



Arizona State Board of Education

NOTICE OF PUBLIC MEETING

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, February 22nd, 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)(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 11th day of February, 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

AGENDA
ARIZONA STATE BOARD OF EDUCATION
February 22nd, 2016
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Monday, February 22nd, 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. BUSINESS REPORTS

A. President's Report

1. Policy Advisory Committee

B. Superintendent's Report

1. Updates on Department of Education activities

C. Board Member Reports

1. Member Jared Taylor – AZ Standards Development Committee
update

D. Executive Director's Report

1. Investigative Unit update

2. CONSENT AGENDA

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

A. Approval of the following contracts:

1. Migrant Education Grant – Willcox Unified School District
2. Math and Science Partnership Grants
3. Adult Education Refugee Pilot

B. Approval of additional monies for Teacher Compensation for the
fiscal year 2015-2016

C. Approval of Maria Smalling as an Individual Trainer to deliver
required structured English immersion training 45 hour completion
course.

D. Approval of Career Ladder funding for Window Rock Unified School District for fiscal year 2014 and fiscal year 2015

E. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by:

1. Nina Walaya Bryan
2. Jaime Miguel Campos
3. Randy John Escobedo
4. Kathleen Renee Gross
5. Otis Magee, Jr.
6. Martin Zazueta-Suarez

F. Approval of the voluntary surrender of the educator certificates held by:

1. Mark A. Biagi
2. Brandon L. Caramellino
3. Sylvia Foulkes-Marshall
4. Nicole R. Minter
5. Juan F. Urias
6. Timothy Verdick

G. Approval of the Move on When Reading (MOWR) LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds

3. **CALL TO THE PUBLIC:** This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.

4. GENERAL SESSION

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

B. Presentation of literature review and state policies regarding third grade proficiency levels.

- C. Presentation regarding updates on the K-6 technology-based language development and literacy intervention software for English language learners.
 - D. Approval of the Arizona Charter School Program, project year 2017-2019 sub-grantees
 - E. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to revoke the certification of Nicholas Ashby.
 - F. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to suspend the certification of the following individuals:
 - 1. Lynn Hannah aka Lynn Ruhge
 - 2. Wallace Kellett
 - G. Presentation, discussion and possible action on the recommendation of the Professional Practices Advisory Committee to approve the settlement agreement for Alison M. Smith-Rodriguez.
 - H. Presentation, discussion and possible action to adopt amendments to the Investigative Unit Policy Handbook.
 - I. Presentation, discussion and possible action regarding motivational assessments pursuant to A.R.S. § 15-704(A).
 - J. Presentation, discussion and possible action regarding Board's duties as chief educational authority for administration and supervision of grants.
 - K. Presentation, discussion and possible action to initiate rulemaking procedures for proposed amendments to rules R7-2-603 regarding Professional Administrative Standards.
5. SUMMARY OF CURRENT EVENTS, FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a

future agenda. The Board will not discuss or take action on any current event summary.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with Willcox Unified School District for funding additional identification and recruitment activities related to migrant students.

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

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

Purpose of the Contract: To increase funding to the LEA to provide for additional, above and beyond, identification and recruitment activities in the Willcox region and surrounding areas such as Bonita and Bowie. These activities will take place over the spring at a variety of community events and other places where migrant families may be present.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following: Willcox Unified School District. This is a one-time opportunity for additional identification and recruitment funds for Willcox Unified School District.

Contract Amount

\$6,000.00

Source of Funds

Function Code: MIGRANT500FAY14

Authorizing Legislation/Statute

Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001 (20 USC 6394)

Contact Information:

(Paulino Valerio, Education Program Specialist)
(Mary Haluska, State Migrant Director)

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

Associate Superintendent:	Carol Lippert
Deputy Associate Superintendent:	Kelly Koenig
State Migrant Director:	Mary Frances Haluska
Program Contact:	Paulino Valerio

Dates of Contract

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

Previous Contract History

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

It is estimated that over 9,500 students are served by the Migrant Education Program statewide. Increasing funding to the LEA for additional Identification and Recruitment activities will increase the count of eligible migrant students by approximately 20.

Method of Determining Contract Amount(s)

Funding for Willcox Unified School District was determined on the need identified by the district in their Mini-Grant application. The LEA provided a detailed description on how they will use their funds, how it supports the LEA's Service Delivery Plan, and how the program will be measured and evaluated.

Evaluation Plan

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

Recommendation to the Board

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

ARIZONA MIGRANT EDUCATION PROGRAM

FY 16 MINI GRANT APPLICATION

DISTRICT: **Willcox Unified School District #13**

DECLINES THE OPPORTUNITY TO APPLY FOR THE MEP MINI GRANT

WILL APPLY FOR MEP MINI GRANT FUNDS

PLEASE SELECT THE OPTION THAT BEST DESCRIBES HOW YOUR LEA PLANS TO USE, IF AWARDED, A MINI GRANT.

IDENTIFICATION AND RECRUITMENT ACTIVITIES

Activities in this area must comply with Title I, Part C, Section 1304 (c) 7 of the No Child Left Behind Act of 2001, which states "the State will assist the Secretary in determining that number of migratory children under paragraphs (1) (A) and (2) (B) (i) of section 1303(a), through such procedures as the Secretary may require".

Detail: Job opportunities continue to increase with the district boundaries ID & R needs to be increased in order to identify and serve all new eligible students.

PRIORITY FOR SERVICES

Activities in this area must comply with Title I, Part C, Section 1304 (d) of the No Child Left Behind Act of 2001, which states "In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State academic achievement standards, and whose education has been interrupted during the regular school year".

Detail:

TECHNOLOGY

Activities in this area must comply with Title I, Part C, Section 1304 (c) (6) (D) of the No Child Left Behind Act of 2001, which states "The integration of information technology into education and related programs".

Detail:

PRESCHOOL

Activities in this area must comply with Title I, Part C, Section 1304 (c) (4) of the No Child Left Behind Act of 2001, which states "In the planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children".

Detail:

OTHER

ARIZONA MIGRANT EDUCATION PROGRAM

FY 16 MINI GRANT APPLICATION

DISTRICT: **Willcox Unified School District #13**

All activities must comply with Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001 and must be supplemental to the activities already included in the regular MEP Application/ Amendments.

Detail:

PLEASE PROVIDE A DETAILED DESCRIPTION OF HOW THE LEA WILL USE THE MINI GRANT ALLOCATION, IN KEEPING WITH THE SELECTION ABOVE:

The primary objective of identification and recruitment of this grant is to identify and recruit Migrant Education Students during the months of November thru April 2015. The primary objective of the identification and recruitment of this grant is to identify and recruit Migrant Education students in the Willcox Unified School District and surrounding areas such as Bonita and Bowie who have not been identified for any other education programs.

The Willcox Unified School District will conduct ID&R activities during this school year by participating in the community events, providing information and posting flyers in the areas where Migrant Education program gather like Churches, Laundromats, stores, nurseries, parks, community agencies and private business.

The Home Liaison and Clerk will communicate with the school nurse and registrar, attendance clerks, contractors, farmers and dairy managers and provide Migrant Education Information and services offered by the program.

ID & R activities will be schedule for after school and on Fridays.

HOW WILL THE MINI GRANT SUPPORT THE LEA's SERVICE DELIVERY PLAN?

The Mini Grant will support the Willcox Migrant Education Service Plan once the migrant students are identified and recruited. This grant will help with the program needs assessments to provide services to those migrant students that have not been identified in the past by other migrant education programs. This will include PFS students, preschool children and special education migrant students as well as out of school youth.

HOW WILL THE MINI-GRANT PROGRAM BE MEASURED AND EVALUATED TO ENSURE ITS SUCCESS?

This mini grant program will be measured and evaluated to ensure its success by the amount of new identified and recruited migrant education students by the end of September 2016.

IT IS ANTICIPATED THAT \$6,000.00 WILL BE NEEDED TO FUND THE MINI GRANT SUPPLEMENTAL PROGRAM (S) DESCRIBED ABOVE.

Completing the mini grant application does not guarantee an allocation. All applications are subject to approval by the State MEP office and mini grant allocations must be approved by the State Board of Education. Grants will only be approved by the State office for activities and/ or projects that are supplemental to the activities already included in the regular MEP Application/ Amendments.

ARIZONA MIGRANT EDUCATION PROGRAM

FY 16 MINI GRANT APPLICATION

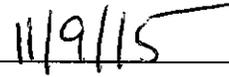
DISTRICT: **Willcox Unified School District #13**

I understand that this is a mini grant, which means that I am applying for a one time supplemental allocation. I understand that this money must be used in keeping with the MEP law and must be expended BY September 30, 2016. I understand that there will be reporting requirements and monitoring activities to complete in relation to any monies accepted by the LEA as part of this mini grant.

SIGNED

A handwritten signature in black ink, appearing to read "K. Adams", written over a horizontal line.

DATE

A handwritten date "11/9/15" in black ink, written over a horizontal line.

EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

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

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

Contact Information:

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

EXECUTIVE SUMMARY

Pursuant to Arizona revised Statues (A.R.S.) 15-207.
 Proposed contract between the **State Board of Education**, acting for and on behalf of the Arizona Department of Education (ADE), and **Name of Contracting Party(ies)**:

The table below contains the name of **5** eligible local educational agency (LEAs) requesting participation in Arizona’s MATHEMATICS AND SCIENCE PARTNERSHIP (MSP) PROGRAM through submission of Subgrant Applications to the ADE in response to the prescribed competitive process and have, as a result, received technical review scores sufficiently high enough to be considered for funding.

NAME OF THE APPLICANT LEA		LEA-REQUESTED AMOUNT
Washington Elementary School District		\$ 347,400.00
Paradise Valley Unified School District		\$ 276,100.00
Peoria Unified School District		\$ 561,000.00
Coconino County ESA		\$ 643,400.00
Navajo County ESA		\$ 287,000.00
Total:		\$ 2,114,900
Estimated Impact of MATHEMATICS AND SCIENCE PARTNERSHIPS Awards		
LEAs	Teachers	Students
23	276	23,380

Contract Amount:
 Total not to exceed \$2,500,000

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

EXECUTIVE SUMMARY

Source of Funds:

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

Function Code No.(s): MATH100-FAY14

Responsible Unit at Department of Education:

HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION

Associate Superintendent: Carol Lippert

Deputy Associate Superintendent: Sarah Galetti

Dates of Contract:

Subgrant Awards shall become effective on February 22, 2016 and shall terminate on June 15, 2017.

Previous Contract History

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

Method of Determining Contract Amount(s)

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

Recommendation to the Board

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

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Rio Salado College Bridge Pathways for additional funding to provide an Adult Education Youth Refugee Pilot in Maricopa County for FY2016.

Action/Discussion Item Information Item

Background and Discussion

Adult Education Services is coordinating with the International Rescue Committee and Rio Salado College Bridge Pathways to provide a pilot youth refugee English language acquisition class. The class would be open to refugees between the ages of 16-24 who are not currently enrolled in school and have arrived in the US in the last 6 months.

ARS 15-232, 15-234, and Federal P.L. 105-220 (Title II of the Workforce Innovation and Opportunity Act of 2014), and the Arizona State Plan for Adult Education authorizes the allocation of funds for the establishment and maintenance of adult education including:

1. Adult Basic Education/Adult Secondary Education (ABE/ASE)
2. English Language Acquisition for Adults (ELAA) and Civics Engagement
3. ABE/ASE and ELAA Distance Learning (DL)

Adult education and literacy services provide academic instruction and education services below the postsecondary level that will increase an individual's ability to read, write, speak in English, and perform mathematics or other activities necessary for the attainment of a secondary diploma, to transition successfully to post-secondary education and training, and to obtain employment. Rio Salado College Bridge Pathways is currently a funded adult education provider and this contract will expand services specifically to refugees in Maricopa County between the ages of 16-24 who are not currently enrolled in school and have arrived in the US in the last 6 months.

Since 1998, Arizona Adult Education classes have:

1. Assisted adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. Assisted adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
3. Assisted adults in the completion of a secondary school education;
4. Assisted adults in acquiring the English language skills necessary for productive participation and civics engagement.

Government fiscal support for the Arizona Adult Education system has historically been provided through a combination of federal and state funding, with the federal dollars requiring a three to one (federal to state) match.

Contact Information:

Sheryl Hart, Deputy Associate Superintendent
Leila Williams, Associate Superintendent

EXECUTIVE SUMMARY

Name of Contracting Party(ies):

Proposed contract is between the State Board of Education, acting for and on behalf of the Department of Education and Rio Salado College Bridge Pathways.

Contract Amount:

Not to exceed \$8,500

Source of Funds:

Authorizing Legislation:

- ARS 15-232 and 15-234
- The Workforce Innovation and Opportunity Act of Title II: The Adult Education and Family Literacy Act (P.L. 105-220)
- The Arizona State Plan for Adult Education.

Index No.(s): 63363 (ADULT300 FAY15),
61167 (ADULTST100)

Responsible Unit at Department of Education:

Adult Education Services
Deputy Associate Superintendent: Sheryl Hart
Program Contact: Jerald Goode

Dates of Contract:

March 1, 2016 to June 30, 2016.

Previous Contract History:

The Board has approved local grant awards for adult education services since 1965.

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

25 students
2 teachers

Method of Determining Contract Amount(s):

Rio Salado College Bridge Pathways will submit a proposal for services and a budget for the contracted timeframe. Proposed services and budgets are reviewed and negotiated by ADE. Factors considered are: (1) need based on number of refugees between the ages of 16-24 who are not currently enrolled in school and have arrived in the US in the last 6

EXECUTIVE SUMMARY

months, (2) available funding, (3) applicant's performance and funding history, (4) applicant's history of compliance with contractual provisions.

Evaluation Plan:

The contracted provider will conduct a self-assessment of their program operations, and receive comprehensive technical assistance in areas of need. ADE staff will evaluate program performance data monthly, and inadequate performance may result in loss of funding.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and Rio Salado College Bridge Pathways for additional funding to provide an Adult Education Youth Refugee Pilot in Maricopa County for FY2016. Contract amount not to exceed \$8,500

EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

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

Recommendation to the Board

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

CTDS	County	Name
010218000	Apache	Sanders Unified District
010208000	Apache	Window Rock Unified District
020214000	Cochise	Bowie Unified District
020227000	Cochise	Douglas Unified Elementary District
020349000	Cochise	Palominas Elementary District
020364000	Cochise	Pomerene Elementary District
020323000	Cochise	Naco Elementary
020218000	Cochise	San Simon Unified
020221000	Cochise	St David Unified District
030201000	Coconino	Flagstaff Unified District

Contact Information:

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

EXECUTIVE SUMMARY

030206000	Coconino	Fredonia-Mocasin Unified District
030204000	Coconino	Grand Canyon Unified District
040201000	Gila	Globe Unified
040210000	Gila	Payson Unified District
040312000	Gila	Pine Strawberry Elementary District
040220000	Gila	San Carlos Unified
50316000	Graham	Bonita Elementary District
050802001	Graham	Gila Institute for Technology
050305000	Graham	Solomon Elementary School District
150426000	La Paz	Bouse Elementary District
150227000	La Paz	Parker Unified School District
070433000	Maricopa	Buckeye Elementary District
070501000	Maricopa	Buckeye Union High School District
070293000	Maricopa	Cave Creek Unified District
070414000	Maricopa	Creighton Elementary District
070289000	Maricopa	Dysart Unified School District
	Maricopa	East Valley Institute of Technology (EVIT)
070298000	Maricopa	Fountain Hills Unified
070445000	Maricopa	Fowler Elementary District
070505000	Maricopa	Glendale Union High School District
070465000	Maricopa	Littleton Elementary District
070438000	Maricopa	Madison Elementary District
070199000	Maricopa	Maricopa County Regional District
070204000	Maricopa	Mesa Unified District
070375000	Maricopa	Morristown Elementary District
070421000	Maricopa	Murphy Elementary District
070405000	Maricopa	Isaac Elementary
070211000	Maricopa	Peoria Unified School District
070492000	Maricopa	Pendergast Elementary District
070402000	Maricopa	Riverside Elementary District
070466000	Maricopa	Roosevelt Elementary District
070403000	Maricopa	Tempe School District
070417000	Maricopa	Tolleson Elementary District
070462000	Maricopa	Union Elementary District
070406000	Maricopa	Washington Elementary School District
08041500	Mohave	Bullhead City School District
080214000	Mohave	Colorado City Unified District
080502000	Mohave	Colorado River Union High School District
080209000	Mohave	Littlefield Unified District
080306000	Mohave	Owens-Whitney Elementary District
080208000	Mohave	Peach Springs Unified District
080412000	Mohave	Topock Elementary District

EXECUTIVE SUMMARY

090203000	Navajo	Holbrook Unified District
090205000	Navajo	Snowflake Unified District
090201000	Navajo	Winslow Unified School District
090232000	Navajo	Blue Ridge Unified District
100216000	Pima	Catalina Foothills Unified District
100339000	Pima	Continental Elementary District
100230000	Pima	Sahuarita Unified District
110404000	Pinal	Casa Grande Elementary District
110201000	Pinal	Florence Unified School District
110302000	Pinal	Oracle Elementary District
110418000	Pinal	Sacaton Elementary District
110433000	Pinal	Picacho Elementary District
110424000	Pinal	Stanfield Elementary District
110215000	Pinal	Superior Unified School District
130326000	Yavapai	Beaver Creek Elementary District
130228000	Yavapai	Camp Verde Unified District
130406000	Yavapai	Cottonwood-Oak Creek Elementary District
130201000	Yavapai	Prescott Unified District
130209000	Yavapai	Sedona-Oak Creek Joint Unified District
130199000	Yavapai	Yavapai Accommodation School District
120235000	Santa Cruz	Santa Cruz Valley Unified District

EXECUTIVE SUMMARY

Issue: SEI Course Approval

Action/Discussion Item

Information Item

Background and Discussion

STRUCTURED ENGLISH IMMERSION (SEI) TRAINING TO COMPLETE THE FULL AND PROVISIONAL SEI ENDORSEMENT

A.R.S.§15-756.09 requires the Board to determine the qualifications necessary for a provisional and full structured English immersion endorsement. The statute permits the Board to approve various entities which have met specified criteria to provide the training required for the endorsements. In 2005 and 2007, the Board adopted curricular frameworks for SEI trainings.

Arizona State Board Rule R7-2-615(L) requires all persons holding a valid Elementary, Secondary, Principal, Superintendent, Supervisor, Career and Technical, and Special Education Arizona State Certificate to obtain an SEI, ESL or BLE endorsement.

The Office of English Language Acquisition Services (OELAS) is responsible for ensuring that a Local Education Agency (LEA), institution of higher education, or independent consultant requesting approval to deliver the required training has met the Board approved SEI curricular Framework.

OELAS has verified that the training proposed by Maria Smalling has met the Board approved SEI Curricular Frameworks, and recommends program approval.

Recommendation to the Board

It is recommended that the Board approve the following training program:

45-hour Completion Course

- **Individual Trainer:**
 - Maria Smalling

Contact Information:

*Kelly A. Koenig, Deputy Associate Superintendent, Office of English Language Acquisition Services
Carol Lippert, Associate Superintendent, High Academic Standards for Students*

EXECUTIVE SUMMARY

Issue: Consideration to approve the Window Rock Unified School District Career Ladder program for fiscal years 2014 and 2015 in accordance with A.R.S. § 15-918

Action/Discussion Item

Information Item

Background and Discussion

The Career Ladder applications for Window Rock Unified School District were placed on hold at the March 2014 meeting of the Career Ladder Advisory Committee (CLAC) as they lacked sufficient documentation. Due to the placement of an interim superintendent there was a long delay in meeting the conditions of the hold. With the hiring of a new superintendent, the district provided all required documentation and satisfied all conditions of program approval.

At its January 2016 meeting, the CLAC voted unanimously to recommend for retroactive approval the continuance of the Window Rock Unified School District Career Ladder program for fiscal years 2014 and 2015, in accordance with ARS §15-918. Window Rock Unified School District has met the following requirements: 1) include a structure which provides teachers with opportunities for professional career advancement based on improved teaching skills, 2) evidence of student academic progress and, 3) higher level instructional responsibilities.

CLAC recommends for approval for:

- FY 2014 2.0% funding
- FY 2015 1.0% funding

Recommendation to the Board

It is recommended that the Board approve Career Ladder funding for Window Rock Unified School District for the fiscal years 2014 and 2015 in accordance with A.R.S. § 15-918.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Nina Walaya Bryan, Case no. C-2014-127, Pursuant to A.R.S. § 15-550

Action/Discussion Item

Information Item

Background and Discussion

Nina Walaya Bryan held a Provisional Structured English Immersion and a Provisional Elementary Education, 1-8 certificate both of which expired August 6, 2015.

On February 3, 2014, Grand Canyon School officials reported to law enforcement officers at the U.S. National Park Service Police, alleging sexual misconduct between a teacher, Ms. Nina Walaya Bryan, and an underage male student. School officials were informed by the student's parent, that they had discovered explicit text messages between the student and Ms. Bryan.

On February 5, 2014, the student was interviewed by police and he admitted that he had had sexual relations with Ms. Bryan several times between October 1 and October 31, 2013. Ms. Bryan was interviewed on February 10, 2014, and she admitted to officers that she did have a sexual relationship with the student in October 2013.

On June 15, 2014, the student was observed exiting Ms. Bryan's apartment. On June 16, 2014, Ms. Bryan again admitted to officers that she and the student had spoken with each other for the first time since the investigation began on May 24, 2014 and they began having sex again in June 2014.

On October 7, 2014, the U.S. Grand Canyon National Park Police arrested Ms. Bryan for sixteen counts of felony Sexual Conduct with a Minor. The case was transferred to the Coconino County Prosecutor's Office for prosecution.

On May 19, 2015, in Coconino County Superior Court, Ms. Bryan pled guilty to two counts of Sexual Conduct with a Minor. She was sentenced to 180-days in the Coconino County Jail, a three-year probationary period, sex offender registration, GPS monitoring, and counseling.

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

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 Nina Walaya Bryan, 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 Jaime Miguel Campos, Case no. C-2013-101, Pursuant to A.R.S. § 15-550

Action/Discussion Item

Information Item

Background and Discussion

Jaime Miguel Campos held a Provisional Elementary Education, K-8 Certificate, which expired on May 26, 2013.

On June 14, 2013, the Pima County Sheriff's Department conducted an investigation into allegations that Mr. Campos had molested a minor family member.

On July 24, 2013, the Tucson Police Department's Internet Crimes against Children Unit, in a separate investigation, conducted a sting operation and arrested Mr. Campos after he had arranged to meet an undercover police officer, whom he believed to be a 14-year-old male, for sexual relations.

On August 5, 2013, Mr. Campos was indicted by the Pima County Grand Jury on three counts of Aggravated Assault of a minor under fifteen, a class six felony and two counts of Molestation of a Child in the second degree, a class three felony. The indictment was related to the Pima County Sheriff Department's investigation.

On August 9, 2013, Mr. Campos was indicted again by the Pima County Grand Jury on one count of Aggravated Luring a minor for Sexual Exploitation, a class two felony and one count of Attempted Sexual Conduct with a Minor under fifteen, a class three felony. This indictment was related to the Tucson Police Department investigation.

On June 24, 2014, in Pima County Superior Court, Mr. Campos pled guilty to one count of Molestation of a Child in the Second Degree, a class three felony and, one count of Luring a Minor for Sexual Exploitation, a class three felony. Mr. Campos was sentenced to ten years in prison, lifetime probation, and shall register as a sex offender.

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 Jaime Miguel Campos, Jr., 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 Randy John Escobedo, Case no. C-2015-099, Pursuant to A.R.S. § 15-550

Action/Discussion Item

Information Item

Background and Discussion

Randy John Escobedo held a Standard Elementary Education certificate that expired on February 9, 2014.

On October 8, 2013, Gila County Sheriff's Department received a report from the Globe Police that alleged Mr. Escobedo had been sending harassing and sexually inappropriate text messages to a former 14-year-old student.

At the conclusion of the Gila County Sheriff's investigation, Mr. Escobedo was arrested and charged with one count of Luring a Minor for Sexual Exploitation, a class three felony.

On October 30, 2014, in Gila County Superior Court, Mr. Escobedo was determined guilty of one count of Public Sexual Indecency of a Minor, a class five felony. He was sentenced to 180-days incarceration in the Gila County Jail, a probationary period not to exceed ten years, and compliance with sex offender treatment program.

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 Randy John Escobedo, 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 Kathleen Renee Gross, C-2015-019, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Kathleen Renee Gross held a Provisional Elementary Education, 1-8 certificate, which expired on May 23, 2015.

On or about March 2, 2015, in Pinal County Superior Court of Florence, AZ, Kathleen Renee Gross was found guilty of one count of Sexual Conduct with a Minor and one count of Contributing to the Delinquency of a Minor. Sentencing occurred on March 2, 2015.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of her 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 Kathleen Renee Gross, 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 Otis Magee Jr., C-2011-071, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Otis Magee Jr. held a Standard Adult Education and a Substitute certificate, both of which expired on July 20, 2011.

On or about December 6, 2011, in Maricopa County Superior Court of Phoenix, AZ, Otis Magee Jr. pled guilty to one count of Contributing to the Delinquency of a Minor. Sentencing occurred on or about February 10, 2012.

This conviction constitutes 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 Otis Magee Jr., 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 Martin Zazueta-Suarez, C-2014-088, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Martin Gabriel Zazueta-Suarez holds a Provisional Secondary Education, 7-12 certificate, which expires on July 3, 2017.

On or about January 5, 2015, in Yavapai County Superior Court of Prescott, AZ, Martin Gabriel Zazueta-Suarez pled guilty to one count of Attempted Child Prostitution and one count of Luring a Minor for Sexual Exploitation. Sentencing occurred on January 5, 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 Martin Gabriel Zazueta-Suarez, 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 for Mark A. Biagi, Case No. C-2009-050.
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Action/Discussion Item

Information Item

Background and Discussion

Mark A. Biagi held a Provisional Secondary Education, 6-12 Certificate expiring on January 17, 2010, and a Substitute Certificate, expiring on September 18, 2013.

On April 19, 2007, the Investigative Unit received a report from The Academy of Tucson stating, Mr. Biagi was being accused of sexual conduct with a minor. Mr. Biagi resigned from his position with The Academy of Tucson on January 24, 2007.

On January 6, 2016, the Investigative Unit notified Mr. Biagi of the intent of the Arizona State Board of Education ("Board") to file a complaint seeking disciplinary action against his teaching certificate. Mr. Biagi chose to voluntarily surrender his teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Mark A. Biagi 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 Certificate Surrender for Brandon L. Caramellino, Case No. C-2015-167.

Action/Discussion Item

Information Item

Background and Discussion

Brandon L. Caramellino holds a Reciprocal Provisional Early Childhood Certificate valid through August 6, 2017.

On October 27, 2015, the Arizona Department of Public Safety notified the Investigative Unit that Mr. Caramellino had been arrested on October 19, 2015 by the Wickenburg Police Department for Felony Possession of Marijuana, Felony Possession of Drug Paraphernalia and Felony Carrying a Weapon While in the Commission of a Felony Crime.

On December 1, 2015, the Investigative Unit notified Mr. Caramellino of the intent of the Arizona State Board of Education ("Board") to file a complaint seeking disciplinary action against his teaching certificate. Mr. Caramellino chose to voluntarily surrender his teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Brandon L. Caramellino 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 Certificate Surrender for Sylvia Foulkes-Marshall, C2015-118.

Action/Discussion Item

Information Item

Background and Discussion

Sylvia Ellen Foulkes-Marshall holds a Provisional Career and Technical Education Business and Marketing certificate valid from February 24, 2011 through February 24, 2017; Interim Principal, PreK-12 Certificate (Maricopa County Sheriff's Office) valid from January 31, 2014 through January 31, 2015; Provisional Cross Categorical Special Education, K-12 certificate valid from September 9, 2013 through September 9, 2016; and a Substitute certificate valid from February 23, 2011 through February 23, 2017.

On July 3, 2013, Ms. Foulkes-Marshall applied for her Cross-Categorical Special Education Certificate with the Arizona Department of Education (ADE) Certification Unit. Ms. Marshall included, a copy of a diploma representing that it had been issued by the University of Wisconsin-Oshkosh (UWOSH), and a transcript signifying she had received a "Masters of Education-Magna Cum Laude" on May 16, 2011, with her application. The transcript submitted indicated that she had attended the "Residency in Teacher Education (RITE) – Cooperative Education Service Agency 6 (CESA 6)" program, and completed 75.0 academic units earning a 3.68 grade point average (GPA). In addition to the application, Ms. Foulkes-Marshall submitted an ADE Verification of PreK-12 Teaching Experience document representing that it had been endorsed by Fall River Public School Superintendent, Dr. Heidi A. Schmidt.

All of these documents were later verified as being misrepresented documents.

In February 2014, the Northern Arizona University (NAU) Registrar's Office contacted the ADE Certification Unit to report a discovery that Ms. Foulkes-Marshall had received a Cross-Categorical Special Education (SPED) Certificate based on her UWOSH transcripts. In suspecting the academic credentials were fictitious, officials from the NAU Registrar's Office verified with the UWOSH Registrar's Office that the transcripts were fraudulent and not issued by UWOSH. The State Board of Education Investigative Unit also independently verified that the academic credentials were fictitious.

During the investigation, Dr. Heidi A. Schmidt verified that the ADE Verification of PreK-12 Teaching Experience document submitted to ADE by Ms. Foulkes-Marshall was a forgery.

On December 11, 2015, Ms. Foulkes-Marshall chose to voluntarily surrender her teaching certificates.

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

EXECUTIVE SUMMARY

State Board rule violations: R7-2-1308: 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:

B.6. Falsify or misrepresent documents, records, or facts related to professional qualifications or educational history or character;

B.15. Engage in conduct which would discredit the teaching profession.

Recommendation to the Board

It is recommended that the State Board of Education accept the surrender of any and all teaching certificates held by **Sylvia Ellen Foulkes-Marshall**, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Nicole R. Minter, Case No., C-2011-061.

Action/Discussion Item

Information Item

Background and Discussion

Nicole R. Minter holds a substitute teaching certificate valid through February 7, 2016.

On February 14, 2011, the Arizona department of Public Safety notified the Investigative Unit that Ms. Minter was arrested on February 5, 2011, for Public Sexual Indecency – Oral Contact in the City of Scottsdale, AZ.

On January 7, 2016, the Investigative Unit notified Ms. Minter of the intent of the Arizona State Board of Education (“Board”) to file a complaint seeking disciplinary action against her teaching certificate. Ms. Minter chose to voluntarily surrender her teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Nicole R. Minter 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 Certificate Surrender for Juan F. Urias, Case No. C-2013-024.

Action/Discussion Item

Information Item

Background and Discussion

Juan F. Urias holds a Standard Secondary Education 7-12 Certificate valid through August 4, 2016.

On March 15, 2013, John J. Pedicone, superintendent for the Tucson Unified School District ("District") reported that Juan F. Urias resigned from his teaching position with the District on 11/11/2012. Mr. Pedicone stated the "abrupt" resignation took place after an investigation was initiated against Mr. Urias, regarding his relationship with a female student.

On January 5, 2016, the Investigative Unit notified Mr. Urias of the intent of the Arizona State Board of Education ("Board") to file a complaint seeking disciplinary action against his teaching certificate. Mr. Urias chose to voluntarily surrender his teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Juan F. Urias 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 Certificate Surrender for Timothy Verdick, Case No. C-2012-007.
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Action/Discussion Item

Information Item

Background and Discussion

Timothy Verdick holds a Substitute Certificate valid through October 4, 2016.

On December 2, 2011, Deer Valley Unified School District reported that Mr. Verdick had engaged in inappropriate contact/communication with a female student through social media.

The Investigative Unit notified Mr. Verdick of the intent of the Arizona State Board of Education ("Board") to file a complaint seeking disciplinary action against his teaching certificate. Mr. Verdick chose to voluntarily surrender his teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Timothy Verdick teaching certificate and that all states and territories be notified.

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

EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

Background and Discussion

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

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

Review and Recommendation of State Board Committee

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

As of Jan 15th, 2016, 426 of 460 (93%) of LEA Literacy Plans have been submitted:

256 - A & B schools

167 - 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
92704	Archway Classical Academy Trivium East
4449	Sacaton Elementary District
4394	Whiteriver 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: A review of available literature and state policies in response to a request from the Arizona State Board of Education (SBE).

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Department of Education (ADE) commissioned this review of available literature and state policies in response to a request from the Arizona State Board of Education (SBE). In light of the introduction of the Arizona Measurement of Education Readiness to Inform Teaching (AzMERIT) exam, the SBE is charged with establishing the appropriate proficiency level for third grade students to advance to the fourth grade under Arizona’s “Move on When Reading” law (A.R.S. §15-701(A)(2)), which requires a pupil not be promoted to fourth grade unless the pupil “obtains a score on the reading portion of the Arizona Instrument to Measure Standards test, or a successor test, that demonstrates that the pupil’s reading falls far below the third grade level.”

Review and Recommendation of State Board Committee

Defining reading proficiency is, in a sense, a very nebulous exercise. Those who can read proficiently do it almost without thought as to its complexities, while those who struggle find it to be among the most arduous of tasks. Thus far, a common definition or inventory of which skills are truly fundamental to what it means to be a proficient third grade reader has eluded the education profession. This finding is consistent with the states examined for this analysis. Of the seven states that have retention requirements currently in effect, all utilize a standardized, standards-aligned assessment as the first-line mechanism to determine reading proficiency. Not all use their own statewide assessment in English Language Arts, however. In fact, several use a specifically designed reading assessment, that in many cases serves a dual function as a screening and diagnostic assessment as part of a comprehensive reading strategy.

While some states have arrived at their own definitions via prioritized standards, fundamental skills, or a given Lexile Level, science has yet to give us a neatly packaged range of descriptors for the challenged reader in grades K-3. Unfortunately, the quest to define the fundamental components of the proficient third grade reader is as urgent as ever. As increasing rigor moves the bar higher, the question of who is proficient becomes ever more political, and less academic as the pool of students below the line gets larger. However, states such as Arizona are not without options to both help calm the waters and keep expectations high.

Recommendation to the Board

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

Contact Information:

Leila Williams, PhD, Associate Superintendent

Move on When Reading: Literature Review and State Policy Considerations

Prepared for the Arizona Department of Education

By



January 2016

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Introduction

The Arizona Department of Education (ADE) commissioned this review of available literature and state policies in response to a request from the Arizona State Board of Education (SBE). In light of the introduction of the Arizona Measurement of Education Readiness to Inform Teaching (AzMERIT) exam, the SBE is charged with establishing the appropriate proficiency level for third grade students to advance to the fourth grade under Arizona's "Move on When Reading" law (A.R.S. §15-701(A)(2)), which requires a pupil not be promoted to fourth grade unless the pupil "obtains a score on the reading portion of the Arizona Instrument to Measure Standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level."

To that end, Education Experts, LLC, has undertaken to provide an overview of the current research and regulatory landscape to aid ADE in making its recommendation to the board. This overview will consider the various components of a state's definition and determination of reading proficiency, and to the extent possible, identify common elements in those definitions, examine state policy with regard to third grade retention, reading intervention, and resource allocation, and present considerations for the department and SBE to be mindful of moving forward.

Literacy and Reading Proficiency

A common definition of "literacy" and "reading proficiency," or more to the point, what exactly it means to be "literate" and "proficient" in reading at the 3rd grade level, is subject to broad interpretation. The Center on Enhancing Early Learning Outcomes (CEELO) perhaps provides the most expansive generally understood definition from which to begin:

"Literacy" is most often described as the skills and knowledge that are necessary to learn to read, including phonological awareness/beginning reading, listening, speaking, and writing. "Reading" is described as a set of interrelated skills needed to learn from reading in order to comprehend meaning from varied texts." (Connors-Tadros, 2014)

Defining Literacy

Literacy, as the natural extension of reading, while perhaps beyond the scope of this review, is worth a mention because so many efforts at defining reading are, for lack of a better term, "backed into" as a result of defining literacy.

The National Early Literacy Panel, was convened in 2002. The panel, though designed primarily to address the development of early literacy skills from birth to age 5, nonetheless preceded the aggressive push for early grade literacy, with a crucial conclusion that "conventional" reading and writing skills, such as decoding, oral reading fluency, reading comprehension, writing and spelling in the early years (i.e. birth to five) are strongly predictive of later literacy outcomes. (The National Institute for Literacy, 2008)

CEELO also points to state academic standards themselves as a source from which may states draw their definitions of what it means to be literate, as, presumably, standards reflect state priorities for student learning. Certainly, Arizona's English Language Arts Standards emphasize text complexity, reading for information, and growth in comprehension commensurate with growing a student's literacy over the K-12 trajectory. (Arizona Department of Education, 2015)

Finally, state literacy plans developed under the U.S. Department Education’s Striving Readers Comprehensive Literacy Program provide some insight into state priorities for literacy. (Connors-Tadros, 2014) New Hampshire, in particular, ties literacy directly to reading with an expansive definition, concluding that “proficient readers enjoy multiple strategies and processes to understand text.” (New Hampshire Department of Education, 2007)

Defining Reading

It is instructive to look at national efforts to use a common vocabulary to define reading. A significant amount of time and energy has been devoted over the years to defining what exactly reading is, and overwhelmingly the national discourse has been shaped by the language of assessment. For example, the National Assessment of Educational Progress defines reading for the purposes of assessment as follows:

“Reading is an active and complex process that involves (a) understanding written text, (b) developing and interpreting meaning, and (c) using meaning as appropriate to type of text, purpose, and situation.” (National Assessment Governing Board, US Department of Education, 2013)

Additionally, the National Reading Panel, convened in 1997, produced two reports in the year 2000, in which it synthesized a sizeable volume of reading research, and found four skills critical to reading development: phonemic awareness, phonics, reading fluency, and reading comprehension. (Connors-Tadros, 2014)

These words in particular, are noteworthy, because they appear in the policy of nearly every state that has adopted a formal third grade reading strategy.

Defining Proficiency

Based on a review of the literature, reading proficiency is commonly measured by national or state standardized measures. (Connors-Tadros, 2014) Some states supplement this approach with age or grade level assessments of literacy based on academic standards.

Nationally, NAEP defines proficiency as:

- **Basic**—Denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- **Proficient**—Represents solid academic performance for each grade assessed. Students reaching this level have demonstrated *competency over challenging subject matter*.
- **Advanced**—Signifies superior performance. (Connors-Tadros, 2014)

The emphasized language of proficiency, “competency over challenging subject matter,” is taken directly from the 1987 National Education Goals, and persists today. (National Assessment Governing Board, n.d.) The emphasis of “competency over challenging subject matter” creates an issue in alignment between state definitions and national definitions encompassed in the NAEP. In order to proceed to fourth grade, states may make the judgement that only basic reading skills are necessary, leaving challenging subject matter for another time. As such, the CEELo analysis of 2007 NAEP ratings and state standards found that some states’ “proficient” was comparable to “below basic” according to the NAEP rating. (Connors-Tadros, 2014)

This finding is consistent with the states examined for this analysis. Of the seven states that have retention requirements currently in effect, all utilize a standardized, standards-aligned assessment as the first-line mechanism to determine reading proficiency. Not all use their own statewide assessment in English Language Arts, however. In fact, several use a specifically designed reading assessment, that in many cases serves a dual function as a screening and diagnostic assessment as part of a comprehensive reading strategy.

All states with a retention policy utilize a pass/fail assessment methodology to determine proficiency (i.e. a cut score on an approved assessment.) No state that was examined had developed performance level descriptors specific to third grade reading. Instead, the favored approach seemed to be utilizing third party assessments as alternative assessments (not to be confused with alternate assessments for students with intellectual disabilities). Popular assessments include:

- Stanford 10 (SAT10)
- Iowa Test of Basic Skills (ITBS)
- Terranova
- Northwest Evaluation System (NWEA) Measures of Academic Progress
- STAR
- I-Station Benchmarks
- I-Ready
- Discovery Education Grade 3 Summative Assessment

There are two notable exceptions to this pattern. The first is Indiana, which has developed a specific assessment separate and apart from its comprehensive statewide assessment, to be administered in K-3. It is called the Indiana Reading Evaluation and Determination (IREAD). This assessment system has both formative and summative capabilities. Students demonstrate proficiency in the IREAD-3 via the appropriate score, but Indiana has taken the unusual step of laying out the skills that are demonstrated by achieving that score—the only state we were able to find that did so. A student that passes IREAD-3 is able to:

- Identify main and supporting ideas in text.
- Use information from the text to comprehend basic story plots.
- Connect prior knowledge with literal information from nonfiction text.
- Recall major points and make predictions about what is read.
- Determine what characters are like by what they say or do in the story.
- Determine theme or author's message in fiction and nonfiction text.
- Distinguish among basic text elements (e.g., problem and solution, fact and opinion, cause and effect).
- Distinguish beginning, middle, and ending sounds made by different letter patterns.
- Identify simple multiple-meaning words.
- Use sentence clues to find meanings of unknown words.
- Determine the meanings of words using knowledge of synonyms and antonyms.
- Recognize common genres.
- Read words with several syllables. (Indiana Department of Education, n.d.)

It is important to note that students who do not pass the IREAD-3 can still read in the common sense, but do not demonstrate the skills mentioned above.

North Carolina is also unique among states, as its policy is the only one that explicitly requires “proficiency” as opposed to targeting students who are lagging. However, North Carolina’s policy also allows for alternative assessments and student portfolio review. The state has taken a fairly uniform approach to alternative assessment, as all cut scores for alternative assessments equate to a Lexile Score of 725. (North Carolina State Board of Education, 2015)

Finally, North Carolina also took the step of creating its own alternative assessment, separate from its college-and-career-ready standards aligned assessment. This alternative assessment, the Read to Achieve Test, is designed specifically to address standards prioritized by a panel of North Carolina educators. North Carolina’s standards are comparable to Arizona’s College and Career Ready Standards.

Table 1 Standards Assessed by North Carolina Read to Achieve Test

Domain	Standard	Number of Items	Percent of Total Score
Reading for Literature	RL.1	5	35-40%
	RL.2	3	
	RL.3	3	
	RL.4	5	
Language	L.4.a	7	40-45%
	L.5.a	3	
Reading: Informational Text	RI.1	5	20-25%
	RI.2	3	
	RI.3	4	
	RI.4	1	
	RI.7	3	
	RI.8	2	
Total		44	100%

(North Carolina Department of Education, 2014)

A final approach to proficiency measurement is found in the state of Utah. Although Utah does not have a retention policy in place, it has strong requirements for reading instruction planning and assessment. Utah requires the administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment three times per year to students. Schools are required to set growth goals each year for students, using the previous year’s end point as a baseline. In this manner, Utah hopes to achieve 90 percent third grade reading proficiency by 2020. Through the 2013-2014 school year, Utah had a proficiency rate of 74% on DIBELS, and 79% on its criterion reference tests. (Utah State Office of Education, 2014) Like other states, Utah is transitioning to a new assessment, and 2015 results indicate 46% proficiency. However, Utah students did realize gains from 2014 (44%). (Utah State Office of Education, 2015) It is also noteworthy that although the NAEP does not assess third grade reading specifically, Utah is among the top states in terms of aligning state assessment results with NAEP proficiency levels. (Achieve, Inc., 2015)

In summation, methods for determining proficiency vary widely from state to state, and analysis shows that a generally accepted national definition of proficiency, the NAEP, is not necessarily reflective of the bar that states have set for proficiency when it comes to third grade reading. States have relied heavily

on their own criterion-reference statewide assessments to define proficiency. That is to say, state definitions of reading proficiency are heavily influenced by the rigor of state-adopted academic standards. Several states have attempted to define a minimum skill set, be it targeting certain standards, a certain Lexile Level, or 50th percentile on a norm-reference test, necessary to access material in 4th grade and beyond. Other states have opted for brutal honesty in assessment and taken a growth-based approach. Of course, these decisions do not exist in a vacuum, as the sheer number of third graders retained is never far from the minds of policymakers and educators alike.

Third Grade Literacy and Retention

The idea of establishing a “promotion gate” at third grade was introduced in response to research indicating early literacy plays a key role in the success of students in K-12 and beyond. Some research indicates students who are not reading at grade level by the third grade are more than four times more likely to drop out of high school. (Annie E. Casey Foundation, 2012) However, research on the efficacy of retention is mixed. (Rose & Schimke, 2012).

The point of this review is not to debate the merits of retention policy, as the public policy of Arizona in this area is relatively fixed. However, with the introduction of AzMERIT education policymakers have the opportunity to make a decision on how to implement Arizona’s policy with the benefit of a significant body of research to consider.

When examining retention policies, researchers have focused their attention primarily on two locations: Florida, which enacted a “promotion gate” policy in 2002, and New York City, which implemented a retention policy in 2003. While the retention aspects of these policies are the most-talked about, studies of the two programs indicate that it is the less controversial aspects of these policies—early assessments to identify reading difficulty, and the provision of intensive intervention to those students—that are the most effective drivers of achievement. (Rose & Schimke, 2012)

Indeed, a meta-analysis by the RAND Corporation in 2009 found that while “Overall, the research shows that retention alone is ineffective at raising student achievement,” it also found that “in a few studies that found positive academic outcomes at certain grade levels, retained students received targeted interventions designed to help them overcome individual problems.” (Xia & Kirby, 2009)

Identification and Intervention

A key theme that emerges from an analysis of third grade literacy policy is the importance of early identification and intervention. Though Florida’s policy is often noted for its retention requirement, it is laudable for its requirement that sets very clear requirements for screening and identification of a student’s specific reading difficulties, followed by targeted intervention. (Rose & Schimke, 2012) Florida law also spells out six “good cause exemptions,” which allow for alternative assessment and, perhaps more importantly, student portfolio review. Students who received an alternative assessment or portfolio exemption in the first two years of the program outperformed students who received other types of exemptions (70% scored Level 2 or better in 4th grade) (OPPAGA, 2006). This suggests that these types of exemptions are beneficial for students who may be ready for 4th grade, but have difficulty with standardized testing. (Rose & Schimke, 2012). Florida currently requires Kindergarten screening and yearly reading diagnostics via a state-provided assessment, and progress monitoring for students with reading difficulties. (See Florida)

New York City also implemented an aggressive early identification and intervention strategy in concert with its retention policy. New York City schools formed Academic Intervention Services (AIS) teams to track students' reading progress throughout the year. Though it is not specifically named, RAND researchers refer to a "tiered model of instruction." That, as described, is essentially an implementation of Response to Intervention (RTI) instruction. (McCombs, Kirby, & Mariano, 2009). New York City Officials devoted significant time to identifying and monitoring students.

High Expectations

The case most often made for retention as a policy is that it adds a sense of urgency and focus to the issue at hand. There is some data to back up this position. In Florida, OPPAGA evaluators found that the schools that were most successful in improving the performance of retained 3rd graders set higher academic expectations for all students..." (Rose & Schimke, 2012) (OPPAGA, 2006). The Education Commission of the States also recommends as a best practice to "create a sense of urgency around 3rd grade reading, emphasizing the benefits of early education and intervention." (Rose & Schimke, 2012) While the literature is somewhat lukewarm on the idea that retention itself is a lever that produces results, there is no doubt that a "promotion gate" at third grade certainly introduces a sense of urgency and sharpens focus. The question then becomes how to harness that urgency to the benefit of students.

Effective Education Practices and Resource Allocation

A second component of effective early literacy policy in addition to early identification is the extent to which the early childhood education system is set up to encourage literacy development. States and the federal government have tried numerous programmatic approaches over the years, however among the most promising approaches to literacy development is a properly resourced education system geared toward literacy development from Pre-K through grade.

Florida is often held up as a model for "Move on When Reading" style policies. And it is true that Florida has made strides in reading proficiency. But it is also equally important to note that to date, Florida has invested of \$1 billion in reading instruction since 2005, and was the recipient of a \$300 million reading first grant in 2002. In addition, it should be noted that a single test score is not the sole determinant of retention for mainstream students in Florida, as is currently the case in Arizona. In short, Florida has built a system of educational supports that lead to reading proficiency by third grade by most of its students. It has taken them over a decade to do so.

Perhaps the largest programmatic effort at early literacy was in the form of the federal Reading First program, implemented as part of the No Child Left Behind Act of 2001. This program was a grant program authorized by Congress along with NCLB. Reading First encouraged the development of universal literacy screening in early elementary grades, with the aim of identifying students with reading deficiencies early and intervening aggressively to help them get back on track. Reading First provided the impetus for Arizona's successful AZREADS program, which was supported by federal reading first money and Legislative appropriations. Reading first grants were shown to make a positive impact on some student reading skills such as decoding, but did not produce a statistically significant impact on student reading comprehension scores in grades one, two or three. However, some schools that added more instructional time for reading did see gains in reading comprehension. (Gamse, Jacob, Horst, Boulay, & Unlu, 2008). Other states have maintained programs begun with Reading First money that have shown via their own evaluations to improve the percentage of students reading on grade level. (Bornfreund, Effective Early Childhood and Adolescent Literacy Strategies, 2012) The Legislature

provided \$1M in state funding for Reading first in FY2008, but the funding was eliminated in FY2009 (Joint Legislative Budget Committee, 2007)

Striving Readers Comprehensive Literacy Grants are another programmatic approach to reading skills development. First awarded by the federal government in FY2010, the grants were intended to build literacy instruction capacity in the grant states. Georgia, a reading first state, was funded for four consecutive years, and built upon its reading first work to significantly increase student ability to engage with text. (Bornfreund, Cook, Lieberman, & Loewenberg, 2015)

Other programs include The Campaign for Grade Level Reading, Reach Out and Read, and Minnesota Reading Corps. Each of these initiatives, while successful, attempt to address literacy in a specific way, with the hope that each approach will improve reading and literacy outcomes.

However, recent state policy surveys indicate the states that have taken a systems approach to literacy, from birth to third grade, have seen the greatest success. The New America Foundation identifies seven policy areas that contribute to an effective system to build lasting literacy:

1. **Educators and Leaders:** Preparing, recruiting, developing, and retaining high quality educators who have an understanding of the early grades is essential to a strong B–3rd continuum
2. **Standards, Assessment, and Data:** The better coordinated and connected these components are, the more seamlessly children can move from classroom to classroom and the easier it is for teachers to build upon their academic and developmental skills.
3. **Equitable Funding:** While many states may have an equalized K-12 Formula, Pre-K and early childhood education are often not part of the formula.
4. **Pre-K Access and Quality:** Research has shown that high-quality pre-K programs positively impact children’s cognitive and social emotional skills, leaving them more prepared for kindergarten. Some long-term studies have also found that children who attended high-quality early learning programs are more likely to graduate high school and be employed, and less likely to commit violent crimes. (Bartik, 2014)
5. **Full Day Kindergarten Access:** Full Day Kindergarten makes a difference in literacy development. According to data from the Early Childhood Longitudinal Study: Kindergarten Class of 1998–99, for instance, children in full-day kindergarten programs made statistically greater gains in early literacy skills than their peers in half-day programs. (Kauerz, 2010)
6. **Dual Language Learner Supports:** Identifying and supporting dual language learners as early as possible is essential for their long-term success. State policies governing DLL identification, linguistic supports, and reclassification into mainstream English classrooms are frequently out of step with current research on students’ academic needs.
7. **Third Grade Reading Laws:** Third grade reading laws are important for drawing attention to, and placing emphasis on, literacy skills development. However, New America indicates that literacy screening, early identification and intervention are far more beneficial than mandated retention. In fact, the survey deducts points for states that mandate retention.

In the recent 50-state survey, New America considers Arizona to be in the “crawling” category with regard to literacy. This is due mainly to its use of strict mandated retention in third grade, as well as a lack of Pre-K and early childhood funding, and lack of a universal full-day Kindergarten program.

However, the state has engaged in some other very important work that can yield dividends for literacy if properly executed and adequately funded. The Board has undertaken an effort to design a teacher evaluation system that is more reflective of individual teacher impact. The Board adopted new, more rigorous standards and is continuing to evaluate them. In assuming responsibility for the state's ELL program, the Board also has the opportunity to engage in meaningful work around dual language learner supports.

Admittedly, pre-K and full day Kindergarten are large issues in times of uncertainty. Full-day Kindergarten alone in Arizona is a roughly \$200 million proposition. The Board cannot solve this issue alone. While budgetary discussions are beyond the scope of this report, it is worth noting that among the most effective interventions for students indicated in the literature is quality time on task, which can only be guaranteed with time in the classroom.

State Policy Considerations

As Arizona moves forward, it is faced with several constraints on its 3rd grade literacy policy:

1. Policymakers are bound by statute to set a standard for retention in 3rd grade, and that statute must be related in some way to a pupil's performance on AzMERIT.
2. A more rigorous state assessment has placed 40% of third graders in the "minimally proficient" performance level on AzMERIT.
3. Arizona lacks an alternative assessment or portfolio option to relieve any of this pressure.
4. School districts and charter schools lack the resources to unilaterally mount the intensive intervention effort that would be required to move a significant number of third graders over the bar in one year's time.

However, Arizona educators have shown remarkable fortitude and transparency with the public throughout the assessment rollout in preparing parents for a drop in test scores due to increased rigor. This drop is necessary if Arizona is to bring its definition of true reading proficiency in line with the "challenging subject matter" standard of the NAEP. They have conveyed the need for high standards and high expectations. Even so, the prospect of retaining 40% of next year's third graders is a grim one, which no one in a position of responsibility in public education wishes to see come to pass.

In facing this challenge, ADE and SBE might consider the following:

- Utilize an interpretation of "falls far below" that allows ADE to "prioritize standards" that are essential skills for success in fourth grade, in a manner similar to the North Carolina Read to Achieve test. These standards could be evaluated based on items within the AzMERIT form, or a new form containing standards-aligned items could be drawn from the item bank for separate administration.
- Use the board's flexibility in establishing a score for the new assessment to embark on an approach of gradually increasing the MOWR cut score on AzMERIT each year, such that LEAs are able to focus their resources and programs on those students most in need of intervention first. This approach has the advantage of alleviating some of the pressure, keeping the bar high, and maintaining accountability for making progress toward true proficiency.
- Give serious consideration to seeking some relief from the Legislature for students to gain an exception for a portfolio assessment that demonstrates the student can perform work aligned

to state standards at the appropriate level. Arizona is the only state among the seven currently active retention states that is both 1) exclusively tied to a college and career ready assessment for its third grade retention policy, and 2) has no provision for alternative assessments or student portfolio assessment.

Conclusion

Defining reading proficiency is, in a sense, a very nebulous exercise. Those who can read proficiently do it almost without thought as to its complexities, while those who struggle find it to be among the most arduous of tasks. Thus far, a common definition or inventory of which skills are truly fundamental to what it means to be a proficient third grade reader has eluded the education profession. While some states have arrived at their own definitions via prioritized standards, fundamental skills, or a given Lexile Level, science has yet to give us a neatly packaged range of descriptors for the challenged reader in grades K-3. Unfortunately, the quest to define the fundamental components of the proficient third grade reader is as urgent as ever. As increasing rigor moves the bar higher, the question of who is proficient becomes ever more political, and less academic as the pool of students below the line gets larger. However, states such as Arizona are not without options to both help calm the waters and keep expectations high.

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Appendix: State Third Grade Literacy Policies

State	Retention	Universal Screening	Alternative Assessment	Portfolio Review	Intensive Intervention
Arizona	Y	N	N	N	N
Florida	Y	Y	Y	Y	Y
Indiana	Y	N	N	N	Y
Mississippi	Y	Y	Y*	N	Y
North Carolina	Y	Y	Y	Y	Y
Ohio	Y	Y	Y	N	N
Oklahoma	Y	N	Y	Y	Y
Iowa	Y*	Y	Y*	Y*	Y*
South Carolina	Y**	N	N	Y**	Y
Colorado	N	Y	N/A	N/A	N
Washington	N	N	N/A	N/A	N
Utah	N	Y	N/A	N/A	N
Minnesota	N	N	N/A	N/A	N
Wisconsin	N	Y	N/A	N/A	N
Connecticut	N	Y	Y*	N/A	N

State Literacy Policies

Seven states currently require retention (AZ, FL, IN, MS, NC, OH, OK), with an additional two states (IA, SC) having retention requirements that begin in the next few years. An additional six states (CO, WA, UT, MN, WI, CT) have formal targeted third grade literacy policies of varying degrees, but retention is not mandated.

Arizona

Arizona passed its 3rd grade reading requirement, known colloquially as move on when reading (MOWR), in 2010. The statute requires a pupil be retained in third grade if a pupil “obtains a score on the reading portion of the Arizona Instrument to Measure Standards test, or a successor test, that demonstrates that the pupil’s reading falls far below the third grade level.”ⁱ In the 2014-2015 school year, Arizona administered its new assessment, Arizona Measure of Educational Readiness to Inform Teaching (AzMERIT), the successor to AIMS, and approximately 40% of third graders scored “minimally proficient” on the new assessment.

An exception is allowed to the requirement for students with disabilities or students with a significant reading impairment not classified as a disability (e.g. dyslexia), and students who are English Language Learners with fewer than two years of instruction in English.

Barring one of those two exceptions, there is no way to avoid the retention requirement. Arizona does not provide for an alternate means to demonstrate reading proficiency through other assessments or student portfolio review.

While Arizona law requires universal screening for reading ability in grades K-3, the state does not currently provide a universal screening tool for LEA use. Arizona’s MOWR law requires intervention based on state-board adopted best practices, but does not outline specific state programs targeted at struggling readers.

Florida

Florida’s first in the nation retention requirement went into effect in the 2002-2003 school year. Under Florida’s current system, Florida defines reading proficiency for promotion to fourth grade as a level 2 on Florida’s Standards Assessment in English Language Arts (FSA-ELA) 5-level scale. Students who score a level 1 are subject to retention. Florida has several good cause exceptions that allow a student to proceed to fourth grade despite a level 1 scoreⁱⁱ:

- The student is a Limited English Proficient (LEP) student, and has received less than two years of English language instruction.
- The student is a student with disabilities whose IEP indicates participation in statewide assessment is not appropriate.
- The student is a student with disabilities who participates in statewide assessments, has received reading intervention for more than two years, and who was previously retained in Kindergarten, grade 1, grade 2, or grade 3.
- The student demonstrates an acceptable level of performance on an alternative standardized assessment (See Table 1).
- The student demonstrates via a portfolio the student is performing at least at level 2 on the FSA-ELA.
- The student has received two years of intensive reading intervention for two or more years, and has previously been retained in Kindergarten, grade 1, grade 2, or grade three, for a total of two years.

Florida Alternative Reading Assessments

Assessment	Version	Cut Score
Stanford 10	10 th Edition	45 th percentile
Iowa Test of Basic Skills	Complete Battery, Form A or C, Level 9, Reading	50 th percentile
Iowa Test of Basic Skills	Core Battery, Form A or C, Level 9, Reading	50 th percentile
Terranova	Third Edition Complete Battery, Level 13, Reading	50 th percentile

Source: Florida Department of Educationⁱⁱⁱ

Florida requires screening of all Kindergarten Students within the first 30 days of school, using the Florida Kindergarten Readiness Screener-Work Sampling System (FKRS-WSS)^{iv}. The state also makes available a diagnostic screening and progress monitoring tool for grades 1-3, known as the Florida Assessment for Instruction in Reading, aligned to Florida Standards (FAIR-FS). Students reading below grade level are required to be progress-monitored, and FAIR-FS meets that requirement^v.

Finally, Florida mandates intensive intervention of 90 minutes per day for all students with an identified reading deficiency, and mandates intensive summer reading instruction via Summer Reading Camps.

Indiana

Indiana also enacted a third grade retention requirement in 2010. To determine proficiency, the state relies on the Indiana Reading Evaluation and Determination—Grade 3 (IREAD-3). This assessment is distinct from the statewide assessment, is based on Indiana state-adopted standards, and is designed specifically to measure foundational reading abilities. It is a pass-fail assessment, meaning students scoring above the cut score are presumed to have sufficient foundational reading abilities, and those below are not. Examples of foundational reading skills measured are:^{vi}

- Identify main and supporting ideas in text.
- Use information from the text to comprehend basic story plots.
- Connect prior knowledge with literal information from nonfiction text.
- Recall major points and make predictions about what is read.
- Determine what characters are like by what they say or do in the story.
- Determine theme or author’s message in fiction and nonfiction text.
- Distinguish among basic text elements (e.g., problem and solution, fact and opinion, cause and effect).
- Distinguish beginning, middle, and ending sounds made by different letter patterns.
- Identify simple multiple-meaning words.
- Use sentence clues to find meanings of unknown words.
- Determine the meanings of words using knowledge of synonyms and antonyms.
- Recognize common genres.
- Read words with several syllables Retention required.

Indiana allows three exceptions to the retention policy for students who have been retained twice in grade prior to grade four, students with disabilities, and English Language Learners, if a committee consisting of the student’s parents and qualified education practitioners deem promotion appropriate.^{vii}

Indiana does have an intervention program, requiring 90 minutes of reading instruction each school day, and instruction by a “highly effective teacher, as measured by student performance results.”^{viii}

Mississippi

Mississippi’s 3rd grade retention requirement took effect in the 2014-2015 school year. The state relies on the Mississippi K-3 Assessment Support System (MKAS2) summative assessment to make its determination. This assessment system also serves a screening and diagnostic purpose.

The Mississippi literacy-based promotion act contains similar exceptions to other states, including exceptions for English Language Learners, students with disabilities, and students retained previously in grade. The statute also allows for an alternative assessment, however at this time none has been approved for use^{ix}.

Mississippi also mandates 90 minutes of reading instruction daily for students who are reading below grade level. Summer school reading camps are optional.

North Carolina

North Carolina adopted its third grade retention policy in 2012. North Carolina’s requirement is somewhat unique in that it requires proficiency, where other states have set the bar for retention at a lower performance level. The state uses its statewide assessment, the North Carolina End of Grade (EOG) assessment, to determine reading proficiency. The test is designed with five performance descriptors. A student must score a 3 on the assessment to be considered proficient. A three denotes a student is on-grade level, but does not meet the college and career readiness standard.^x

North Carolina also incorporates standard good cause exceptions for English Language Learners and students with disabilities, and also allows for alternative assessments (See Table 2) and student portfolio evaluation^{xi}

NC State Board of Education Approved Local Assessments^{xii}

Assessment	Grade 3 Achievement Level
Northwest Evaluation System (NWEA)--Measures of Academic Progress	207 scale score
Scholastic Reading Inventory	Lexile Level 725
STAR Reading	537 scale score
Iowa Test of Basic Skills	Level 9 Test at 75 th percentile
i-Station Benchmarks	258 scale score
i-Ready	537 scale score
Discovery Education Grade 3 Summative Assessment	1505 scale score
Case 21	Pending

Note: In general, all assessment scale scores correspond to a Lexile Level of 725.

In a unique approach, North Carolina also developed a Read to Achieve Test, which is a state administered alternative assessment using the same five level descriptors, however the test is focused around those standards considered foundational to reading success (See Table 2.1)

Test Specification Weights for NC Read to Achieve Test^{xiii}

Domain	Percent of Total Score
Reading for Literature	35-40%
Reading for Information	40-45%
Language	20-25%

North Carolina also offers a pretest version of its EOG-3 assessment, given at the beginning of the school year, to assist educators in evaluating the skill level and specific deficiencies of third grade students.^{xiv}

For students who are not proficient in third grade, the state requires 90 minutes daily reading instruction, a summer reading camp, and personalized learning plans.

Finally, North Carolina does allow student reading portfolios to substitute for test results, and provides state-funded summer reading camps.

Ohio

Ohio’s policy is known as the “Third Grade Reading Guarantee,” and requires reading diagnostics for all students, with a state-developed and funded option, or an approved alternative.^{xv}

Ohio’s grade three assessment is Grade 3 ELA. However, the test is broken into a reading and writing subscore. Only the reading subscore is used. Alternative assessments are approved as described in the technical manual.

Oklahoma

Oklahoma requires retention, however the state gives students the summer to promote. The policy requires that students able to demonstrate proficiency prior to start of 4th grade may be promoted with their peers. The state also allows alternative assessments of proficiency^{xvi}

Iowa

Iowa currently requires universal screening and progress monitoring with approved state assessments.^{xvii}

Retention will be required beginning in the 2017-2018 school year. Policy states alternative assessments and portfolio assessment will be allowed, however no guidance has been provided on what those alternatives will be.^{xviii}

The state will institute an intensive summer reading program beginning 2017, and has established the Iowa reading research center to aid schools in effective literacy instruction.

South Carolina

The South Carolina “Read to Succeed” initiative requires retention beginning in 2017-2018. Portfolio assessment is also permitted.^{xix}

SC Reading Plan: http://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/SC_State_Reading_Plan_2015-06-10_Final.pdf

Colorado

Colorado requires the development of specific reading plan for each student, and requires that retention be considered as a strategy, however it is not specifically required.^{xx}

Washington State

Washington State requires tracking of student reading level, as measured by statewide assessment, and intervention according to a menu of best practices adopted by state.^{xxi} Similar to Colorado, retention is to be considered, but not required.^{xxii}

Utah

Utah requires the development of a comprehensive reading plan/assessment, but not retention. The state has a stated goal of 90% third grade reading competency by 2020, as measured by DIBELS. LEAs set annual growth goals for students, and report progress to the Utah Department of Education, which publicly reports the data. By LEA.^{xxiii}

Minnesota

Minnesota requires local literacy plans, however no specific interventions are required.^{xxiv}

Wisconsin

Wisconsin requires universal reading readiness screening, using the Phonological Awareness Literacy Screening (PALS). Beginning in 2017, districts can select another assessment if it meets the requirements of state law.^{xxv}

Connecticut

Connecticut has no retention requirement, but does require statewide universal screening and intervention using one of a menu of assessments including AIMSweb, DIBELS, MAP, and STAR.^{xxvi}

ⁱ A.R.S. §15-701 <http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00701.htm&Title=15&DocType=ARS>

ⁱⁱ Pg.1 <http://www.fldoe.org/core/fileparse.php/7539/urlt/2013thirdgradeprogressionatap.pdf>

ⁱⁱⁱ Pg. 7 <http://www.fldoe.org/core/fileparse.php/7539/urlt/2013thirdgradeprogressionatap.pdf>

^{iv} <http://www.fldoe.org/core/fileparse.php/7544/urlt/Assessment-Calendar-FINAL.pdf>

^v Pg. 3 <http://www.fldoe.org/core/fileparse.php/7539/urlt/2013thirdgradeprogressionatap.pdf>

^{vi} http://www.doe.in.gov/sites/default/files/assessment/iread-3-cut-score-performance-level-descriptors_0.pdf

^{vii} <http://www.in.gov/legislative/iac/T05110/A00062.PDF?>

^{viii} <http://www.in.gov/legislative/iac/T05110/A00062.PDF?>

^{ix} https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Statewide_Assessment_Programs/-MKAS2/MKAS2-FAQs/Good%20Cause%20Exemptions%20FAQs-2015%2004%2010.pdf

^x <http://www.ncpublicschools.org/docs/accountability/testing/achievelevels/eogelaachievelevel14.pdf>

^{xi} <http://www.ncpublicschools.org/docs/k-3literacy/achieve/portfolio/guide.pdf>

^{xii} <http://www.ncpublicschools.org/docs/k-3literacy/achieve/alternative-assess.pdf>

^{xiii} <http://www.ncpublicschools.org/docs/accountability/testing/technotes/readachievetestspecs14.pdf>

^{xiv} <http://www.ncpublicschools.org/docs/accountability/testing/achievelevels/bog3achievelevel14.pdf>

^{xv} <http://education.ohio.gov/getattachment/Topics/Early-Learning/Third-Grade-Reading-Guarantee/TGRG-Guidance-Manual.pdf.aspx>

^{xvi} http://ok.gov/sde/sites/ok.gov.sde/files/RSA_Rules_July2015.pdf

^{xvii} <https://www.educateiowa.gov/sites/files/ed/documents/Approved%20Literacy%20Assessments%202015-2016.pdf>

^{xviii} <https://www.educateiowa.gov/sites/files/ed/documents/2014-08-26EarlyLiteracyGuidance.pdf>

^{xix} <http://ed.sc.gov/instruction/read-to-succeed/>

^{xx}

<https://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/readact/download/colorado%20read%20act%20handout%2011%2008%2012%20final%20for%20printing.pdf>

^{xxi} <http://www.k12.wa.us/SSEO/pubdocs/ELA-MenuBestPracticesStrategies2015.pdf>

^{xxii} <http://lawfilesexternal.wa.gov/biennium/2013-14/Pdf/Bills/Senate%20Passed%20Legislature/5946-S.PL.pdf>

^{xxiii} <http://www.schools.utah.gov/legislativematerials/2014/Oct/K3ReadingImprovementSummary.aspx>

^{xxiv} <http://education.state.mn.us/MDE/EdExc/ReadWell/>

^{xxv} <http://dpi.wi.gov/sites/default/files/imce/common-core/pdf/Assessment%20of%20Reading%20Readiness%2016-17%2010%2027%2015pdf.pdf>

^{xxvi}

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/language_arts/universal_screening_reading_assessments_for_grades_k_3.pdf

EXECUTIVE SUMMARY

Issue: Update regarding the K-6 technology-based language development and literacy intervention software for English language learners.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-217 required that State Board of Education (SBE) develop a two-year pilot program for K-6 technology-based language development and literacy intervention. SBE was to develop application procedures and selection criteria for school districts and charter schools that voluntarily decide to participate in the pilot program. The pilot was to include no more than 10% of students classified as English language learners (ELLs) in kindergarten through grade 6.

The sum of \$300,000 was appropriated to the SBE in fiscal year 2014-2015 and \$246,800 in fiscal year 2015-2016 from the technology-based language development and literacy fund established by A.R.S. §15-217.

At the August 24, 2015 SBE meeting, members voted to award the contract for the pilot to Scientific Learning Corporation.

At the September 28, 2015 SBE meeting, the SBE directed the Arizona Department of Education (Department) to take all steps necessary to implement the pilot program, including monitoring of the pilot program, and report to the SBE by August 1, 2016 recommendations concerning the pilot program.

Since the contract was not awarded until the beginning of what should have been the second year of implementation, the Department requested an extension to the original timeline to allow for the program to be implemented for a full two school years. The request asked to conduct the pilot in the 2016-2017 and 2017-2018 school years to implement the pilot with fidelity and acquire meaningful data to better assist Arizona's students.

That request was made to the Joint Legislative Budget Committee on November 16, 2015. (Request letter attached)

Currently the Office of English Language Acquisition Services is working closely with the vendor to create a timeline for implantation of this pilot program for ELLs. Department staff is working closely with JLBC to propose language in this year's Budget Reconciliation Bill to allow for implementation in fiscal year 2017 and fiscal year 2018.

Recommendation to the Board

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

Contact Information:

Kelly Koenig, Deputy Associate Superintendent for The Office of English Language Acquisition Services
Carol Lippert, Associate Superintendent for the High Academic Standards for Students Division



State of Arizona
Department of Education
Office of Diane M. Douglas
Superintendent of Public Instruction



November 16, 2015

Joint Legislative Budget Committee

1716 West Adams
Phoenix, Arizona 85007

Representative Justin Olson, Chairman and Members,

Request

Pursuant to A.R.S. §15-217, the Arizona Department of Education (ADE) requests the Joint Legislative Budget Committee (Committee) review the \$546,800 in proposed FY 2016 expenditures from the K-6 Technology-Based Language Development and Literacy Intervention Pilot Program.

Recommendation

The Committee has at least the following three options:

1. A favorable review. Implement the pilot program as described in law with an adjustment to the timeline outlined in A.R.S. §15-217. Extend the timeline for expenditures from fiscal years 2014-2015 and 2015-2016 to 2016-2017 and 2017-2018 in order to implement the law as written.
2. A favorable review. Relinquish these funds, as the current timeline is insufficient to implement the law as written.
3. A favorable review. Spend funding as is the best you can without any extension in the program
4. An unfavorable review.

Analysis

Background

A.R.S. §15-217 requires the State Board of Education (SBE) to develop a two-year pilot program for K-6 technology based language development and literacy intervention for students who are identified as English language learners. The SBE was required to submit

a request for proposals, establish the format of applications, application procedures, and selection criteria for educational technology providers.

The following requirements are stipulated in statute: on or before September 15, 2015, the SBE shall submit a progress report on the pilot program to the Joint Legislative Budget Committee. On or before September 15, 2016, the SBE shall submit a report to the governor, the president of the senate and the speaker of the House of Representatives regarding the pilot program and delivery of K-6 technology-based language development and literacy intervention for English language learners through software provided pursuant to this section. The report must include a recommendation of whether the legislature should consider expanding the pilot program as a permanent statewide program and information on the number of school districts, charter schools and pupils who participated in the intervention. The SBE shall submit a copy of this report to the secretary of state.

Statutory language for A.R.S. §15-217 is included in the attachment section below.

The sum of \$300,000 was appropriated to the SBE in fiscal years 2014-2015 and 2015-2016 from the technology-based language development and literacy fund established by A.R.S. §15-217.

It was not until Monday, August 24, 2015 SBE meeting members voted to award the contract for the technology provider to Scientific Learning Corporation.

It was not until the September 28, 2015 SBE meeting that the SBE directed ADE to take all steps necessary to implement a pilot program and report back to the SBE by August 1, 2016.

Request

ADE respectfully requests an extension to the timeline to ensure this pilot is carried out in the manner intended. In order to gain meaningful data, the pilot would need time to identify Local Education Agencies (LEAs) and properly train teachers. Additionally, students need time to meaningfully engage in the technology.

Given the delay in the Request for Proposal and direction to ADE, implementing this pilot program at this time would not be practical. LEAs would likely only be able to implement this program and technology for a very short period of time in the spring 2016 semester. During this time LEAs are required to reassess students for language proficiency with a testing window of February 8 – March 25, 2016. Additionally, AzMERIT statewide testing will take place in April for most LEAs. To implement in such a short period of time (one semester) would add unnecessary burden to the LEAs, and not provide full breadth of the program as intended.

It would be necessary to conduct the pilot in the 2016-2017 and 2017-2018 school year to implement the pilot with fidelity and acquire meaningful data. As the state looks to improve proficiency rates for our English language learners, it is important to see if this type of program improves student outcome and whether it should potentially be used for more of our students in the near future.

If the timeline cannot be extended, ADE requests that the funds be relinquished, to ensure taxpayer dollars are not spent on an endeavor that will not be meaningful for Arizona's students.

Attachments

15-217. K-6 technology-based language development and literacy intervention pilot program; educational technology provider; review; reports; fund

(Rpld. 1/1/18)

A. The state board of education shall develop a two-year pilot program for K-6 technology-based language development and literacy intervention. The state board shall develop application procedures and selection criteria for school districts and charter schools that voluntarily decide to participate in the pilot program.

B. The state board shall submit a request for proposals to educational technology providers for the delivery of technology-based language development and literacy intervention software to be made available to all pupils in kindergarten programs and grades one through six who are enrolled in schools that participate in the pilot program and who are identified as english language learners.

C. The state board shall establish the format of the applications, application procedures and selection criteria for educational technology providers that wish to submit a proposal for the delivery of K-6 technology-based language development and literacy intervention software to be used in the pilot program. The state board shall select and award a contract to one educational technology provider to deliver K-6 technology-based language development and literacy intervention software pursuant to this section. The state board shall distribute monies appropriated for this purpose to the selected provider.

D. The K-6 technology-based language development and literacy intervention software for English language learners must differentiate instruction for each pupil and meet all of the following requirements:

1. Include instruction individualized to teach each pupil the following five strands of literacy:

(a) Phonics.

(b) Phonemic awareness.

(c) Vocabulary.

(d) Comprehension.

(e) Fluency.

2. Have components that are created for and aligned to state academic standards. The software must correlate to the Arizona English language proficiency standards.

3. Contain internal assessments, checkpoints, tracking and reports for teachers, administrators and parents.

4. Be used to address varied learner needs and to assist teachers in tracking pupil growth toward important curricular goals. The software must have tools and off-line resources that enable teachers to more effectively meet the individual needs of each pupil.

5. Provide immediate feedback to pupils and provide automatic remediation when needed. The software must provide scaffolding through illustrations, front-loaded vocabulary,

audio support, interactive glossary words, instructional feedback, strategic questions and adaptive content that provides extra practice as needed.

6. Include grade-appropriate digital books with literature text and informational text.

Pupils must be able to practice reading on the computer by recording readings and comparing those readings to the reading model.

7. Provide implicit and explicit instruction. The software must teach the core areas of listening and reading comprehension, including intertextual comprehension.

8. Teach pupils academic vocabulary using real and virtual experience and visuals to introduce vocabulary. The vocabulary must be related to core content areas and provide additional language development activities for those pupils requiring this assistance.

9. Teach basic interpersonal communicative skills and cognitive academic language proficiency and assess a pupil's understanding of each.

E. The educational technology provider selected pursuant to subsection C of this section must have experience with large statewide implementations and the ability to support a statewide level of implementation. The provider must submit evidence of pupil progress on an annual basis.

F. The joint legislative budget committee shall annually review the results of the delivery of K-6 technology-based language development and literacy intervention for English language learners through software provided pursuant to this section.

G. On or before September 15, 2015, the state board of education shall submit a progress report on the pilot program to the joint legislative budget committee. On or before September 15, 2016, the state board shall submit a report to the governor, the president of the senate and the speaker of the house of representatives regarding the pilot program and delivery of K-6 technology-based language development and literacy intervention for english language learners through software provided pursuant to this section. The report must include a recommendation of whether the legislature should consider expanding the pilot program as a permanent statewide program and information on the number of school districts, charter schools and pupils who participated in the intervention. The state board shall submit a copy of this report to the secretary of state.

H. The technology-based language development and literacy intervention fund is established consisting of legislative appropriations and monies transferred into the fund. The department of education shall administer the fund. Monies in the fund are subject to legislative appropriation. Monies in the fund must be used for the K-6 technology-based language development and literacy intervention pilot program established pursuant to this section. Monies in the fund are exempt from the provisions of section 35-190 relating to lapsing of appropriations.

EXECUTIVE SUMMARY

Issue: Arizona Charter School Program Awards, Project Years 2017 - 2019

Action/Discussion Item

Information Item

Background and Discussion

On October 1, 2015, the U.S. Department of Education's Office of Innovation and Improvement (OII) Charter School Program (CSP) awarded the Arizona Department of Education (ADE) \$23.6 M to increase high quality public school options for Disadvantaged Students in Arizona. Arizona was one of only eight states awarded this highly competitive grant. The Arizona Charter Schools Program (AZ CSP) unit in the agency's Highly Effective Teachers and Leaders Division (HETL) will administer the grant.

AZCSP Subgrantee Program Abstract

Purpose: The purpose of the Arizona Charter Schools Program is the following:

Objective 1 - Increase the number of high quality charter schools in Arizona focusing on supporting and improving the academic outcomes for educationally disadvantaged students. Educationally disadvantaged students are defined in this application as 1) racially and ethnically diverse students, economically disadvantaged or neglected/homeless students; 2) students with disabilities, English Language Learners (ELL).

Objective 2 - Close the achievement gaps for all educationally disadvantaged students in AZ CSP schools.

Objective 3 - Improve educationally disadvantaged high school student achievement and graduation rates in AZ CSP schools.

The subgrantees selected will serve an enrollment consisting of at least 40% Free and Reduced Lunch students or Racial/Ethnic minorities or students with identified disabilities or English Language Learners. All subgrantees have a variety of strategies to improve student achievement. All of them have data driven strategies to continuously monitor student progress and in-house programs to align school staff with enhanced outcomes.

Much of the funding will go to support the material startup expenditures of opening a school. At the same time, considerable funding will go to building leadership and staff capacity to create school-wide cultures of learning.

Contract Amount:

The award for the initial project year will not exceed \$250,000. Additional awards for up to two additional years are dependent upon the availability of funds, the school's

Contact Information:

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

EXECUTIVE SUMMARY

enrollment and the success of the school in meeting stated objectives. In any event the total awarded to any school will not exceed \$750,000 over three project years.

Source of Funds:

Authorizing Legislation: No Child Left Behind Act of 2001 (NCLB), Public Law 107-110, Section 5201, Index No. 02451

CFDA: 84.282A

Funding Number: UA282150009

Responsible Unit at Department of Education:

Highly Effective Teachers and Leaders:

Division Associate Superintendent: Dr. Cecelia Johnson

Deputy Associate Superintendent, Charter Schools Program: Dr. Mark Francis

Dates of Contract:

Each AZCSP subgrant is up to three years in duration for Planning and Implementation of a new or replicated school. The agreements shall take effect when approved by the Board, and shall terminate on January 31, 2019.

Explanation of the Subgrant:

The Arizona Charter Schools Program start-up award is a competitive, discretionary grant. Successful replicated or new charter entities which describe in their application a compelling, school-wide vision for challenging curriculum, engaging instruction and rigorous assessment geared to Disadvantaged Students which will increase Arizona student achievement are encouraged to open new schools.

Previous Subgrant History

Each subgrantee is an independent LEA with its own CTDS number and Entity ID. No subgrantee has previously received an AZ CSP award.

Number Affected (Students, Teachers, and Public, as appropriate) 30,000 students

These awarded subgrantees are serving students in low socio-economic areas with a history of low academic performance.

Selection Process:

EXECUTIVE SUMMARY

A competitive application was reviewed by a 4 person panel consisting of, two founding leaders of highly successful charter schools, an independent financial/operational contractor and a member of an education non-profit. (ARS § 41-2702. Solicitation and award of grant applications)

Method of Determining Contract Amount:

1. To be eligible for the full \$250,000 per school per annum award, schools must identify in their application that they expect to enroll 200 students by their third year of operation. Schools who indicate less than that will be awarded a reduced amount.
2. Schools that fail to meet their enrollment targets in the third year may have their awards reduced to reflect the lower enrollment.
3. Contingent upon their estimated and actual enrollment and continued federal funding, the award shall not exceed \$750,000 total per school through March 31, 2017.
4. After the first year award funding is dependent upon the availability of funds and the success of the charter school in meeting the stated enrollment and objectives in their application.
5. Schools must maintain a good faith effort to meet the goals described in its awarded application and must be in compliance with state and federal charter rules and regulations.
6. All charter awardees agree to participate in regular monitoring by state and federal officials over the life of the grant as well various AZCSP activities. All state and federal compliance is spelled out in the Grant Award Notification sent to and signed by a representative of the governing body of the charter entity.

Evaluation Plan:

Each awarded charter entity is periodically monitored over each Project Year for academic, financial and operational compliance with its grant application and the following:

1. The US ED Charter Schools Program SEA monitoring instrument;
2. Education Department General Administration Uniform Guidance;
3. The Arizona Charter Schools Program evaluation instrument which assesses the following:
 - a. Governance,
 - b. Leadership,
 - c. Business and Financial Practices.

The results of that monitoring are evaluated using the AZCSP Uniform Guidance Risk Assessment Framework. Schools that meet the framework required benchmarks will still be subject to annual monitoring and participation in AZCSP mandated technical assistance. Schools that do not meet the Framework benchmarks will be placed in

EXECUTIVE SUMMARY

Corrective Action status as High Risk and subject to mandated AZCSP corrective assistance and/or Administrative Hold of Funds.

A key strategy in the evaluation process is regular on-site visits by the AZ CSP staff to awarded schools to evaluate effectiveness and identify leading indicators (predictors) of success.

Recommendation to the Board

It is recommended that the Board approve the following Arizona Charter School Program, Project Years 2017 - 2019 Subgrantees

Awards, not to exceed \$250,000 per Project Year, are supported by a US Department of Education, Office of Innovation and Improvement, Charter School Program. This contract obligates only one year of payments with the option to funds years two and three dependent upon fund availability and annual review of school progress to meet its goals. All schools are Title I schools. Three schools are eligible for only two Project Years (PY) .

Subgrantee	PY 16-17	PY 17-18	PY 18-19	Total
*Academy of Math and Science - Camelback	\$250,000	\$250,000	N/A	*\$500,000
Academy of Math and Science – Mesa	\$250,000	\$250,000	\$250,000	\$750,000
*Archway Classical Academy Trivium East	\$250,000	\$250,000	N/A	*\$500,000
Arizona Autism Charter Schools, Inc.	\$250,000	\$250,000	\$250,000	\$750,000
ASU Preparatory Academy, Casa Grande	\$250,000	\$250,000	\$250,000	\$750,000
Empower High School	\$250,000	\$250,000	\$250,000	\$750,000
*Espiritu Schools	\$250,000	\$250,000	N/A	*\$500,000
Highland Prep	\$250,000	\$250,000	\$250,000	\$750,000
Pensar Academy	\$250,000	\$250,000	\$250,000	\$750,000
Synergy Public Schools	\$250,000	\$250,000	\$250,000	\$750,000
Vista College Preparatory, Inc.	\$250,000	\$250,000	\$250,000	\$750,000
Subtotal	\$2,750,000	\$2,750,000	\$2,000,000	\$7,500,000

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Revoke Certification of Nicholas Ashby, Case No. C-2015-115

Action/Discussion Item

Information Item

Background and Discussion

Mr. Ashby holds a Provisional Secondary Education 6-12 certificate, which expires May 17, 2017, and a Substitute certificate, which expires February 3, 2018.

On the morning of July 20, 2015, Mr. Ashby arrived at Poston prior to the start of the school day. At that time, he was observed by Mr. Hastings, another Poston teacher, behaving erratically. Mr. Hastings informed Poston principal, Mr. Saylor-Scheetz of Mr. Ashby's condition at which time, Mr. Saylor-Scheetz escorted Mr. Ashby to the nurses office.

School Resource Officer Scott Strobel witnessed Mr. Ashby with red and watery eyes; slight slurred speech; and slight odor of alcohol on Mr. Ashby's breath. Jeannie McCorkle, school nurse, also smelled alcohol on Mr. Ashby's breath.

Mr. Ashby asked Officer Strobel if he could borrow Officer Strobel's gun so that he "could end it all right now." He also told Officer Strobel that if he (Strobel) arrested him (Ashby) "it'll be suicide by cop".

Mr. Ashby consented to a breathalyzer test which showed his blood alcohol content to be 0.215 at 7:55 a.m.

Due to Mr. Ashby's erratic behavior and suicidal comments, Emergency Medical Services ("EMS") was notified. EMS arrived at Poston and transported Mr. Ashby to Banner Ironwood for mental health evaluation.

On July 27, 2015, Mr. Ashby resigned from his position with Florence Unified School District.

Recommendation of the Professional Practices Advisory Committee

On January 12, 2016, the Professional Practices Advisory Committee recommended, by a vote of 5 to 0, that the State Board revoke any and all certifications held by Nicholas Ashby.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Recommendation to the Board

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

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Suspension of Certification of Lynn Hannah, Case No. C-2015-122

Action/Discussion Item

Information Item

Background and Discussion

Ms. Hannah held a Standard Special Education ED K-12 certificate and a Standard Special Education ID K-12 certificate, both of which expired on September 6, 2015.

Ms. Hannah allegedly breached her employment contract with Tolleson Union High School District ("TUHSD") on October 3, 2014.

On July 25, 2014, Ms. Hannah signed a "Certified New Teacher Contract" ("Contract") with TUHSD.

On or about September 17, 2014, Ms. Hannah submitted a letter of resignation to Michele Wilson, Principal of Westview High School. In her resignation letter, she both acknowledged she was aware that she is responsible to continue her duties until the school board approves her resignation. She also stated that her resignation will be effective October 3, 2014. She did not return to work at TUHSD after October 3, 2014.

On October 30, 2014, TUHSD Superintendent Lexi Cunningham sent Ms. Hannah a letter informing her that release from her contract was contingent upon her first paying TUHSD liquidating damages in the amount of \$1,000.00 as written in her contract. On December 9, 2014, TUHSD Governing Board approved a Resolution stating the Ms. Hannah breached her contract because she failed to pay the liquidated damages fee within the specified thirty-day period.

On November 10, 2014, Ms. Hannah contacted the Arizona State Board of Education's Investigative Unit. Ms. Hannah inquired about the consequences of not paying the \$1,000 in liquidated damages she owed TUHSD and stated that she had accepted a job with the Arizona Department of Education.

On December 9, 2014, the TUHSD Governing Board approved a resolution that Ms. Hannah was not released from her teaching contract with TUHSD because she failed to pay the liquidated damages of \$1,000 to TUHSD as specified in her Contract.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Recommendation of the Professional Practices Advisory Committee

On January 12 2015, the Professional Practices Advisory Committee recommended, by a vote of 5 to 0, that the State Board Suspend any and all certifications held by Lynn Hannah, for a one year period to extend through the payment of Liquidated Damages in the amount of \$1,000.00.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC to suspend any and all certifications held by Lynn Hannah for 1 year to extend through the payment of the liquidated damages in the amount of \$1,000.00, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation for Suspension of Certification of Wallace Kellett, Case No. C-2015-143

Action/Discussion Item

Information Item

Background and Discussion

Mr. Kellett holds a Provisional Secondary Education 6-12 certificate, which expires on August 25, 2017.

On July 2, 2014, Mr. Kellett signed a Teacher's Employment Contract ("Contract") with Beaver Creek School District No. 23 ("BCSD"). Mr. Kellett breached his employment contract with BCSD on January 19, 2015.

On January 19, 2015, Mr. Kellett submitted his resignation to Karin Ward, Superintendent of BCSD, via email. He made no attempt to return to work at BCSD after January 19, 2015.

On February 23, 2015, Ms. Ward sent a letter to Mr. Kellett informing him that his resignation had not been accepted by the Governing Board of BCSD because he failed to provide adequate documentation regarding any medical issue. It also stated that BCSD was requiring him to pay the \$2,500 in liquidated damages.

Mr. Kellett did not pay BCSD the \$2,500 in liquidated damages.

Recommendation of the Professional Practices Advisory Committee

On January 12 2015, the Professional Practices Advisory Committee recommended, by a vote of 5 to 0, that the State Board Suspend any and all certifications held by Wallace Kellett, for a one year period to extend through the payment of Liquidated Damages in the amount of \$2,500.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC to suspend any and all certifications held by Wallace Kellett for 1 year to extend through the payment of the liquidated damages in the amount of \$2,500 and that all states and territories be so notified.

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Settlement Agreement for Alison M. Smith-Rodriguez, Case No. C-2013-043

Action/Discussion Item

Information Item

Background and Discussion

Alison M. Smith-Rodriguez holds a Standard Elementary Education certificate, which expires on April 15, 2017.

Ms. Smith-Rodriguez was a teacher at Menlo Park Elementary School, in the Tucson Unified School District ("TUSD"), located in Tempe, Arizona.

On November 5, 2012, a staff member alerted the principal that Ms. Smith-Rodriguez smelled of alcohol while on duty at school. The principal approached Ms. Smith-Rodriguez and confirmed that she smelled of alcohol. A Concentra lab employee administered a breath test on Ms. Smith-Rodriguez and she had to be tested several times and was shown how to blow into the testing device. The test results showed her blood alcohol level to be .08 at 10:17 a.m. and .073 at 10:35 a.m. The principal promptly assigned Ms. Smith-Rodriguez to home.

On November 14, 2012, Ms. Smith-Rodriguez signed a Separation Agreement in lieu of termination and resigned effective November 30, 2012.

On or about April 2, 2015 the Investigative Unit advised Ms. Smith-Rodriguez of the intent to file a complaint against her certificate. On August 20, 2015, the Investigative Unit sent Ms. Smith-Rodriguez the complaint via certified mail. The complaint was returned to the Investigative Unit unclaimed.

Ms. Smith-Rodriguez notified the Investigative Unit and advised she had relocated and was caring for her father the last year, who recently passed away. She entered into negotiations regarding a settlement agreement. She agreed to the terms of the proposed settlement agreement.

Recommendation of the Professional Practices Advisory Committee (PPAC)

On January 12, 2016, the PPAC recommended, by a vote of 3 to 1, that the Board approve the settlement agreement and suspend Ms. Smith-Rodriguez's teaching certification for one year, with the following conditions;

Contact Information:

Garnett Winders, Acting Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

- Ms. Smith-Rodriguez shall participate in counseling, therapy, or a treatment program which addresses substance abuse issues. Any such counseling, therapy, or treatment program must first be approved by the Board's staff.
- Ms. Smith-Rodriguez shall furnish a letter of proof of successful completion to the Board certifying that she has successfully completed sufficient counseling, therapy, or treatment addressing the issues that led to the conduct.

Recommendation to the Board

That the Board accept the recommendation of the PPAC to approve the Settlement Agreement, with conditions and suspend Alison M. Smith-Rodriguez's certification from February 22, 2016 through February 22, 2017, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to adopt amendments to the Investigative Unit Policy Handbook

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to Arizona Revised Statutes (A.R.S.) § 15-203, the State Board of Education (the Board) is responsible for the supervision and control of individuals engaged in instructional work in Arizona public educational institutions below the community college, college, or university level. The Board rules in A.A.C. Title 7, Chapter 2, Articles 7 and 13, provide for adjudication of disciplinary issues and regulate the conduct of educators.

Educator Oversight and the Board's Investigative Unit

The Board is responsible for imposing "such disciplinary action, including the issuance of a letter of censure, suspension, suspension with conditions or revocation of a certificate, upon a finding of immoral or unprofessional conduct" pursuant to A.R.S. § 15-203(A)(14) and (20). The Board's rules provide that certificate holders who violate any provision of A.A.C. R7-2-1308 are deemed to have engaged in immoral or unprofessional conduct and may be disciplined by the Board.

Reports of unprofessional conduct are received by the Investigative Unit of the Board. Investigations are opened for allegations that would constitute unprofessional or immoral conduct. At the completion of an investigation, a decision is made as to whether to file a formal complaint against the person's certification, seek a settlement agreement or close the matter.

Investigative Unit Policy Handbook

Currently, the Investigative Unit Policy Handbook provides that disciplinary matters may be resolved through negotiated settlement agreements (NSA) when in the best interest of the education community. As part of the process, the NSA is submitted for review by the Professional Practices Advisory Committee (PPAC) for a recommendation prior to submission to SBE for approval.

The attached amendment to the Handbook seeks to remove the NSA procedure requirement of review by the PPAC prior to submission to the Board. This change will expedite resolution of negotiated disciplinary matters. In addition, the suggested revisions seek to clarify that negotiations between represented Respondent's take place between the Chief Investigator, Executive Director and legal counsel. Lastly, the suggested revisions require a response from the Respondent within 21 days from the date of mailing of the NSA rather than 15 days from receipt.

Contact Information: Dr. Karol Schmidt, Executive Director

EXECUTIVE SUMMARY

The proposal has been reviewed by the Investigative Unit and the Office of the Attorney General.

Recommendation to the Board

It is recommended that the Board adopt the revised Investigative Unit Policy Handbook provisions regarding Section II, G. Negotiated Settlement Agreements, as presented in this item.

Excerpt from:
Arizona State Board of Education Investigative Unit
POLICY HANDBOOK
ADOPTED JANUARY 2007
REVISIONS ADOPTED OCTOBER 26, 2015

.. .
II. Disciplinary Investigations

.. .
G. Negotiated Settlement Agreements

1. The Investigative Unit may attempt to resolve disciplinary matters through negotiated settlement agreements. In these cases the following procedures apply:
 - a. During the investigative process, an Investigator may engage in discussions with a Respondent ~~or Respondent's legal counsel~~ regarding negotiated settlement agreements, upon consultation with the Chief Investigator, the SBE's Executive Director and legal counsel. Where a Respondent is represented by counsel, discussions regarding negotiated settlement agreements may occur between the Chief Investigator, the SBE's Executive Director and legal counsel.
 - b. Negotiated settlement agreements shall only be pursued when they are in the best interest of the education community. Negotiated settlement agreements involving educators who break contracts shall stipulate to the suspension of the teacher's certificate(s).
 - c. All settlement agreements shall be drafted by legal counsel.
 - d. The draft settlement agreement shall be presented to the Executive Director for review and approval. Upon approval by the Executive Director, the Investigator shall retain a copy of the settlement agreement, and the settlement agreement shall be sent via certified mail to either the Respondent's last known address of record with ADE or the Respondent's legal counsel if the Respondent is represented by legal counsel in the matter.
 - e. The Respondent shall have ~~fifteen~~ 21 days to sign the settlement agreement from the date ~~it is received~~ the agreement is mailed. This time shall be calculated from the date indicated on the ~~return~~ mailing receipt. If the settlement agreement is not signed and returned within the required

time frame, the Investigator may move forward with a Complaint.

- f. Upon receipt of a settlement agreement that has been signed by the Respondent, the Investigator shall present the settlement agreement to the Executive Director for signature. Upon receipt of a settlement agreement that has been signed by the Executive Director and Respondent, the Chief Investigator shall schedule the matter to be presented to the SBE for approval or denial at the next available SBE meeting. ~~for review by the PPAC. The PPAC shall consider whether to recommend to the SBE that the agreement be approved or denied. If the PPAC recommends that the agreement be denied, the Chief Investigator and legal counsel shall consider whether the agreement should be withdrawn prior to consideration by the SBE.~~
 - g. ~~The Investigator assigned to the case and the Chief Investigator shall ensure that all recommendations of the PPAC are forwarded to the SBE in accordance with required time frames.~~
2. Legal Counsel shall ~~may~~ present all negotiated settlement agreements to the ~~PPAC~~ and the SBE.
 3. If the SBE approves a negotiated settlement agreement, the Chief Investigator shall provide the original signed document for signature by the SBE President. The Investigator assigned to the case shall ensure that a copy of the fully executed agreement is provided to the Respondent as soon as reasonably practicable.
 4. All cases resolved through negotiated settlement agreements which have been approved by the SBE shall be closed in the same manner in which cases resolved through disciplinary proceedings are closed.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding motivational assessments pursuant to A.R.S. § 15-704(A)

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-704 (A) provides:

Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and classroom based instructional assessments, including a motivational assessment, as defined by the state board of education, to monitor student progress.

Based on this statutory provision, the State Board of Education is required to define a motivational assessment.

Some examples of motivational assessments include: The Elementary Reading Attitude Survey (ERAS) developed by McKenna and Kear; Motivations for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie; and Motivation to Read Profile (MRP) developed by Gambrell, Palmer, Codling and Mazzoni.

ERAS, a public domain instrument, provides two quantitative estimates of children's attitudes toward reading: attitude toward recreational reading and attitude toward academic reading. The instrument includes 39 items in a pictorial format featuring Garfield in various poses ranging from very happy to very upset. Children select a pose in response to a "how do you feel . . ." prompt.

MRQ is used to gauge the ways in which children are motivated to read. The instrument includes dimensions that address sense of competence and efficacy in reading; intrinsic motivation; extrinsic motivation; social aspects of reading and what students do not like about reading. MRQ may be photocopied for use in the classroom.

MRP is a public domain instrument that quantitatively and qualitatively assesses reading motivation by evaluating students' self-concept and the value of reading. Quantitative measures are gathered through a read aloud group-administered survey while qualitative measures are gathered through individual interviews on the nature of students' reading motivation.

All three instruments have been validated in peer reviewed journals.

Contact Information: Dr. Karol Schmidt, Executive Director

EXECUTIVE SUMMARY

These motivational assessments share the following characteristics:

- Measure motivation/attitudes toward reading
- Validated
- Produce information that can be used to plan instructional activities to enhance literacy learning

Consistent with this review, the State Board of Education may adopt a definition of a reading motivational assessment as:

A school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer a validated motivational assessment that measures motivation or attitudes toward reading and produces information that can be used to plan instructional activities to enhance literacy learning and monitor student progress.

References:

Baker, L. & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly, 34*, 452-477.

Gambrell, L.B., Palmer, B.M., Coddling, R.M., & Mazzoni, S.A. (1996). Assessing motivation to read. *The Reading Teacher, 49*, 2-19.

McKenna, M.C., & Kear, D.J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher, 43*, 626-639.

Recommendation to the Board

It is recommended that the Board adopt a definition of reading motivational assessment as presented in this item and as required by A.R.S. § 15-704 (A).

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding Board's duties as chief educational authority for administration and supervision of grants.

Action/Discussion Item

Information Item

Background and Discussion

This item was placed on the agenda at the request of Member Schmidt.

Arizona Revised Statutes (A.R.S.) §15-204 allows the Board to accept gifts or grants from public or private entities. A.R.S. §15-206 allows the Board, on behalf of the state, to accept monies which have been appropriated by Congress for educational purposes, and establishes the Board as the chief educational authority for administration and supervision of the expenditure of such federal appropriations. A.R.S. §15-207 requires the Board to apportion to LEAs federal grants it has accepted on behalf of the state.

The Department of Education (ADE) staff bring forward to the Board requests to both accept grants and federal appropriations, and requests to apportion grants via contract abstracts. These items generally appear on the Board's consent agenda.

Other state appropriated grant programs, like the Character Education Matching Grant Program, are overseen and administered by ADE rather than the Board. The Board may, from time to time, see issues related to such programs if ADE solicits federal funds for the programs – which would require Board acceptance and apportionment.

At the October 26, 2015 Board meeting, Member Schmidt made a motion, seconded by Vice President Ballantyne, that Superintendent Douglas provide a timeline for providing the report of accounting of the grants that the Board is responsible for, with the presentation of the report of accounting to the Board to follow in a timely manner. The motion passed unanimously.

Contact Information: Dr. Karol Schmidt, Executive Director

EXECUTIVE SUMMARY

Issue: Information Regarding the 2016 Character Education Matching Grant

Action/Discussion Item

Information Item

Background and Discussion

ARS 42-5029 allocates \$200,000 per year from Prop 301 funds to The Arizona Department of Education (ADE) for the Character Education Matching Grant program in accordance to ARS 15-154.01. The program is a three year competitive grant and is currently in its second year. ADE is responsible for distributing the grant monies for services provided by organizations that have been preapproved as providers of proven and effective character education programs. Those organizations were chosen through an RFP process prior to the first year of the three year cycle.

Annually, schools submit to ADE their grant applications and list a selected preapproved program provider. Grant applications are fairly and objectively reviewed and approved by a technical evaluation team that is appointed by ADE's procurement division. That team is composed of representatives from the department, the education community, the business community and nonprofit organizations. All grants submitted to ADE are subject to Arizona procurement laws.

Review and Recommendation of State Board Committee

The timeline below identifies relevant administrative processes related to the character education matching grant.

September 1, 2015 – Transition of grant administrative duties due to staff turnover

October 26, 2015 – Grant goes live for schools to apply

November 9, 2015 – Grant closes

December 7, 2015 – Evaluation team meets and receives copies of all applications to score

January 29, 2016 – Evaluation team meets to discuss and reach consensus of scores

February 11, 2016 – Grant is awarded to successful schools

To date, one school has requested a reimbursement payment totaling \$27,970.00.

Character Education Vendors

Achieve It 360
Bucketfillers for Life
Casa Center for Positive Social Change
Character Counts
Character First
Character Matters
Character Plus
Creative Spirit
I Care
Ignite Consulting
KC's Martial Arts
KOI Education
Life Solutions of Phoenix
Playworks
Release the Fear
Six Seconds
The Be Kind People Project
The Flippen Group
The Leader in Me
Tomorrow's Leaders
UPI Education

15-154.01. Character education matching grant program

A. Any public or charter school that teaches a character education curriculum pursuant to section 15-719 is eligible for a state matching grant. The school shall provide matching monies from any lawful source, except that the school shall not use resources obtained from a federal character education grant as matching monies to obtain a second state character education grant.

B. The character education program shall be an age-specific, stand-alone character education curriculum with the following elements:

1. Applicable definitions for character qualities that include at least five of the following attributes:

- (a) Attentiveness.
- (b) Caring.
- (c) Citizenship.
- (d) Compassion.
- (e) Diligence.
- (f) Discernment.
- (g) Forgiveness.
- (h) Generosity.
- (i) Gratefulness.
- (j) Initiative.
- (k) Orderliness.
- (l) Respect.
- (m) Responsibility.
- (n) Sincerity.
- (o) Trustworthiness.
- (p) Virtue.
- (q) Wisdom.

2. Activities that provide a forum for practical application and an environment in which character-related behavior is identified, recognized and reinforced, such as literature or visual media presentations or discussion of character values as they relate to a specific story.

3. Stories from the lives of our nation's leaders in which character qualities are demonstrated.

4. Mentors or teachers who demonstrate the character qualities defined in the lessons presented.

5. Mentor and teacher training for praising students who demonstrate specific character qualities.

6. A precourse and postcourse survey of parents, teachers and students on their assessment of the program.

C. The department of education shall administer the program and distribute the state matching grant monies. The department may annually retain up to seven per cent of the state matching grant monies for the cost of administering the program. Programs must demonstrate proven and effective curriculum and training to receive matching grant funds.

D. The department of education shall distribute the state matching grant monies under this section for services provided by organizations that have been previously preapproved as providers of proven and effective programs. Grant applications submitted by schools:

1. Shall be submitted to the department of education and shall list a selected preapproved program provider.

2. Shall be fairly and objectively reviewed and approved by a technical evaluation team that is appointed by the procurement division of the department of education and that is composed of representatives from the department of education, the education community, the business community and nonprofit organizations.

3. Are subject to the procurement laws of this state.

E. The department of education shall apply for all applicable character education grants from the federal government.

F. The department of education shall evaluate the effectiveness of all character education programs funded by state and federal resources.

Character Education Matching Grant
Awarded Schools

<u>School Name</u>	<u>Contact Name</u>	<u>Phone #</u>	<u>Award</u>
Boys & Girls Clubs of the East Valley dba Mesa Arts Academy	Michael Dillon	480-844-3965	\$9,630.00
Creighton Elementary District	Holena Lebron	602-381-6160	\$5,630.00
Phoenix Elementary District	Diane Wray	602-257-3870	\$30,000.00
Florence Unified School District	Tara Walter	480-987-5360	\$6,090.00
P.L.C. Charter Schools	Joy Bauer	623-474-2120	\$4,900.00
Camp Verde Unified District	Brita Booth	928-567-3805	\$10,000.00
Pima Prevention Partnership dba Pima Partnership Academy	Kamren Taravati	520-326-2528	\$5,800.00
Deer Valley Unified District	Dawn Patterson	623-445-5022	\$27,970.00
Pima Prevention Partnership	Terry Jenkins	623-498-8200	\$5,800.00
Washington Elementary School District	Dorothy Watkins	602-347-2636	\$30,000.00
Peoria Unified School District	Holly Harper	623-412-4850	\$8,545.52
Isaac Elementary District	Heather Fillman	602-442-2500	\$7,875.00
Littleton Elementary District	Pamela Duty/Sue Gibson	623-478-6000	\$11,760.00
Pendergast Elementary District	Keith Snyder	623-772-2900	\$10,200.00
Benson Unified School District	Tammara Ragsdale	520-720-6800	\$3,500.00
Paradise Valley Unified School District	Pat Kordelski	602-449-4200	<u>\$7,065.00</u>
Total			\$184,765.52

EXECUTIVE SUMMARY

Issue: Information Regarding the 2016 Alternative Teacher Development Program
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Action/Discussion Item

Information Item

Background and Discussion

ARS 15-552 requires the state board of education to establish an alternative teacher development program for the purpose of accelerating the process of identifying, training and placing highly qualified individuals into low income schools through the use of teaching intern certification and the identification of a qualified service provider, and to award a matching grant to a service provider that meets all of the requirements of ARS 15-552. The service provider must be a nonprofit 501(c)(3) organization that has been providing alternative teacher recruitment and placement in Arizona for a period of not less than ten years.

The department of education shall develop application procedures, selection criteria and minimum performance standards for service providers that wish to participate in the program.

The FY2016 state budget (Laws 2015, Chapter 8, Section 34) included a \$500,000 appropriation to the department of education for the program.

Review and Recommendation of State Board Committee

The timeline below identifies a highlighted list of relevant administrative processes of the alternative teacher development program.

- October 21, 2015 - Sole Source Procurement Determination approved by ADE
- December 21, 2015 - State Board approved Teach for America as the service provider
- January 25, 2016 - Scope of Work prepared for non-competitive contract
- February 5, 2016 – Requisition created in ProcureAZ for non-competitive contract
- February 9, 2016 - SOW and contract approved
- February 12, 2016 - Contract forwarded to Teach for America for signatures

The contract will be finalized when signed and returned by Teach for America. The department of education is ready to release funds against the contract when finalized.

Contact Information: *(Cecilia Johnson, Associate Superintendent)*

EXECUTIVE SUMMARY

Issue: Open Rule Making for Amendments to R7-2-603. Professional Administrative Standards.

Action/Discussion Item

Information Item

Background and Discussion

The Council of Chief State School Officers (CCSSO) published the first standards for educational leaders in 1996. These standards, known as the Interstate School Leaders Licensure Consortium Standards (ISLLC) were updated in 2008 to reflect changes in the profession's vision of education leadership as well as newly defined roles for education leaders. The standards have provided a consistent basis for policy, preparation, support, ongoing development, and evaluation of supervisors, principals, and superintendents.

In October 2015, the National Policy Board for Educational Administration, with CCSSO as a member, published a revised set of standards for education leaders now titled, Professional Standards for Education Leaders (PSEL). The 2015 standards have a stronger, more focused emphasis on students and student learning. The standards indicate that in all areas of professional practice and instruction, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The implementation of the revised professional leadership standards is critical to professional learning and the continuous improvement of school leaders.

Recommendation to the Board

It is recommended that the Board open rule making on the proposed amendments to R7-2-603, Professional Administrative Standards.

Contact Information:

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

EXECUTIVE SUMMARY**TITLE 7. EDUCATION****CHAPTER 2. STATE BOARD OF EDUCATION****ARTICLE 6. CERTIFICATION****R7-2-603. Professional Administrative Standards**

- A. No change
- B. Standard 1: ~~Supervisors, principals and superintendents promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Supervisors, principals and superintendents:~~ Mission, Vision, and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
1. Develop an educational mission for the school to promote the academic success and well-being of each student.
 - ~~1.2. Collaboratively develop and implement a shared vision and mission. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.~~
 - ~~2.3. Collect and use data to identify goals, assesses organizational effectiveness, and promote organizational learning. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.~~
 - ~~3.4. Create and implement plans to achieve goals. Strategically develop, implement, and evaluate actions to achieve the vision for the school.~~
 - ~~4.5. Promote continuous and sustainable improvement. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.~~
 - ~~5.6. Monitor and evaluate progress and revises plans. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.~~
 7. Model and pursue the school's mission, vision, and core values in all aspects of leadership.
- C. Standard 2: ~~Supervisors, principals and superintendents promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Supervisors, principals and superintendents:~~ Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
1. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.

EXECUTIVE SUMMARY

2. ~~Create a comprehensive, rigorous, and coherent curricular program.~~ Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
 3. ~~Create a personalized and motivating learning environment for students.~~ Place children at the center of education and accept responsibility for each student's academic success and well-being.
 4. ~~Supervise instruction.~~ Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
 5. ~~Develop assessment and accountability systems to monitor student progress.~~ Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
 6. ~~Develop the instructional and leadership capacity of staff.~~ Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
 7. ~~Maximize time spent on quality instruction.~~
 8. ~~Promote the use of the most effective and appropriate technologies to support teaching and learning.~~
 9. ~~Monitor and evaluate the impact of the instructional program.~~
- D. Standard 3: ~~Supervisors, principals and superintendents promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Supervisors, principals and superintendents:~~ Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
1. ~~Monitor and evaluate the management and operational systems.~~ Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
 2. ~~Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.~~ Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
 3. ~~Promote and protect the welfare and safety of students and staff.~~ Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
 4. ~~Develop the capacity for distributed leadership.~~ Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
 5. ~~Ensure teacher and organizational time is focused to support quality instruction and student learning.~~ Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
 6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
 7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
 8. Address matters of equity and cultural responsiveness in all aspects of leadership.

EXECUTIVE SUMMARY

- E. Standard 4: ~~Supervisors, principals and superintendents promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.~~ Supervisors, principals and superintendents: Curriculum, Instruction, and Assessment. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
1. Collect and analyze data and information pertinent to the educational environment. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
 2. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
 3. Build and sustain positive relationships with families and caregivers. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
 4. Build and sustain productive relationships with community partners. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
 5. Promote the effective use of technology in the service of teaching and learning.
 6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
 7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
- F. Standard 5: ~~Supervisors, principals and superintendents promote the success of every student by acting with integrity, fairness, and in an ethical manner.~~ Supervisors, principals and superintendents: Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
1. Ensure a system of accountability for every student's academic and social success. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
 2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
 3. Safeguard the values of democracy, equity, and diversity. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
 4. Consider and evaluate the potential moral and legal consequences of decision-making. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

EXECUTIVE SUMMARY

5. Ensure that individual student needs inform all aspects of schooling. Cultivate and reinforce student engagement in school and positive student conduct.
 6. Infuse the school's learning environment with the cultures and languages of the school's community.
- G. Standard 6: Supervisors, principals and superintendents promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Supervisors, principals and superintendents: Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
1. Stay informed on local, district, state, and national decisions affecting student learning. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
 2. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
 3. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
 4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
 5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
 6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
 7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
 8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
 9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
- H. Standard 7: Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
 2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

EXECUTIVE SUMMARY

3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
 4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
 5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
 6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
 7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
 8. Encourage faculty-initiated improvement of programs and practices.
- I. Standard 8: Meaningful Engagement of Families and Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
1. Are approachable, accessible, and welcoming to families and members of the community.
 2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
 3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
 4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
 5. Create means for the school community to partner with families to support student learning in and out of school.
 6. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
 7. Develop and provide the school as a resource for families and the community.
 8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
 9. Advocate publicly for the needs and priorities of students, families, and the community.
 10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
- J. Standard 9: Operations and Management. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

EXECUTIVE SUMMARY

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
 2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
 3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
 4. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
 5. Protect teachers' and other staff members' work and learning from disruption.
 6. Employ technology to improve the quality and efficiency of operations and management.
 7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
 8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
 9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
 10. Develop and manage productive relationships with the district office and school board.
 11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
 12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.
- K. Standard 10: School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.
1. Seek to make school more effective for each student, teachers and staff, families, and the community.
 2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
 3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
 4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
 5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
 6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

EXECUTIVE SUMMARY

7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.