree to determine the use of individual student, classroom, and school-level data:**
 - **Group A: In cases where valid and reliable classroom-level data are available, LEAs shall incorporate classroom-level data into the final evaluation outcome, including statewide assessment.**
 - **These data may be combined with school-level data. School-level data may include aggregate team, grade, or school-level data.**
 - **Group B: In cases where *no* valid and reliable classroom-level data exist, school-level data shall account for at least 33% but shall not exceed 50% of the total evaluation outcome.**
 - **School-level data may include aggregate team, grade, or school-level data.**

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Calculating total evaluation outcome:

LEAs must combine the score derived from the teaching performance and professional practice portion with the academic progress score to determine the total evaluation outcome. LEAs shall determine the weights of these two portions, adhering to the requirements described above. For example, if an LEA's evaluation system results in a total evaluation outcome score ranging from 0-100 points; then student academic progress shall represent between 33 and 50 points. Of those points, 20 points shall come from measures of academic growth (leaving 13 to 30 points to be determined by other measures of academic progress). The remaining 50 to 67 points shall reflect the measure of teacher professional performance and professional practice.

The total evaluation outcome shall be used to determine each teacher's teacher performance classification. LEAs are responsible for determining the points associated with each classification rating.

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Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, ~~beginning in school year 2013-2014 all school districts and charter schools~~ LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations.- This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress.- The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
- **Effective:** An *effective* teacher consistently meets expectations.- This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress.- The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance.- This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress.- The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years.- This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance.- This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress.- The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

	Classroom-level Data	School-level Data	Teaching Performance
<p>GROUP "A"</p> <p>(Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)</p>	<ul style="list-style-type: none"> • State Administered Assessments <ul style="list-style-type: none"> • AP, IB, Cambridge, ACT, Quality Core • District/Charter Wide Assessments • District / School-level Benchmark Assessments, aligned with Arizona State Standards • Student Learning Objectives (SLOs) • Other valid and reliable classroom-level data <p>Required Classroom-level elements shall account for at least 33% of the <u>total</u> evaluation outcomes.</p> <p><i>The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome. Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new assessment are available.</i></p>	<ul style="list-style-type: none"> • State Administered Assessments (aggregate school, department, grade, or team level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results) • Survey data • School Achievement Profiles • Other valid and reliable school-level data, e.g., grade-level goals <p>Optional School-level elements shall account for no more than 17% of the <u>total</u> evaluation outcomes.</p> <p><i>The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.</i></p>	<p>Evaluation instruments shall provide for periodic classroom observations of all teachers. Districts and charters may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p>Required Teaching Performance results shall account for between 50% and 67% of the <u>total</u> evaluation outcomes.</p>

EXECUTIVE SUMMARY

<p>GROUP "B"</p> <p>(Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)</p>	<ul style="list-style-type: none"> • District / School Level Benchmark Assessments, aligned with Arizona State Standards • District/Charter-wide Assessments, if available • Student Learning Objectives (SLOs) • Other valid and reliable classroom-level data <p><i>If available, these data shall be incorporated into the evaluation instrument. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of the <u>total</u> evaluation outcomes.</i></p> <p><i>The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.</i></p>	<ul style="list-style-type: none"> • State-Administered Assessments (aggregate School, department, grade, or Team-level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade-level results) • Survey data • School Achievement Profiles • Other valid and reliable school-level data, e.g., grade-level goals <p>Required</p> <p><i>The sum of available school-level data and classroom-level data shall account for between 33% and 50% of the <u>total</u> evaluation outcomes.</i></p> <p><i>The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.</i></p>	<p>Evaluation instruments shall provide for periodic classroom observations of all teachers. Districts and charters shall develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p>Required</p> <p><i>Teaching Performance results shall account for between 50% and 67% of the <u>total</u> evaluation outcomes.</i></p>
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EXECUTIVE SUMMARY

SAMPLE WEIGHTING GROUP "A"

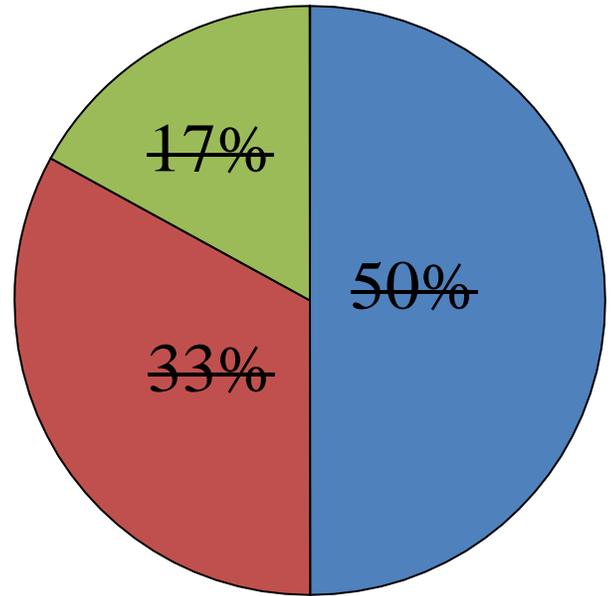
The charts represent three options for the weighting of evaluations for teachers with valid and reliable classroom-level academic progress data. The options may include, but are not limited to:

Sample 1: 33% Classroom level data*
 17% School-level data*
 50% Teaching Performance

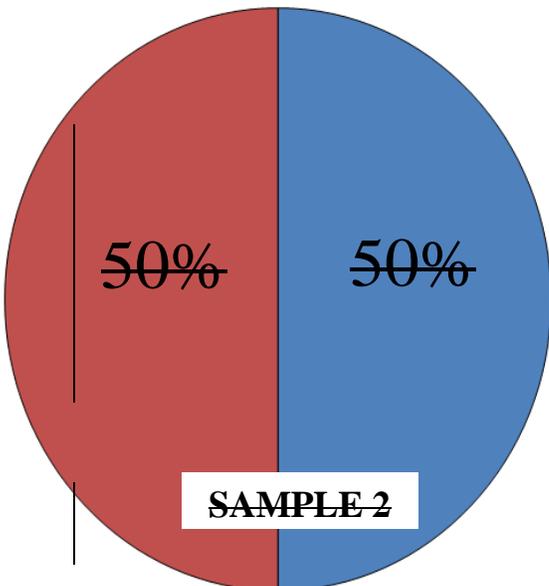
Sample 2: 50% Classroom level data*
 50% Teaching Performance

Sample 3: 33% Classroom level data*
 67% Teaching Performance

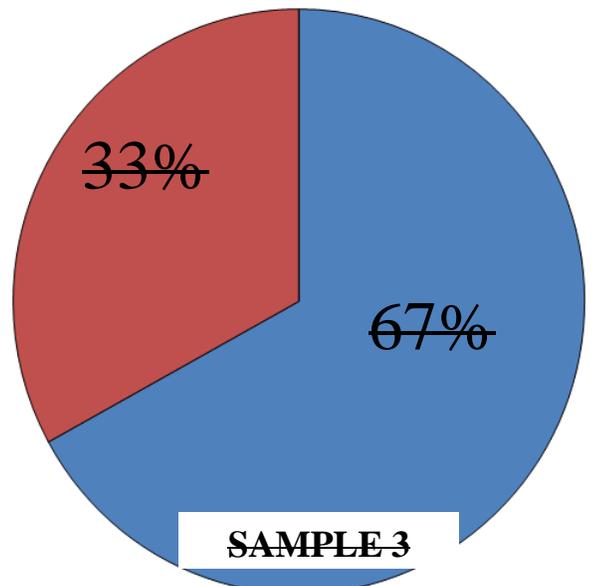
- ~~The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.~~
- ~~Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school~~



SAMPLE 1



SAMPLE 2



SAMPLE 3

EXECUTIVE SUMMARY

SAMPLE WEIGHTING GROUP “B”

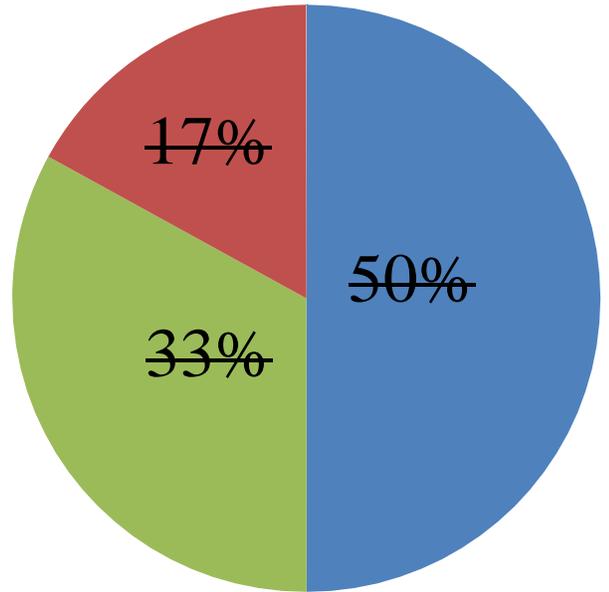
The charts represent three **options** for the weighting of evaluations for teachers **without** valid and reliable classroom-level academic progress data. The **options may include, but are not limited to:**

Sample 1: — 33% School-level data*
 17% Classroom-level data*
 50% Teaching Performance

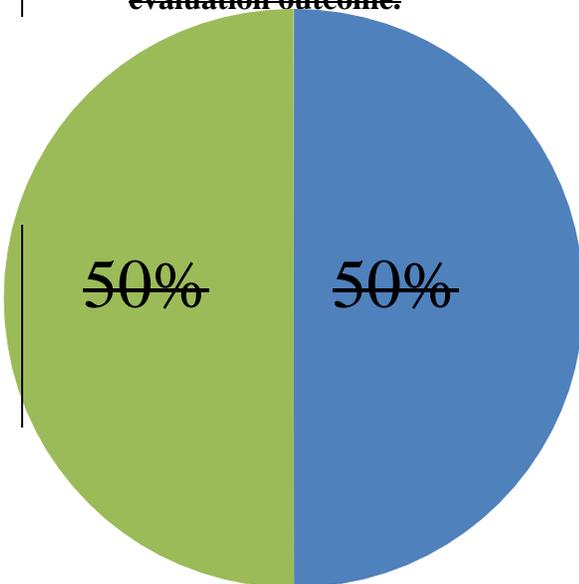
Sample 2: — 50% School-level data*
 50% Teaching Performance

Sample 3: — 33% School-level data*
 67% Teaching Performance

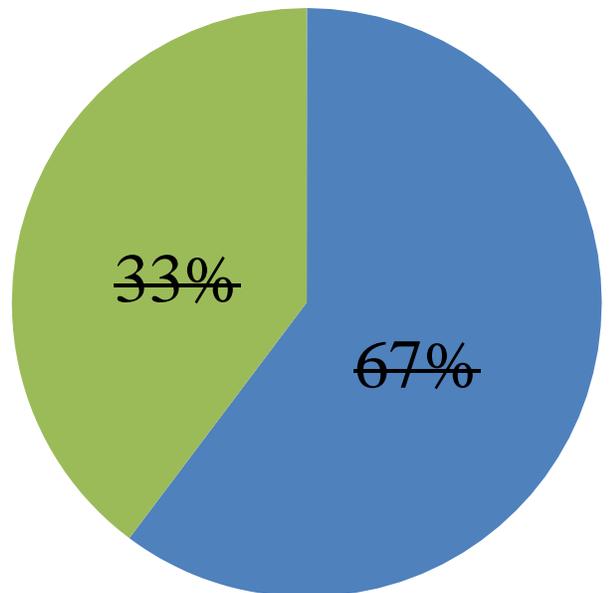
- **The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.**



SAMPLE 1

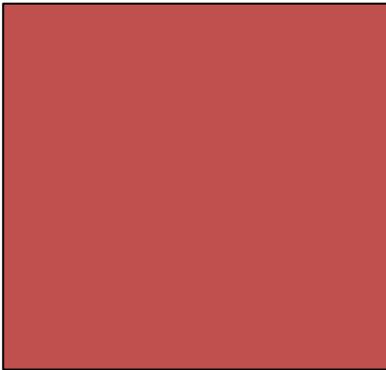


SAMPLE 2



SAMPLE 3

~~Weighting Breakdown Teacher Evaluations~~



~~Classroom-level Data: Possible Measures~~

- ~~State Administered Assessments~~
- ~~AP, IB, Cambridge, ACT, Quality Core~~
- ~~District / Charter Wide Assessments~~
- ~~District / School-level Benchmark Assessments, aligned with Arizona State Standards~~
- ~~Student Learning Objectives (SLOs)~~
- ~~Other valid and reliable classroom-level data~~

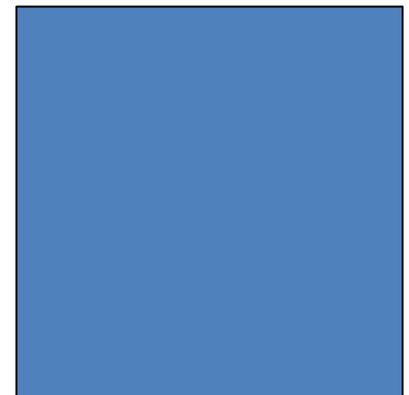


~~School-level Data: Possible Measures~~

- ~~State Administered Assessments (aggregate school, department, or grade-level results)~~
- ~~AP, IB, Cambridge, ACT, Quality Core (aggregate, school, department or grade-level results)~~
- ~~Survey data~~
- ~~School Achievement Profiles~~
- ~~Other valid and reliable school-level data, e.g., grade-level goals~~

~~State Board Adopted Professional Teaching Standards (Teaching Performance)~~

- | | |
|--|--|
| 1. Learner Development | 2. Learning Differences |
| 3. Learning Environments | 4. Content Knowledge |
| 5. Innovative Applications of Content | 6. Assessment |
| 7. Planning Instruction | 8. Instructional Strategies |
| 9. Reflection and Continual Growth | 10. Collaboration |



EXECUTIVE SUMMARY

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

EXECUTIVE SUMMARY

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

Principals are the instructional leaders of our schools and ultimately responsible for student achievement in all content areas and grade-levels. -For this reason the framework for principal evaluation instruments is most directly tied to school-level student achievement data.

The table that follows outlines the evaluation framework for principals. -It also includes the types of student achievement data that may be used. -As ~~districts and charters~~ LEAs use this framework to develop or refine their own evaluation instruments they shall adhere to the following requirements:

- ~~•~~ **School-level LEAs shall ensure that multiple data elements are used to calculate the portion of each principal's evaluation dedicated to student academic progress.**
- **Measures of Academic Progress at the school-level shall account for at least 33% of evaluation outcomes. -Districts and charters LEAs may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome. Data from state administered assessments shall be included as at least one of the school-level data elements. Districts and charters LEAs may determine which additional school-level data will be used and in what proportions.**
- **LEAs shall ensure that the total measure of Academic Progress (classroom-level and/or school-level) includes a calculation of the amount of Academic Growth students experience. The Academic Growth calculation shall comprise at least 20% of the total evaluation outcome. • -Districts and charters State assessment data including student growth percentiles must be a significant factor in the Academic Growth calculation.**
- **LEAs may choose to incorporate other types of system/program-level data into principal evaluations that focus on student academic ~~performance~~ progress in specific programs, grade-levels, and subject areas. For example, districts and charters LEAs may determine that their principal evaluations will include academic progress Academic Progress data related to third grade reading proficiency rates.- If other types of system/program-level data are used the total weight of these data shall account for no more than 17% of evaluation outcomes. -Additionally, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome.**
- ~~Districts and charters shall ensure that multiple data elements are used to calculate the portion of each principal's evaluation dedicated to student academic progress.~~

EXECUTIVE SUMMARY

- **The “Leadership” component of the evaluation shall be based upon observation of a principal’s performance. ~~District and charter~~ LEAs’ evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Administrative Standards approved by the State Board of Education in Board Rule R7-2-603 available at: <http://azsos.gov/public-services/Title-07/7-02.htm#Article-6>. The “Leadership” component of the evaluation shall account for between 50% and 67% of evaluation outcomes.**

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

	School-level Data	System/Program-level Data	Instructional Leadership
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EXECUTIVE SUMMARY

<p>ALL PRINCIPALS</p>	<ul style="list-style-type: none"> • State Administered Assessments (aggregate school or grade-level results) • District/School Level Benchmark Assessments • AP, IB Cambridge International, ACT Quality Core • School Achievement Profiles • Student academic progress goals • Other valid and reliable data <p><u>Required</u> <i>School-level elements shall account for at least 33% of the <u>total</u> evaluation outcomes.</i></p> <p><i>The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.</i></p> <p><i>Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-</i></p>	<ul style="list-style-type: none"> • Survey data • Grade level data • Subject area data • Program data • Student academic progress goals • Other valid and reliable data <p><u>Optional</u> <i>These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the <u>total</u> evaluation outcome.</i></p> <p><i>The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.</i></p>	<p>Evaluation instruments shall provide for periodic performance reviews of all principals. Districts and charters may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education.</p> <p><u>Required</u> <i>Instructional Leadership results shall account for no more than 50 to 67% of the <u>total</u> evaluation outcomes.</i></p>
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EXECUTIVE SUMMARY

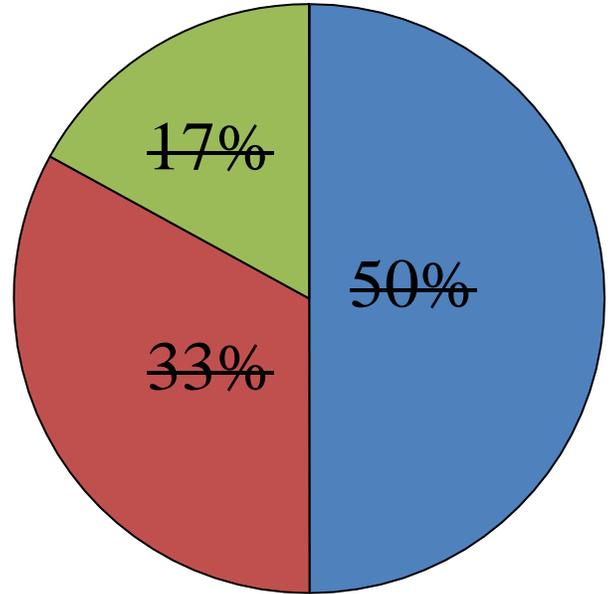
SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

The charts represent three options for the weighting of evaluations for principals. The options may include, but are not limited to:

Sample 1: — 33% School level data*
 17% System/School level data*
 50% Instructional Leadership

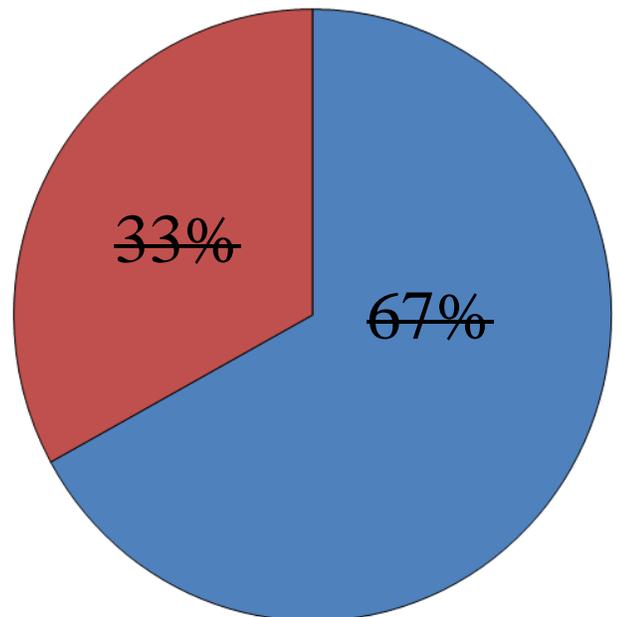
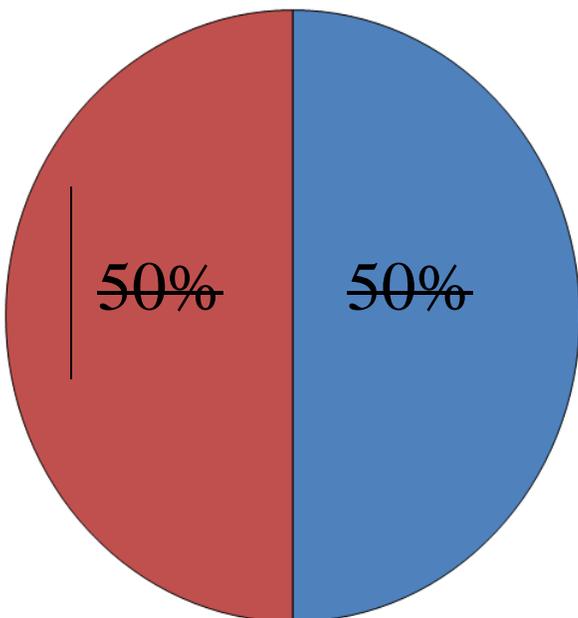
Sample 2: — 50% School level data*
 50% Instructional Leadership

Sample 3: — 33% School level data*
 67% Instructional Leadership



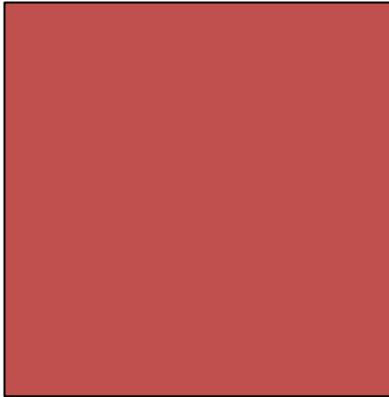
SAMPLE 1

- ~~The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.~~
- ~~Beginning in the 2015-2016 school year, state assessment data must be a significant factor in the Academic Growth calculation. The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new~~



EXECUTIVE SUMMARY

~~Weighting Breakdown Principal Evaluations~~



~~School-level Data: Possible Measures~~

- ~~• State Administered Assessments (aggregate school or grade level results)~~
- ~~• District / School Level Benchmark Assessments~~
- ~~• AP, IB, Cambridge International, ACT Quality Core~~
- ~~• School Achievement Profiles~~
- ~~• Other valid and reliable data~~



~~System/School-level Data: Possible Measures~~

- ~~• Survey data~~
- ~~• Grade level data~~
- ~~• Subject area data~~
- ~~• Program data~~
- ~~• Other valid and reliable data~~

State Board Adopted Standards (Instructional Leadership)

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2

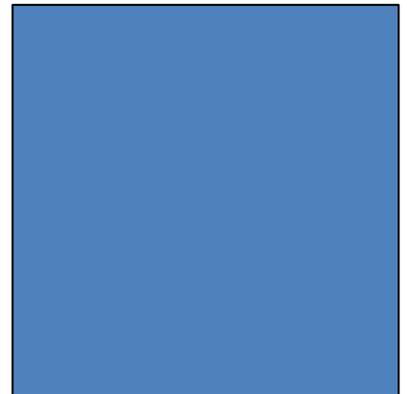
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.



EXECUTIVE SUMMARY

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understand, responding to, and influencing the larger political, social, economic, legal, and cultural context.

EXECUTIVE SUMMARY

SUMMARY

~~As attention now turns to the implementation of this framework there will be a myriad of important matters for districts and charters to consider. In an effort to ensure the integrity of these evaluation systems there are a few central considerations that merit specific attention.~~

~~First, as previously mentioned, it is critical that high stakes decisions regarding educator effectiveness be made using multiple measures that are both valid and reliable. The Task Force understands that the necessary assessments and other student achievement data do not exist for all teachers to be included in the Group A evaluation framework. Therefore, districts and charters are strongly encouraged to begin the processes necessary to develop additional valid and reliable classroom level data for all teachers. It should be the goal of every district and charter to create the necessary data sources so that all teachers can be evaluated using the Group A framework.~~

~~Second, to ensure the fairness and success of all evaluation systems, districts and charters should take the necessary steps to align professional development offerings to evaluation outcomes. The Task Force recommends that teachers and principals remain focused on Arizona's Professional Teaching and Administrative Standards. These will serve as key components in all evaluation systems. In addition, districts and charters should develop and/or participate in professional development that meets the standards from the National Staff Development Council (NSDC) to ensure that all professional learning for educators meets the highest standards of quality.~~

~~Finally, as implementation occurs during the next few years, the Task Force is strongly focused on reinforcing the need for a shared effort to support cultural change throughout the system. This change can only be accomplished if stakeholders at all levels work cooperatively to ensure that newly developed evaluation systems are fair, accurate and student focused.~~

EXECUTIVE SUMMARY

ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO DISTRICTS AND CHARTERS

ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO LEAs

- **LEAs shall ensure that multiple measures of student academic progress are used to calculate the portion of each teacher's evaluation dedicated to student academic progress;**
- ▶ **When available, data from statewide assessments shall be used to inform the evaluation process;**
- ▶ **All assessment data used in educator evaluations shall be aligned with Arizona State Standards;**
- ▶ **Distriets and charters LEAs shall include student achievement data for reading and/or math as appropriate; however, However, student achievement data should not be strictly limited to these content areas;**
- **LEAs are encouraged to use SLOs when statewide assessment data are not available for the individual teacher;**
- ▶ **Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone;**
- ▶ **All evaluators should receive professional development learning in the form of Qualified Evaluator Training order to effectively implement their LEA's teacher evaluation system;**
- ▶ **Distriets and charters LEAs should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework;**
- ▶ **Distriets and charters LEAs should develop and provide professional development learning on the evaluation process and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education;**

EXECUTIVE SUMMARY

APPENDICES

EXECUTIVE SUMMARY

Appendix

• **As required by ARS § 15-537, LEAs shall develop with stakeholder input:**

- Incentives for teachers in the highest performance classification, which may include multiyear contracts not to exceed three years;
- Incentives for teachers in the two highest performance classifications to work at schools that are assigned a letter grade of D or F;
- Protections for teachers who are transferred to schools that are assigned a letter grade of D or F;
- Protections for teachers if the principal of the school is designated in the lowest performance classification;
- Performance improvement plans for teachers designated in the lowest performance classification; and
- Dismissal or nonrenewal procedures for teachers who continue to be designated in the lowest performance classification.

APPENDICES

EXECUTIVE SUMMARY

APPENDIX A
SAMPLE STUDENT
ACHIEVEMENT DATA
SOURCES

POSSIBLE RESOURCES FOR ARIZONA LEAs TO ASSIST IN THE PREPARATION AND IMPLEMENTATION OF AN EDUCATOR EVALUATION SYSTEM

<u>ASSESSMENT DATA SOURCE</u>	<u>METHOD(S)</u>	<u>CRITERIA</u>
<p>AIMS Spring '10-'11 (select reading or math) <u>ASSESSMENT DATA SOURCE</u></p>	<p><u>METHOD(S)</u> Movement on the FAME scale</p> <p>MAP - School Achievement scale scores</p> <p>Percent correct for student below "Exceeds"</p>	<p>X percent of students will improve one FAME label; no more than X percent will drop from "Exceeds" to "Meets"</p> <p><u>EXAMPLE</u> X percent of students are predicted to pass AIMS in 2 years (criteria utilized in MAP)</p> <p>60% of ELL students will increase by X percentage points on the Reading test; X percent of non-ELL students will increase by X percentage points; the percent of students in the "Exceeds" category will remain the same (this is an example of differing subgroup performance and could be sued with other subgroups)</p>
<p><u>AZELLA</u> District Criterion Assessments (given three times)</p>	<p>Percent correct of students testing English proficient</p> <p>FAME Scale</p>	<p>With the exception of pre-emergent and emergent students, 30%* of ELL students will test out of ELD (*A-F School Achievement standard) X percent of students will increase from the first to the third benchmark by at least X percentage points. Using a vertically equated scale the growth in scale scores across each benchmark will increase a minimum of X scale points.</p> <p>The FAME equivalent score will improve one level or remains at "Meets" or "Exceeds"</p>

EXECUTIVE SUMMARY

<p><u>District Developed Pre-Post Tests</u> <u>AzMERIT</u> (select reading, math, or science)</p>	<p><u>Movement on the measurement scale</u></p> <p><u>MAP - School Achievement scale scores</u></p> <p><u>Percent correct for student below</u> <u>Percent of students who show growth (defined) from</u> <u>Pre to Post test the highest measurement level</u></p>	<p>X percent of students will show <u>improve one measurement label; no more than X percent of growth will drop from the highest performance level</u></p> <p>X percent of students are <u>predicted</u> Pre <u>to pass AzMERIT in 2 years (criteria utilized in MAP)</u></p> <p><u>60% of ELL students will increase by X percentage points on the Reading Post test; X percent of non-ELL students will increase by X percentage points; the percent of students in the highest category will remain the same (this is an example of differing subgroup performance and could be used with other subgroups)</u></p>
<p><u>District Benchmark Assessments</u> (given three times) <u>AZELLA</u></p>	<p><u>Percent of students testing correct</u></p> <p><u>English proficient</u></p>	<p>X percent of students will increase from the first to the third benchmark by at least X percentage points. <u>Using a vertically equated scale the growth in scale scores across each benchmark will increase a minimum of X scale points</u> With the exception of pre-emergent and emergent students, 30%* of ELL students will test out of ELD (*A-F School Achievement standard)</p>
<p><u>End of Course Assessment</u> (no pretest)</p>	<p><u>Percent of students who achieve an identified percentage of items</u></p>	<p>X percent of students will achieve 80% on the end of course exam</p>
<p><u>DIBELS SLO Process</u> <u>Student Learning Objective:</u> <u>Achievement Goal</u></p> <p><u>Growth Goal</u></p>	<p><u>Percent of students who demonstrate proficiency on the end-of-course assessment</u></p> <p><u>X number of students who show at least a 50% increase of the potential growth from baseline assessment to end-of-course assessment for each Level of Preparedness Group (High, Adequate, Low Group)</u></p> <p><u>Number of students who move one category over on a 4 or 5 point rubric</u></p>	<p>X percent of students scoring in the 'Intensive' category on the beginning-period DIBELS assessment will move to 'Strategic or Benchmark' by the end-period assessment.</p> <p>X percent of students scoring 'Strategic/Benchmark' at the beginning-period will not drop into the 'Intensive' category by the end of the year.</p> <p><u>Example: 80% of students will score at least a 75% on the end-of-course exam. 80% of students will score a 3 on a 4 point rubric</u></p> <p><u>Average baseline score + [(100 - average baseline score) x 50%] = SLO Growth Score for each Level of Preparedness</u></p>

EXECUTIVE SUMMARY

		<u>Group (High, Adequate, Low Group)</u> <u>X number of students will show growth of one category on a 4-5 point rubric</u>
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EXECUTIVE SUMMARY

APPENDIX B

The table below can serve as a roadmap for district and charter movement from current to ideal practices in order to improve student achievement in Arizona.

Cross Analysis of Current and Ideal Practices for the Improvement of Instruction through the Implementation of Arizona Framework for Measuring Educator	
Current Practices	Ideal Practices
1.0 Limited or non-existent Post-Observation Feedback for Teachers and Principals.	1.0 Ongoing use of Quality Post-Observation Feedback, plus Use of Data and Assessment Analysis to drive Increased Student Academic Progress and Achievement.
2.0 None to one Summative Teacher and Principal Evaluation per year.	2.0 Multiple Formative and Summative Teacher and Principal evaluations per year.
3.0 Limited Evaluator Inter-Rater Reliability for Teacher and Principal Evaluations.	3.0 Qualified and Certified Evaluator Inter-Rater Reliability for Teachers and Principals.
4.0 Limited or no use of Student and Teacher National Standards for the design of Observation Rubrics.	4.0 Extensive use of National Student and Teacher Standards for the design of Observation Rubrics.
5.0 Little to no alignment of Teacher and Principal Observation Instruments to Student Academic Progress and Achievement (Product)	5.0 Alignment of Teacher and Principal Observation Instruments for Increasing Student Academic Progress and Achievement (Product)
6.0 Limited or no use of Performance Levels for Teacher and Principal Competencies.	6.0 Multi-Levels of Teacher and Principal Performance Competencies.
7.0 Compliance driven Annual Teacher and Principal Evaluations as a "Have To".	7.0 "Want To" conduct Annual Evaluations of Teachers and Principal for the purpose of Increasing Student Academic Progress and Achievement.
8.0 Use of Performance Improvement Plans (PIP) ONLY for Under Performing Teachers and Principals.	8.0 Use of an Annual Educator's Goal(s) Plan for All Teachers and Principals resulting with Increased Student Academic Progress and Achievement.
9.0 Only Teachers are accountable for the Improvement of Student Academic Progress and Achievement.	9.0 All Teachers and Principals are Accountable for Improvement of Student Academic Progress and Achievement.
10.0 Use of a "checklist" for Teacher and Principal Performance.	10.0 Rubrics based on National Teacher, Principal and Student Standards with Indicators, Descriptors and Performance Levels are utilized.

EXECUTIVE SUMMARY

~~11.0 Limited use of Teacher and Principal Evaluation Data to determine professional growth program for Increasing Student Academic Progress and Achievement.~~

~~11.0 Use of School and District Teacher and Principal Evaluation Data to determine allocation of staff; professional development; and resources for building capacities for Increasing Student Academic Progress and Achievement.~~

EXECUTIVE SUMMARY

APPENDIX C

**COMPONENTS OF EFFECTIVE EDUCATOR
EVALUATIONS**

To assist districts and charters as they work to revise their teacher and principal evaluation instruments to meet the requirements of the Arizona Framework for Measuring Educator Effectiveness, the Task Force recommends a focus on the following key components of effective educator evaluations for teachers and principals:

- ▶ ~~Arizona's Professional Teaching Standards—The Arizona State Board of Education has adopted Professional Teaching Standards from the Interstate New Teachers Assessment and Support Consortium (INTASC) Professional Teaching Standards that establish specific expectations for the skills and knowledge that all Arizona teachers should possess. These standards should serve as key components in any teacher evaluation system.~~
- ▶ ~~Arizona's Professional Administrative Standards—The Arizona State Board of Education has adopted Professional Administrative Standards from the Interstate School Leaders Licensure Consortium (ISLLC) that establish specific expectations for the skills and knowledge that all Arizona principals should possess. These standards should serve as key components in any administrative evaluation system.~~
- ~~National Staff Development Council Standards for Professional Development—The Arizona State~~
- ~~Department of Education has adopted Professional Development Standards from the National Staff Development Council (NSDC) that establish specific expectations to ensure that all professional learning for educators meets the highest standards of quality.~~
- ~~Evaluator training to ensure inter-rater reliability—Critical to the fairness and success of all evaluation systems is the professional development of staff to ensure the reliability and validity of the evaluation process.~~

It is also important to reinforce that effective evaluations of all educators should:

- ~~Recognize quality instruction and improve instruction;~~
- ~~Incorporate multiple measures;~~
- ~~Focus on student progress;~~
- ~~Create a path toward a professional improvement plan;~~

EXECUTIVE SUMMARY

- ~~Be summative and formative; and~~
- ~~Include and encourage collaboration with other teachers, educational staff and school personnel.~~

EXECUTIVE SUMMARY

APPENDIX D

**SAMPLE PROCESS TO DEVELOP TEACHER AND PRINCIPAL
EVALUATION INSTRUMENTS**

**Sample School District LEA Teacher and Principal Performance Evaluation System Design
Team**

Statement of Role of the Evaluation Instrument Design Team: To develop recommendations to the Administration under the auspices of the Governing Board regarding the inclusion of at least 33% of the teacher and principal evaluation instruments to include student academic progress. All recommendations will be thoughtfully considered and researched by the appropriate individuals before finalizing any policy or procedure.

Purpose: To improve achievement of students in Sample Public Schools by implementing a teacher and principal evaluation instrument which ensures that student academic progress is a significant component of the performance evaluations of teachers and principals.

Goals:

- ▶• **To enhance and improve student learning;**
- ▶• **To use the evaluation process and data to improve teacher and principal performance;**
- ▶• **To incorporate multiple measurements of achievement;**
- ▶• **To communicate clearly defined expectations;**
- ▶• **To allow districts and charters to use local instruments to fulfill the requirements of the framework;**
- ▶• **To reflect fairnessequity, flexibility, and a research-based approach;**
- ▶• **To create a culture where data drives instructional decisions.;**
- ▶• **To use the evaluation process and achievement data to drive professional development learning to enhance student performance.;**
- ▶• **To increase data-informed decision making for students and evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.**

Design Team Composition: Teacher Evaluation Instrument

Teachers in tested and non-tested areas (Sp. Ed., STEM areas, CORE etc.), Administrators, etc.

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Evaluation Instrument Design Team Members: Facilitator:	To advise the district with specific recommendations for indicators of student academic progress for the purposes of teacher evaluation	Identify the best data available by grade/content areas for use with both tested and untested groups. List of specific objective indicators of student academic progress to include in the Evaluation Instrument in order to comply with the new state mandate.	Implementation 2012-2013 <DATE> To Governing Board for approval <DATE>	<DATES>

Design Team Composition: Principal Evaluation Instrument
Principals (elementary, middle, high school, if appropriate)
Assistant Principals (middle and high school, if appropriate)

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Principal/ Assistant Principal Members: Facilitator:	To advise the district with recommendations for specific objective indicators of student academic progress to be included on the principal and assistant principal evaluation instrument	List of specific objective indicators of evidence of student academic progress for inclusion on the principal and assistant principal evaluation instrument.	<DATES>	<DATES>
Evaluation Instrument Revision Meeting Schedule	Key Discussion Topics/Questions		Deliverables/ Products	
<DATES>	Background on Arizona State Board of Education Framework Review of Research Utilized for Framework What are the quantitative measures that we currently have in place? What are other assessment measures in place in classrooms?		List of quantitative measures in place List of other assessment measures in place in various	
	Review of current practice on collecting student achievement information (connection to last meeting) Brainstorming session to form possibilities for achievement data collection Review of current Evaluation Instrument (examine areas where indicators could be added/moved/deleted/rewritten)			
	Design Phase: Develop new indicators Examine rating scale and make recommendations			
	Review draft of 2012-2013 Evaluation Instrument Conduct teacher/principal survey Conduct school based discussions led by principals Review Evaluation Instrument and revise as needed			
	To Governing Board for Pilot Approval, <DATE>			

EXECUTIVE SUMMARY

	<p>Pilot Conducted Feedback to Design Team Final Revisions Governing Board Review and Approval, <DATE></p>	
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APPENDIX EC

SAMPLE ~~DISTRICT OR CHARTER~~ LEA COMMUNICATION PLAN

The goals of the Teacher and Principal Evaluation Design Communication Plan are as follows:

- 1. Establish a regular and timely communication process as we revise the Evaluation Instrument to include at least a 33% focus on student academic progress.**
- 2. Raise the awareness and understanding of student assessment and measures of student academic progress with all teachers and administrators.**
- 3. Garner support for the new teacher and principal evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation.**

Purpose: The revision of the Evaluation Instruments to meet the new requirements of Arizona State Law for teacher and principal evaluation provides ~~districts and charters~~ LEAs the opportunity to increase awareness of the importance of student assessment, to foster comprehensive analysis of the available quantifiable student achievement data and to tie this information to the development of a highly skilled teaching and administrative staff. The following communication framework is suggested:

Communication Methods	Purpose	Timeline	Dissemination	Audience
Updates/ Briefings	To demonstrate open communication regarding the development of the new components of the Evaluation Instruments.	Communication about the Design Team process and charge sent out in late April 2010 Progress information sent out by May 2010 TBA as the	Electronic Communication/ Email	Teaching Staff, Principals, Senior Staff
Administrative Team Updates	Dissemination to a wide number of departments.	As per scheduled meetings at the request of senior	Verbal with handouts as appropriate.	All school and department administration
Phone Calls	Handling individual concerns, etc.	Returned within 24 hours or less.	Individual	Individual

EXECUTIVE SUMMARY

Emails/Outlook	General updates, Design Team communication, Handling individual concerns, sending meeting appointments	Returned within 24 hours or less.	Individual/ Design Team/Staff	Individual/ Design Team/Staff
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EXECUTIVE SUMMARY

Web Site	To disseminate information quickly to a broad audience		Currently internet, so, this will be general information	Unlimited
<u>Social Media</u>	<u>To disseminate information quickly to a broad audience</u>		<u>Currently internet, so, this will be general information</u>	<u>Unlimited</u>
School Presentations/ Discussions	To provide clear and consistent information to all teachers	<DATES>	Presentation	All participants and interested others at each school
Teacher Survey/Principal Survey	To gather information from a wide audience	<DATES>	Electronic/ Survey Monkey	Teachers/Principals
Governing Board Communication	To communicate effectively with the superintendent and Governing	Upon request	Emailed	Superintendent/ Governing Board
Pilot Study Process	To gather information on possible implementation issues as the instrument is tested with a small group of teachers and school	<DATES>	Presentation/One to one dialogue	Teachers/ Principals
New Evaluation Instrument Publication	To provide clear and consistent information to teachers, principals and teacher	<DATES>	Print/Electronic Publication	All teachers and teacher evaluators

Evaluation:

Establish a regular and timely communication process as we revise the Teacher and Principal Evaluation Instruments to include at least a 33% focus on student academic progress.

- ▶• **Evidence of ease of transition;**
- ▶• **Evidence of teacher and principal understanding of the new requirements;**
- ▶• **Raise the awareness and understanding of student assessment and measures of student achievement with all teachers and administrators;**
- ▶• **Evidence of training conducted at school sites on student assessment and student achievement data;**

EXECUTIVE SUMMARY

- ▶_• **Garner support for the new evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation;**
- ▶_• **Moderate concern or lack of concern about new requirements;**
- ▶_• **Questions raised are detail and implementation oriented.**

APPENDIX F

RECOMMENDATIONS TO THE ARIZONA STATE BOARD OF EDUCATION

- ~~Ensure Arizona's Professional Teaching Standards align to national expectations (Interstate Teacher Assessment and Support Consortium - InTASC)~~
- ~~Ensure Arizona's Professional Administrative Standards align to national expectations (Interstate School Leaders Licensure Consortium - ISLLC)~~
- ~~Provide for periodic reviews of this evaluation framework and implementation and make any modifications deemed necessary based upon the best available data~~

APPENDIX G

~~RECOMMENDATIONS TO THE ARIZONA DEPARTMENT
OF EDUCATION~~

- ~~• Expand data and assessment resources to increase the number of teachers with associated student level achievement data.~~
- ~~• Ensure review of Framework and implementation with districts and charters that are in Corrective Action or are identified as “persistently low achieving.”~~
- ~~• Develop and implement a communication plan that provides timely and consistent information to all stakeholders.~~
- ~~• Participate in the CCSSO States Consortium on Educator Effectiveness (SCEE) regarding this effort nationally.~~
- ~~• Focus training plans on developing capacity through County School Superintendents and/or Regional Support Centers.~~
- ~~• Provide a repository of Arizona school district and charter school evaluation instruments (observation rubrics, protocols, etc.) as well as qualified evaluator training utilizing best practices.~~
- ~~• Provide a repository (bank) of experts for consultation (available on request).~~
- ~~• Provide support for various users groups as instruments are developed.~~
- ~~• Provide a menu of reference materials on effective evaluation processes.~~
- ~~• Institute on going professional development for teachers in the area of student assessment, analysis of student assessment/progress data, and instructional practices which link directly to increased student progress.~~
- ~~• Include in the state’s annual Federal reporting whether districts and charters have classroom level achievement data on each teacher and whether those data are used in their teacher evaluation instruments. This information should be used to ensure that districts and charters are constantly developing reliable classroom level achievement data for teachers in non core academic areas.~~

EXECUTIVE SUMMARY

- ~~• Develop an Advisory Committee to review the effectiveness of the teacher and principal evaluation framework that is approved by the~~

2015 TASK FORCE MEMBERS

~~**Amy Hamilton**, Task Force Chair, Arizona State Board of Education. The findings and recommendations of this committee should be reported to the Member, and District Teacher~~

~~**Roger Jacks**, Task Force Vice Chair, Arizona State Board of Education for its consideration. Member, and District Superintendent~~

EXECUTIVE SUMMARY

APPENDIX H

**RECOMMENDATIONS TO ARIZONA COUNTY SCHOOL
SUPERINTENDENTS**

- ~~Coordinate, with the Arizona Department of Education, the implementation and utilization of Statewide Longitudinal Data Systems for each County Local Education Agency.~~
- ~~Assist County Local Education Agency Alliances with the development and implementation of Student Assessment Systems for Tested and Non-Tested areas of instruction.~~
- ~~Facilitate, with County Local Education Agencies, the development and implementation of Classroom Teacher Observation and Principal Performance Instruments based on National Teaching, Student, and Principal Standards.~~
- ~~Coordinate, with County Local Education Agencies, Professional Staff Development Programs that will assist each to develop and implement Training Programs that will increase the professional capacity for Teachers and Principals resulting with increased student academic progress and achievement.~~
- ~~Assist County Local Education Agencies, through highly effective training programs, that will ensure Inter Rater Reliability for Formative and Summative Classroom and Principal Performance Observations.~~
- ~~Develop a County Cadre of Professional Experts who can assist Local Education Agencies to implement its Teacher and Principal Performance Based Evaluation System.~~
- ~~Assist County Local Education Agencies with developing “Sustainability of Valid Fiscal and Human Resources” required for ensuring continuation of its Performance Based Evaluation Systems.~~
- ~~Coordinate, with County Local Education Service Agencies, proposed public policies that will enhance and sustain its Performance Based Evaluation System.~~
- ~~Assist County Local Education Agencies to design develop and submit public and private funded grants that will provide fiscal resources to research and validate ongoing improvements of its Performance Based Evaluation System.~~
- ~~Provide County Local Education Agencies a repository of research; samples; and data required to validate a successful Performance Based Evaluation System.~~

EXECUTIVE SUMMARY

- ~~Facilitate countywide seminars and conference for Local Education Service Agencies for ensuring effective development, implementation and evaluation of Performance Based Evaluation Systems as evidenced by statistically significant increases in student academic progress and achievement for all teachers.~~

EXECUTIVE SUMMARY

APPENDIX I

RECOMMENDATIONS TO STATEWIDE EDUCATION ASSOCIATIONS

- ~~Assist with training on state and national teaching and leadership standards~~
- ~~Assist with training in the observation and evaluation of classroom teaching~~
- ~~Assist with training in understanding data and its use for continuous student and school improvement~~
- ~~Support opportunities for the development of region/district cadres of inter rater reliable trained evaluators~~
- ~~Work collaboratively with the ADE to develop repositories of observation and evaluation instruments~~
- ~~Develop repositories of experts for consultation~~
- ~~Collaborate to ensure availability of training opportunities throughout the state~~

EXECUTIVE SUMMARY

ACKNOWLEDGEMENTS

The 2010-2011 Members of the Task Force would like to thank the following individuals and groups who contributed significantly to the development of the Arizona Framework for Measuring Educator Effectiveness.

- ~~Roberta Alley, Arizona Department of Education~~
- ~~Jan Amator, Arizona Department of Education~~
- ~~Jo Anderson, U.S. Department of Education~~
- ~~Arizona~~

Vicki Balentine, University of Arizona

Ken Burbank, Charter School Teacher

Deb Duvall, Arizona School Administrators Teacher Effectiveness Data Standards Sub-Committee

- ~~Audrey Beardsley, Arizona State University~~
- ~~Denise Birdwell, (ASA Teacher Effectiveness Data Standards Sub-Committee)~~
- ~~Tricia Coulter, National Comprehensive Center for Teacher Quality~~
-

Dick Foreman, Arizona Business Education Coalition (ABEC)

Rebecca Gau, Stand For Children Arizona

Cecilia Johnson, Arizona Department of Education (ADE)

Idiko Laczko-Kerr, Arizona Governor's Office of Education Innovation Charter Schools Association

- ~~Laura Goe, National Center for Teacher Quality~~
- ~~Todd Hellman, Battelle for Kids~~
- ~~Lynn Holdheide, Vanderbilt University~~
- ~~John Huppenthal~~

Wendy Miller, Charter School Principal

Andrew Morrill, Arizona Superintendent of Public Instruction Education Association (AEA)

- ~~Paul Koehler, WestEd~~
- ~~Sabrina Laine, National Center for Teacher Quality~~
- ~~Roseanne Lopez, Amphitheater Public Schools~~
- ~~Marie Mancuso, WestEd~~
- ~~Carolyn McKinney, North Carolina Professional Teaching Standards Commission~~
- ~~John Papay, Harvard University~~

EXECUTIVE SUMMARY

• ~~Jennifer Pollock~~

Janice Palmer, Arizona Attorney General's Office

• ~~Ed Sloate, ASA Teacher Effectiveness Data Standards Sub-Committee~~

• ~~Christine Tande, Tandehill Human Capital~~

• ~~Scott Thompson, District of Columbia Public Schools~~

• ~~Vince Yanez, Arizona State School Board of Education~~

EXECUTIVE SUMMARY

2010-2011 TASK FORCE MEMBERS

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DISTRICT SUPERINTENDENT, TASK FORCE CHAIR~~

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~~RON MARX, UNIVERSITY OF ARIZONA~~

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~~KARI NEUMANN, DISTRICT PRINCIPAL~~

~~KAREN OLSON, SPECIAL EDUCATION TEACHER~~

~~JANICE PALMER, ARIZONA SCHOOL BOARD ASSOCIATION Association (ASBA)~~

~~KARLA PHILLIPS, GOVERNOR'S OFFICE Cheryl Rogers, District Teacher~~

EXECUTIVE SUMMARY

Karen Sanders, District Principal

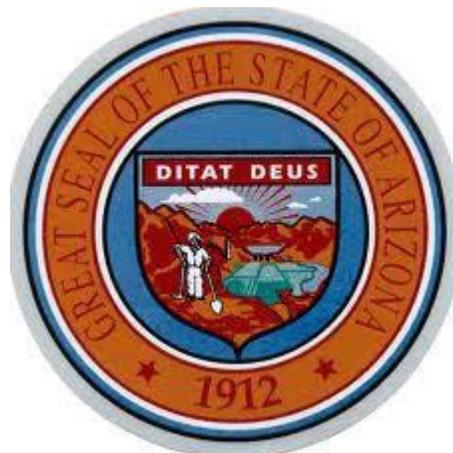
Denton Santarelli, District Superintendent

Tom Tyree, Yuma County Superintendent of Schools

Attachment C: Teacher and Principal Evaluation Framework (Revised)

ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

*Effective Beginning the
2016-2017 School Year*



The Arizona State Board of Education

Adopted April 25, 2011 and Amended May 19, 2014 and January 25, 2016

**ARIZONA STATE BOARD OF EDUCATION
2015-2016 TASK FORCE ON TEACHER AND PRINCIPAL EVALUATIONS**

The 2015-2016 Task Force on Teacher and Principal Evaluations conducted its work in service of the students in Arizona's public schools. The Task Force members hold that the goal of both teacher and principal evaluations is to enhance performance so that students receive a higher quality education. Further, the work here submitted reflects the belief that evaluations are most effective as one part of a systemic approach to improving educator performance and student achievement.

VISION

“To improve student learning, Arizona supports effective teachers and principals by developing a model framework that is flexible in its application and establishes the expectations for a comprehensive evaluation and feedback process, to which all Arizona Local Education Agency (LEA) evaluation instruments shall align.”

GOALS

- To allow local educational agencies (LEAs) flexibility in aligning teacher and principal evaluations within the framework;
- To reflect equity, opportunity, and research in the evaluation process;
- To create a framework that supports continuous improvement;
- To increase data-informed decision making to foster a school culture of continual student learning and progress;
- To incorporate multiple measures of student academic progress in the evaluation process;
- To ensure that valid and reliable measures of student academic progress and professional practice are significant components of the evaluation process;
- To facilitate and inform educator growth through mentoring and professional learning;
- To provide for periodic review of this evaluation framework and implementation and make any modifications deemed necessary based upon the best available data.

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ARIZONA REVISED STATUTES § 15-203(A)(38)

ARS §15-203(A)(38), first adopted in 2010 and subsequently amended, requires the State Board of Education to - “*adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes.*” The statute requires the Board to include four performance classifications in the framework, and adopt best practices for professional learning and evaluator training.

BACKGROUND

Outstanding teachers and principals make a difference. Great classroom teaching and principal leadership are the strongest predictors of student development and achievement. Based on this reality, in 2010 Arizona legislators initially passed a law intended to change the culture of education in Arizona, and improve how local educational agencies (LEAs) evaluate their teachers and principals. Specifically, this law requires the State Board of Education (SBE) to develop a framework for teacher and principal evaluations that includes quantitative data on student academic progress that accounts for between 33% and 50% of each evaluation outcome. LEAs will be required to use an instrument that meets the requirements established by the framework to annually evaluate individual teachers and principals.

The Arizona Framework for Measuring Educator Effectiveness detailed in this document complies with all legal requirements while also providing districts and charters with as much flexibility as possible to develop evaluation systems that meet their individual needs. The local control of LEAs to create, implement and revise, as needed, within this guidance framework is paramount to building effective, locally relevant evaluation systems. To that end the framework should be used to guide local decisions and does not constitute a “one size fits all” evaluation system. Each LEA is ultimately responsible to develop systems and policies that align to their specific needs.

To ensure the equity and success of all evaluation systems, LEAs should take the necessary steps to align professional learning to evaluation outcomes. The Task Force recommends that teachers and principals remain focused on Arizona’s Professional Teaching and Administrative Standards. These will serve as key components in all evaluation systems. In addition, LEAs should develop and/or participate in professional learning that meets the standards from Learning Forward to ensure that all professional learning for educators meets the highest standards of quality.

Technical assistance for implementing your evaluation system is available by contacting the Effective Teachers and Leaders Unit of the Arizona Department of Education.

EXECUTIVE SUMMARY

DEFINITIONS

Academic Growth

The change in student achievement students experience between two or more points in time. For the purpose of evaluation state assessment data and/or student growth percentiles must be a significant factor in the calculation.

Academic Progress

Measurement of student's learning of grade level content standards; these measures shall include the amount of academic growth students demonstrate and their academic proficiency. These measures may be calculated using data from, but not limited to, state administered assessments, SLOs, LEA benchmark assessments, formative or summative assessments, and school achievement profiles.

Benchmark Assessments

Used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Benchmark assessments are usually administered periodically during a course or school year.

Classroom-Level Data

Data that are limited to student academic progress within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, interim/benchmark assessments, standardized assessments, Student Learning Objectives (SLOs) and other measures of individual student learning.

Classroom Observations

Used to generate measures of teaching performance and professional practice through observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students; Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.

Formative Assessment

A wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course; these data are intended to provide feedback needed to adjust ongoing teaching and improve learning outcomes.

Framework

A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

EXECUTIVE SUMMARY

Group A Teachers

Teachers with multiple measures of valid and reliable classroom-level student academic progress data, as determined by the LEA. These data shall align to Arizona's content standards, and be appropriate to individual teachers' subject areas.

Group B Teachers

Teachers not meeting the requirements for Group A Teachers.

Multiple Measures of Student Learning

The use of various types of measures of student learning, for the purpose of evaluating teachers' and principals' effectiveness. For example, state level assessments, value-added or growth measures, curriculum-based tests, SLOs, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.

New Teacher

A teacher new to the profession or with less than three years of teaching experience.

Newly Reassigned Teacher

A teacher who has been newly assigned to a grade, a content area or a school.

Nontested Grades and Subjects

Refers to the grades and subjects for which state level assessments do not exist because they are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

Parent Surveys

Questionnaires that seek information from parents regarding their perceptions of their teacher, principal and/or school.

Pre- and Post-Tests

Tests that measure the content of the curriculum of a particular course or grade that are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of academic growth.

Reliability

The degree to which an assessment tool produces stable and consistent results.

School-Level Data

Data that relates to student academic progress within an individual team, grade, or school. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, SLOs and other measures of student learning.

EXECUTIVE SUMMARY

SLO - Student Learning Objective

A Student Learning Objectives, or SLO, is a classroom-level standards-based measure relevant to the content area taught during the current school year that is specific and measurable, written to measure academic growth and mastery, and assesses all or the most important standards within the course. See the Arizona Department of Education guide, The Student Learning Objective Handbook, for more information.

Student Surveys

Questionnaires that seek information from students regarding their perceptions of their teachers, principal and/or school.

Summative Assessment

Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course, program, or academic year.

Teacher or Principal Performance and Professional Practice

An assessment of teacher or principal professional performance and practice that is based upon multiple observations and evaluation instruments which contain rubrics aligned to the appropriate professional standards approved by the State Board.

Team

A group of teachers that teach the same subject, students or grade levels that are expected to collaborate to impact student learning and or school outcomes.

Validity

The extent to which a test measures what it is purported to measure and therefore the results of the test allow for accurate conclusions to be made about student academic progress.

Veteran Teacher

A teacher, who is not new or newly reassigned, with three or more years of teaching experience.

EXECUTIVE SUMMARY

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

EXECUTIVE SUMMARY

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

Arizona's Framework for Measuring Educator Effectiveness is designed to provide LEAs with as much flexibility as possible to create and implement evaluation systems for teachers of Kindergarten through grade 12 that fit the individual needs of each LEA. While not required by the Board or statute, LEAs may include the evaluation of Pre-Kindergarten teachers in the evaluation systems they adopt.

LEA evaluation systems shall include teaching performance and professional practice measures (ARS §15-537) and academic progress measures (ARS §15-203 (A)(38)). These measures shall apply to all teachers. Each LEA is encouraged to develop or refine evaluation systems so that these systems provide valuable information to support and improve teacher performance.

Teaching Performance and Professional Practice

- The teaching performance and professional practice component of the evaluation shall account for between 50% and 67% of the total evaluation outcome.
- LEAs shall use multiple measures of teaching performance to evaluate teachers.
- LEA evaluation instruments developed or selected as meeting the needs of the LEA shall include rubrics that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602.
- LEAs are encouraged to evaluate the alignment of rubrics, or portions thereof, to determine the indicators that provide essential evidence of effective teaching performance and professional practice.

Components of Effective Educator Evaluations and Best Practices

To assist LEAs as they work to revise their teacher and principal evaluation instruments to meet the requirements of the Arizona Framework for Measuring Educator Effectiveness, the Task Force recommends a focus on the following key components of effective educator evaluations for teachers and principals:

- **Arizona's Professional Teaching Standards** – The Arizona State Board of Education has adopted professional teaching standards from the Interstate Teachers Assessment and Support Consortium (InTASC) that establish specific expectations for the skills and knowledge that all Arizona teachers should possess. These standards should serve as key components in any teacher evaluation system.
- **Arizona's Professional Administrative Standards** – The Arizona State Board of Education has adopted principal leadership standards that establish specific

expectations for the skills and knowledge that all Arizona principals should possess. These standards should serve as key components in any administrative evaluation system.

- **Learning Forward’s *Standards for Professional Learning*** —The Arizona State Department of Education has adopted the *Standards for Professional Learning* from Learning Forward that establish specific expectations to ensure that all professional learning for educators meets the highest standards of quality.
- **Evaluator Training to Ensure Inter-Rater Reliability** – Critical to the equity and success of all evaluation systems is the professional learning of staff to ensure the reliability and validity of the evaluation process.

The list below serves as suggestions for ideal practices in order to improve student achievement in Arizona.

- Ongoing use of quality post-observation feedback, plus use of data and assessment analysis to drive increased student academic progress and achievement;
- Multiple formative and summative teacher and principal evaluations per year;
- Qualified and certified evaluator inter-rater reliability for teachers and principals;
- Extensive use of national student and teacher standards for the design of evaluation rubrics;
- Alignment between teacher and principal observation instruments for increasing student academic progress and achievement;
- Multi-levels of teacher and principal performance competencies;
- Develop a campus climate conducive to conducting annual evaluations of teachers and principals for the purpose of increasing student academic progress and achievement;
- Use of an annual educator’s goal(s) plan for all teachers and principals resulting with increased student academic progress and achievement;
- All teachers and principals are accountable for improvement of student academic progress and achievement;
- Rubrics based on national teacher, principal, and student standards;
- Use of LEA educator evaluation data to determine allocation of staff, professional learning, and resources for building capacities for increasing student academic progress and achievement;
- Facilitate and inform educator growth through mentoring and professional learning.

EXECUTIVE SUMMARY

Academic Progress

High stakes decisions about educator effectiveness shall be made using multiple measures of student learning that are both valid and reliable. Because LEAs throughout Arizona have vastly different student academic progress data available across multiple content areas, it is not possible to impose strict rules on which data should be used for all teachers. Therefore, LEAs must make local determinations regarding a teacher's status, Group A or Group B, based on the availability of multiple, valid and reliable measures for the grade and/or content area for individual teachers (see **Use of Student Academic Progress Data Decision Tree**).

To this end, this framework identifies several sources of data that may be used; however, LEAs should recognize that many teachers do not have multiple, varied, valid and reliable measures of student learning. This is particularly true for teachers in special needs areas and for those in grades and subjects where statewide assessments are not required. As LEAs continue to refine or develop their own evaluation systems, priority should be given to the creation of valid and reliable measures in these high need areas.

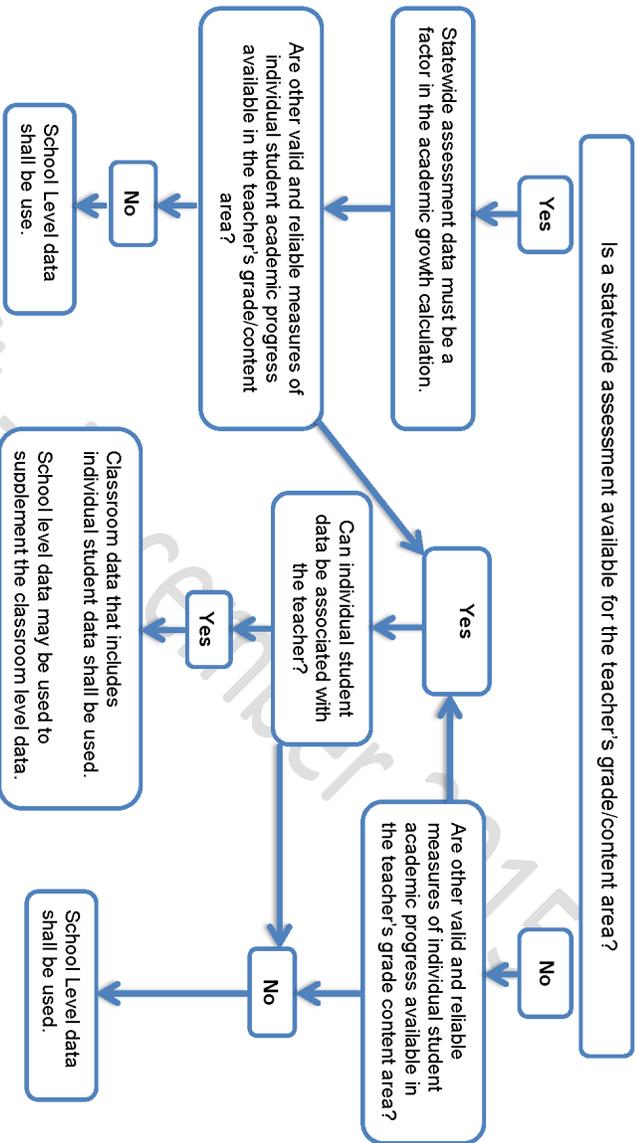
- Student academic progress data shall account for between 33% and 50% of the total evaluation outcomes. LEAs may set the weight of all data elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome.
- LEAs shall ensure that multiple measures of student academic progress are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.
- LEAs shall ensure that academic progress calculations include measures of academic growth.
 - The academic growth calculation shall comprise at least 20% of the total evaluation outcome.
 - State assessment data including student growth percentiles must be a significant factor in the academic growth calculation.
- When appropriate to a teacher's grade and/or content area, data from state administered assessments shall be used as at least one of multiple measures of academic progress.
- The use of classroom-level and school-level data elements and the proportion they contribute to the evaluation of academic progress for Group A and Group B teachers shall be determined by the LEA.
- LEAs should determine the relative proportion of student academic progress measures based on the evaluation of the:
 - alignment of measures to the school's mission, vision and/or culture;
 - availability of multiple, valid and reliable measures;

EXECUTIVE SUMMARY

- availability of state assessment data in the grade/content area;
 - attribution of individual students' learning measures to their teachers.
-
- LEAs should refer to the **Use of Student Academic Progress Data Decision Tree** to determine the use of individual student, classroom, and school-level data:
 - Group A: In cases where valid and reliable classroom-level data are available, LEAs shall incorporate classroom-level data into the final evaluation outcome, including statewide assessment.
 - These data may be combined with school-level data. School-level data may include aggregate team, grade, or school-level data.
 - Group B: In cases where *no* valid and reliable classroom-level data exist, school-level data shall account for at least 33% but shall not exceed 50% of the total evaluation outcome.
 - School-level data may include aggregate team, grade, or school-level data.

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Use of Student Academic Progress Data Decision Tree



Academic Progress

A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include other measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Classroom-Level Data

Data that are limited to student academic progress within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, interim/benchmark assessments, standardized assessments, Student Learning Objectives (SLOs) and other measures of individual student learning.

Multiple Measures of Student Learning

The use of various types of student learning, for the purpose of evaluating teachers' and principals' effectiveness. For example, state level assessments, value-added or growth measures, curriculum-based tests, SLOs, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.

LEAs may consider the development or identification of other measures to supplement those teachers with only minimal data available.

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Calculating total evaluation outcome:

LEAs must combine the score derived from the teaching performance and professional practice portion with the academic progress score to determine the total evaluation outcome. LEAs shall determine the weights of these two portions, adhering to the requirements described above. For example, if an LEA's evaluation system results in a total evaluation outcome score ranging from 0-100 points; then student academic progress shall represent between 33 and 50 points. Of those points, 20 points shall come from measures of academic growth (leaving 13 to 30 points to be determined by other measures of academic progress). The remaining 50 to 67 points shall reflect the measure of teacher professional performance and professional practice.

The total evaluation outcome shall be used to determine each teacher's teacher performance classification. LEAs are responsible for determining the points associated with each classification rating.

Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional

EXECUTIVE SUMMARY

teaching standards, as determined by classroom observations required by ARS §15-537.

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FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

Principals are the instructional leaders of our schools and ultimately responsible for student achievement in all content areas and grade-levels. For this reason the framework for principal evaluation instruments is most directly tied to school-level student achievement data.

The table that follows outlines the evaluation framework for principals. It also includes the types of student achievement data that may be used. As LEAs use this framework to develop or refine their own evaluation instruments they shall adhere to the following requirements:

- LEAs shall ensure that multiple data elements are used to calculate the portion of each principal's evaluation dedicated to student academic progress.
- Measures of Academic Progress at the school-level shall account for at least 33% of evaluation outcomes. LEAs may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome. Data from state administered assessments shall be included as at least one of the school-level data elements. LEAs may determine which additional school-level data will be used and in what proportions.
- LEAs shall ensure that the total measure of Academic Progress (classroom-level and/or school-level) includes a calculation of the amount of Academic Growth students experience. The Academic Growth calculation shall comprise at least 20% of the total evaluation outcome. State assessment data including student growth percentiles must be a significant factor in the Academic Growth calculation.
- LEAs may choose to incorporate other types of system/program-level data into principal evaluations that focus on student academic progress in specific programs, grade-levels, and subject areas. For example, LEAs may determine that their principal evaluations will include Academic Progress data related to third grade reading proficiency rates. If other types of system/program-level data are used the total weight of these data shall account for no more than 17% of evaluation outcomes. Additionally, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome.
- The "Leadership" component of the evaluation shall be based upon observation of a principal's performance. LEAs' evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Administrative Standards approved by the State Board of Education in Board Rule R7-2-603. The "Leadership" component of the evaluation shall account for between 50% and 67% of evaluation outcomes.

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ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO LEAs

- LEAs shall ensure that multiple measures of student academic progress are used to calculate the portion of each teacher’s evaluation dedicated to student academic progress;
- When available, data from statewide assessments shall be used to inform the evaluation process;
- All assessment data used in educator evaluations shall be aligned with Arizona State Standards;
- LEAs shall include student achievement data for reading and/or math as appropriate. However, student achievement data should not be strictly limited to these content areas;
- LEAs are encouraged to use SLOs when statewide assessment data are not available for the individual teacher;
- Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone;
- All evaluators should receive professional learning in order to effectively implement their LEA’s teacher evaluation system;
- LEAs should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework;
- LEAs should develop and provide professional learning on the evaluation process and in those areas articulated in Arizona’s Professional Teaching and Administrative Standards, as approved by the State Board of Education;
- As required by ARS § 15-537, LEAs shall develop with stakeholder input:
 - Incentives for teachers in the highest performance classification, which may include multiyear contracts not to exceed three years;
 - Incentives for teachers in the two highest performance classifications to work at schools that are assigned a letter grade of D or F;
 - Protections for teachers who are transferred to schools that are assigned a letter grade of D or F;
 - Protections for teachers if the principal of the school is designated in the lowest performance classification;
 - Performance improvement plans for teachers designated in the lowest performance classification; and

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- Dismissal or nonrenewal procedures for teachers who continue to be designated in the lowest performance classification.

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APPENDICES

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APPENDIX A

POSSIBLE RESOURCES FOR ARIZONA LEAs TO ASSIST IN THE PREPARATION AND IMPLEMENTATION OF AN EDUCATOR EVALUATION SYSTEM

<u>ASSESSMENT DATA SOURCE</u>	<u>METHOD(S)</u>	<u>EXAMPLE</u>
AZELLA	Percent of students testing English proficient	With the exception of pre-emergent and emergent students, 30%* of ELL students will test out of ELD (*A-F School Achievement standard)
AzMERIT (select reading, math, or science)	Movement on the measurement scale MAP - School Achievement scale scores Percent correct for student below the highest measurement level	X percent of students will improve one measurement label; no more than X percent will drop from the highest performance level X percent of students are predicted to pass AzMERIT in 2 years (criteria utilized in MAP) 60% of ELL students will increase by X percentage points on the Reading test; X percent of non-ELL students will increase by X percentage points; the percent of students in the highest category will remain the same (this is an example of differing subgroup performance and could be used with other subgroups)
District Benchmark Assessments (given three times)	Percent correct	X percent of students will increase from the first to the third benchmark by at least X percentage points. Using a vertically equated scale the growth in scale scores across each benchmark will increase a minimum of X scale points
End of Course Assessment (no pretest)	Percent of students who achieve an identified percentage of items	X percent of students will achieve 80% on the end of course exam
SLO Process Student Learning Objective: <u>Achievement Goal</u>	Percent of students who demonstrate proficiency on the end-of-course assessment	Example: 80% of students will score at least a 75% on the end-of-course exam. 80% of students will score a 3 on a 4 point rubric
<u>Growth Goal</u>	X number of students who show at least a 50% increase of the potential growth from baseline assessment to end-of-course assessment for each	Average baseline score+ [(100-average baseline score) x 50%] = SLO Growth Score for each Level of Preparedness Group (High, Adequate, Low Group)

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	Level of Preparedness Group (High, Adequate, Low Group) Number of students who move one category over on a 4 or 5 point rubric	X number of students will show growth of one category on a 4-5 point rubric
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APPENDIX B

**SAMPLE PROCESS TO DEVELOP TEACHER AND PRINCIPAL
EVALUATION INSTRUMENTS**

Sample LEA Teacher and Principal Performance Evaluation System Design Team

Statement of Role of the Evaluation Instrument Design Team: To develop recommendations to the Administration under the auspices of the Governing Board regarding the inclusion of at least 33% of the teacher and principal evaluation instruments to include student academic progress. All recommendations will be thoughtfully considered and researched by the appropriate individuals before finalizing any policy or procedure.

Purpose: To improve achievement of students in Sample Public Schools by implementing a teacher and principal evaluation instrument which ensures that student academic progress is a significant component of the performance evaluations of teachers and principals.

Goals:

- To enhance and improve student learning;
- To use the evaluation process and data to improve teacher and principal performance;
- To incorporate multiple measurements of achievement;
- To communicate clearly defined expectations;
- To allow districts and charters to use local instruments to fulfill the requirements of the framework;
- To reflect equity, flexibility, and a research-based approach;
- To create a culture where data drives instructional decisions;
- To use the evaluation process and achievement data to drive professional learning to enhance student performance;
- To increase data-informed decision making for students and evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

EXECUTIVE SUMMARY

Design Team Composition: Teacher Evaluation Instrument

Teachers in tested and non-tested areas (Sp. Ed., STEM areas, CORE etc.), Administrators, etc.

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Evaluation Instrument Design Team Members: Facilitator:	To advise the district with specific recommendations for indicators of student academic progress for the purposes of teacher evaluation	Identify the best data available by grade/content areas for use with both tested and untested groups. List of specific objective indicators of student academic progress to include in the Evaluation Instrument in order to comply with the new state mandate.	Implementation <DATE> To Governing Board for approval <DATE>	<DATES>

Design Team Composition: Principal Evaluation Instrument
Principals (elementary, middle, high school, if appropriate)
Assistant Principals (middle and high school, if appropriate)

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Principal/ Assistant Principal Members: Facilitator:	To advise the district with recommendations for specific objective indicators of student academic progress to be included on the principal and assistant principal evaluation instrument.	List of specific objective indicators of evidence of student academic progress for inclusion on the principal and assistant principal evaluation instrument.	<DATES>	<DATES>
Evaluation Instrument Revision Meeting Schedule	Key Discussion Topics/Questions		Deliverables/ Products	
<DATES>	Background on Arizona State Board of Education Framework Review of Research Utilized for Framework What are the quantitative measures that we currently have in place? What are other assessment measures in place in classrooms? What does the data look like from these measures?		List of quantitative measures in place List of other assessment measures in place in various classrooms	
	Review of current practice on collecting student achievement information (connection to last meeting) Brainstorming session to form possibilities for achievement data collection Review of current Evaluation Instrument (examine areas where indicators could be added/moved/deleted/rewritten)			
	Design Phase: Develop new indicators Examine rating scale and make recommendations			
	Review Evaluation Instrument Conduct teacher/principal survey Conduct school based discussions led by principals Review Evaluation Instrument and revise as needed			
	To Governing Board for Pilot Approval, <DATE>			

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	Pilot Conducted Feedback to Design Team Final Revisions Governing Board Review and Approval, <DATE>	
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APPENDIX C

SAMPLE LEA COMMUNICATION PLAN

The goals of the Teacher and Principal Evaluation Design Communication Plan are as follows:

4. Establish a regular and timely communication process as we revise the Evaluation Instrument to include at least a 33% focus on student academic progress.
5. Raise the awareness and understanding of student assessment and measures of student academic progress with all teachers and administrators.
6. Garner support for the new teacher and principal evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation.

Purpose: The revision of the Evaluation Instruments to meet the new requirements of Arizona State Law for teacher and principal evaluation provides LEAs the opportunity to increase awareness of the importance of student assessment, to foster comprehensive analysis of the available quantifiable student achievement data and to tie this information to the development of a highly skilled teaching and administrative staff. The following communication framework is suggested:

Communication Methods	Purpose	Timeline	Dissemination	Audience
Updates/ Briefings	To demonstrate open communication regarding the development of the new components of the Evaluation Instruments	Communication about the Design Team process and change <DATE> Progress information sent by <DATE> TBA as the Design Team progresses	Electronic Communication/E mail	Teaching Staff, Principals, Senior Staff
Administrative Team Updates	Dissemination to a wide number of departments	As per scheduled meetings at the request of senior staff	Verbal with handouts as appropriate	All school and department administration
Phone Calls	Handling individual concerns, etc.	Returned within 24 hours or less	Individual	Individual

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Emails/Outlook	General updates, Design Team communication, Handling individual concerns, sending meeting appointments	Returned within 24 hours or less.	Individual/ Design Team/Staff	Individual/ Design Team/Staff
Web Site	To disseminate information quickly to a broad audience		Currently internet, so, this will be general information	Unlimited
Social Media	To disseminate information quickly to a broad audience		Currently internet, so, this will be general information	Unlimited
School Presentations/ Discussions	To provide clear and consistent information to all teachers	<DATES>	Presentation	All participants and interested others at each school
Teacher Survey/Principal Survey	To gather information from a wide audience	<DATES>	Electronic/ Survey Monkey	Teachers/Principals
Governing Board Communication	To communicate effectively with the superintendent and Governing Board	Upon request	Emailed	Superintendent/ Governing Board
Pilot Study Process	To gather information on possible implementation issues as the instrument is tested with a small group of teachers and school administrators	<DATES>	Presentation/One-to-one dialogue	Teachers/ Principals
New Evaluation Instrument Publication	To provide clear and consistent information to teachers, principals and teacher evaluators	<DATES>	Print/Electronic Publication	All teachers and teacher evaluators

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Evaluation:

Establish a regular and timely communication process as we revise the Teacher and Principal Evaluation Instruments to include at least a 33% focus on student academic progress.

- Evidence of ease of transition;
- Evidence of teacher and principal understanding of the new requirements;
- Raise the awareness and understanding of student assessment and measures of student achievement with all teachers and administrators;
- Evidence of training conducted at school sites on student assessment and student achievement data;
- Garner support for the new evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation;
- Moderate concern or lack of concern about new requirements;
- Questions raised are detail and implementation oriented.

EXECUTIVE SUMMARY

2015 TASK FORCE MEMBERS

Amy Hamilton, Task Force Chair, Arizona State Board of Education Member, and District Teacher

Roger Jacks, Task Force Vice Chair, Arizona State Board of Education Member, and District Superintendent

Vicki Balentine, University of Arizona

Ken Burbank, Charter School Teacher

Deb Duvall, Arizona School Administrators (ASA)

Dick Foreman, Arizona Business Education Coalition (ABEC)

Rebecca Gau, Stand For Children Arizona

Cecilia Johnson, Arizona Department of Education (ADE)

Ildiko Laczko-Kerr, Arizona Charter Schools Association

Wendy Miller, Charter School Principal

Andrew Morrill, Arizona Education Association (AEA)

Janice Palmer, Arizona School Board Association (ASBA)

Cheryl Rogers, District Teacher

Karen Sanders, District Principal

Denton Santarelli, District Superintendent

Tom Tyree, Yuma County Superintendent of Schools

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and consideration to close the rulemaking record and adopt the 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.

Pursuant to the Board's rule making procedures, a public hearing was held on January 14, 2016 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 close the rulemaking record and adopt the amendments to rule R7-2-614(E) regarding the Teaching Intern certificate.

Contact Information:

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

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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.

EXECUTIVE SUMMARY

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

EXECUTIVE SUMMARY

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

EXECUTIVE SUMMARY

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).

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and consideration to close the rulemaking record and adopt 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

Contact Information:

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

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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.

Pursuant to the Board's rulemaking procedures, a public hearing was held on January 14, 2016 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 close the rulemaking record and adopt the 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.

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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:
 - 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;

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- 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.
- 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.

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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:
 - (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.

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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;

(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;

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- (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

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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 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;

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- 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.
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;

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- 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);
- 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;

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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.

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:

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- 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;
 - iii. Placement by the language department of an accredited institution in a third-semester level;

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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:

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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 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

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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 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,

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- 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 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.

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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;
 - (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;

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(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 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.

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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

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

- 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.

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Issue: Presentation, discussion, and consideration to close the rulemaking record and adopt 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.

Pursuant to the Board's rulemaking procedures, a public hearing was held on January 14, 2016 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 close the rulemaking record and adopt the 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

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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

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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.

Issue: Presentation, discussion and consideration to revise the Arizona State Board of Education Rulemaking Procedures adopted August 12, 2005

 Action/Discussion Item Information Item

Background and Discussion

The State Board of Education adopted rulemaking procedures on August 12, 2005. Currently, under the Procedures provisions provide:

All proposed rules shall be presented in writing as a specifically identified agenda item for review at a regular meeting of the Board.

In past practice, proposed rules were submitted in a format consistent with the requirements of the Arizona Rulemaking Manual published by the Office of the Secretary of State. Most recently, proposed rules have been submitted in a format consistent with proposed legislative bills. The stylistic formatting differences between current submissions and the required formatting by the Secretary of State's office creates extensive administrative work for the Board staff.

For clarity regarding submissions on proposed rules, the Board should consider a minor revision to the Arizona State Board of Education Rulemaking Procedures that explicitly provides that proposed rules conform with the required formatting of the Secretary of State's office as noted on the attachment to the Executive Summary.

Recommendation to the Board

It is recommended that the Board approve the proposed revisions to the Arizona State Board of Education Rulemaking Procedures adopted August 12, 2005.

**ARIZONA STATE BOARD OF EDUCATION RULEMAKING PROCEDURES
ADOPTED AUGUST 12, 2005 AS AMENDED JANUARY 25, 2016**

A. Definitions. In this Section, the following definitions apply, unless the context otherwise requires:

1. "Board" means the Arizona State Board of Education.
2. "Rule" means a statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of the Board. Rule includes the amendment or repeal of a prior rule.
3. "Rulemaking" means the process for formulation and adoption of a rule.
4. "Person" means an individual, partnership, corporation, association, governmental subdivision or unit of a governmental subdivision, a public or private organization of any character or another agency.
5. "Agenda item" means a specified matter listed on an agenda included as part of the public notice of a Board meeting pursuant to A.R.S. 38-431.02.

B. Procedures

1. All proposed rules shall be presented in writing in a format consistent with the requirements of the Arizona Rulemaking Manual published by the Office of the Secretary of State and as a specifically identified agenda item for review at a regular meeting of the Board. At this meeting the Board shall: a. Provide opportunity for public comment regarding the proposed rule or amendment; b. Provide a second opportunity for public comment. This may be restricted to written comments or a public hearing when persons may present oral arguments on the proposed rule. If a public hearing is to be held notice shall be provided which will indicate the date, time and place of the hearing. This hearing shall be held no sooner than twenty days from the date the proposed rule or amendment was first presented to the Board. The Board, a member of the Board or the Board's Executive Director shall preside at this hearing.
2. At a subsequent regular meeting of the Board the proposed rule or amendment shall be presented in writing in a format consistent with the requirements of the Arizona Rulemaking Manual published by the Office of the Secretary of State for consideration. The proposed rule or amendment may include modifications as a result of Board member, staff or public input.
3. At every meeting when the Board considers the adoption of proposed rules or amendments the Board shall be provided with a copy of the proposed rule or amendment and a memorandum summarizing the written and oral public comments. The Board shall also receive an acknowledgement that the proposed rule or amendment has been reviewed by the Board's legal counsel.

4. The Board may, at its discretion, postpone consideration of a proposed rule or amendment.
5. The Executive Director of the Board shall cause copies of proposed rules or amendments to be available to each person who makes a timely request. A charge for the actual cost of providing a copy of the proposed rule or amendment may be assessed in accordance with Title 39 of the Arizona Revised Statutes.
6. Unless otherwise stipulated by the Board, rules established according to this subsection shall be effective immediately upon Board approval.

C. Emergency Rulemaking Procedures

1. The Board may adopt a proposed rule or amendment as an emergency measure if the Board determines that the rule is necessary to do any of the following:
 - a. Protect the public health, safety or welfare.
 - b. Comply with deadlines in amendments to an agency's governing law or federal programs.
 - c. Avoid violation of federal law or regulation or other state law.
 - d. Avoid an imminent budget reduction.
 - e. Avoid serious prejudice to the public interest or the interest of the parties concerned.
2. Upon a finding by the Board that a rule or amendment to an existing rule is necessary as an emergency measure, the proposed rule or amendment may be adopted by the Board by adhering to the following procedures:
 - a. The proposed rule or amendment shall be presented in writing as a specifically identified agenda item for review at a properly posted meeting of the Board. At this meeting the Board shall provide opportunity for public comment regarding the proposed rule or amendment;
 - b. At a subsequent meeting of the Board the proposed rule or amendment shall be presented in writing for consideration. The Board shall also receive an acknowledgement that the proposed rule or amendment has been reviewed by the Board's legal counsel. The proposed rule or amendment may include modifications as a result of Board member, staff or public input. At this meeting the Board shall provide opportunity for public comment regarding the proposed rule or amendment.
3. Unless otherwise stipulated by the Board, rules established according to this subsection shall be effective immediately upon Board approval.

D. All rules adopted by the Board shall be submitted to the Secretary of State's Office for publication.