Arizona State Board of Education

NOTICE OF PUBLIC MEETING – ANNUAL RETREAT

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 public meeting - annual retreat, open to the public, on **Monday, June 13, 2016, at 9:00 a.m. at the Flinn Foundation Educational Conference Center, 1802 N. Central Avenue, Phoenix, AZ 85004.** A copy of the agenda for the meeting-annual retreat 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.

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 for discussion or consultation for legal advice from 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 3RD day of June, 2016.

Arizona State Board of Education

By: _____

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

Monday, June 13, 2016
9:00 AM
Flinn Foundation Educational Conference Center
1802 N. Central Avenue
Phoenix, AZ 85004

9:00 a.m. CALL TO ORDER AND ROLL CALL

A. President's Welcome
   1. The year in review regarding policies and future opportunities

B. Presentation, discussion and possible action on:
   1. Updates and opportunities regarding policies related to literacy efforts in Arizona

C. Presentation, discussion and possible action regarding:
   1. Advisory committees and rule changes
   2. Certificated enforcement actions

D. Presentation and discussion on updates and requirements of Every Student Succeeds Act (ESSA)

E. Presentation and discussion regarding values and principles on accountability and assessments

F. Presentation and discussion on:
   1. A-F School accountability requirements
      a. Multiple measures of academic performance or other academically relevant indicators of school quality
      b. College and career readiness indicators for A-F School accountability

G. Presentation, discussion and possible action regarding the Board's strategic priorities:
   1. 2016 legislative recap and 2017 legislative outlook
      a. Board's legislative agenda
      b. Board's responses to possible or pending legislation
      c. Board's processes for responses

ADJOURN

EXECUTIVE SUMMARY

Issue: Read On Arizona Overview and Update on Early Literacy Landscape

☐ Action/Discussion Item ☒ Information Item

Background and Discussion

Read On Arizona is a statewide public/private partnership of agencies, foundations, and community stakeholders who are committed to a collaborative approach to improving language and literacy outcomes for Arizona's children from birth through age 8.
To achieve our goals, Read On Arizona partners created a 10-year strategic plan that highlights the most common challenges to early literacy and builds on state-level work as well as local communities of practice that establish baselines, set targets, track results, and promote shared accountability.

Arizona law A.R.S.§15-701, also known as the "Move On When Reading" policy, requires that a student not be promoted from third grade to fourth grade if he or she scores well below the requirement on AzMERIT, the state English and language arts assessment, which also includes reading.

Arizona law A.R.S.§15-704 defines reading proficiency and states that districts or charters are required to:
• Have a comprehensive K-3 assessment system
• Provide for universal screening of pupils in preschool through third grade programs to identify students who have reading difficulties
• Have a research-based reading curriculum and provide explicit instruction and intensive intervention
• Provide ongoing teacher training based on scientifically based reading research

Attachments:
1. Read On Arizona Update power point presentation
2. Read On Arizona Impact Report attachment includes:
   - Snapshot of Arizona's Early Literacy Crisis (pg. 3)
   - Read On Arizona Overview (pg. 4-5)
   - Advancing Early Literacy- Challenges and Solutions (pg. 6-9)
     - MapLIT data mapping tool (pg. 7)
     - Continuum of Effective Literacy Practices (pg. 8)
   - Collaboration and Partnerships (pg. 10-11)

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

Contact Information:
(Terri Clark, Arizona Literacy Director, Read On Arizona)

BACKGROUND:

Advancing Early Literacy Outcomes for Arizona's Children Birth Through Age 8

Ensuring a system that delivers the right program at the right time to every child

MISSION: Read On Arizona is a statewide public/private partnership of agencies, foundations and community stakeholders who are committed to a collaborative approach to improving language and literacy outcomes for Arizona's children from birth to age eight.

Background:

Launched in 2012, Read On Arizona's 10-year strategic plan identifies key challenges to early literacy and builds on state-level work as well as local communities of practice that establish baselines, set targets, track results, and promote shared accountability.

Founding Partners:

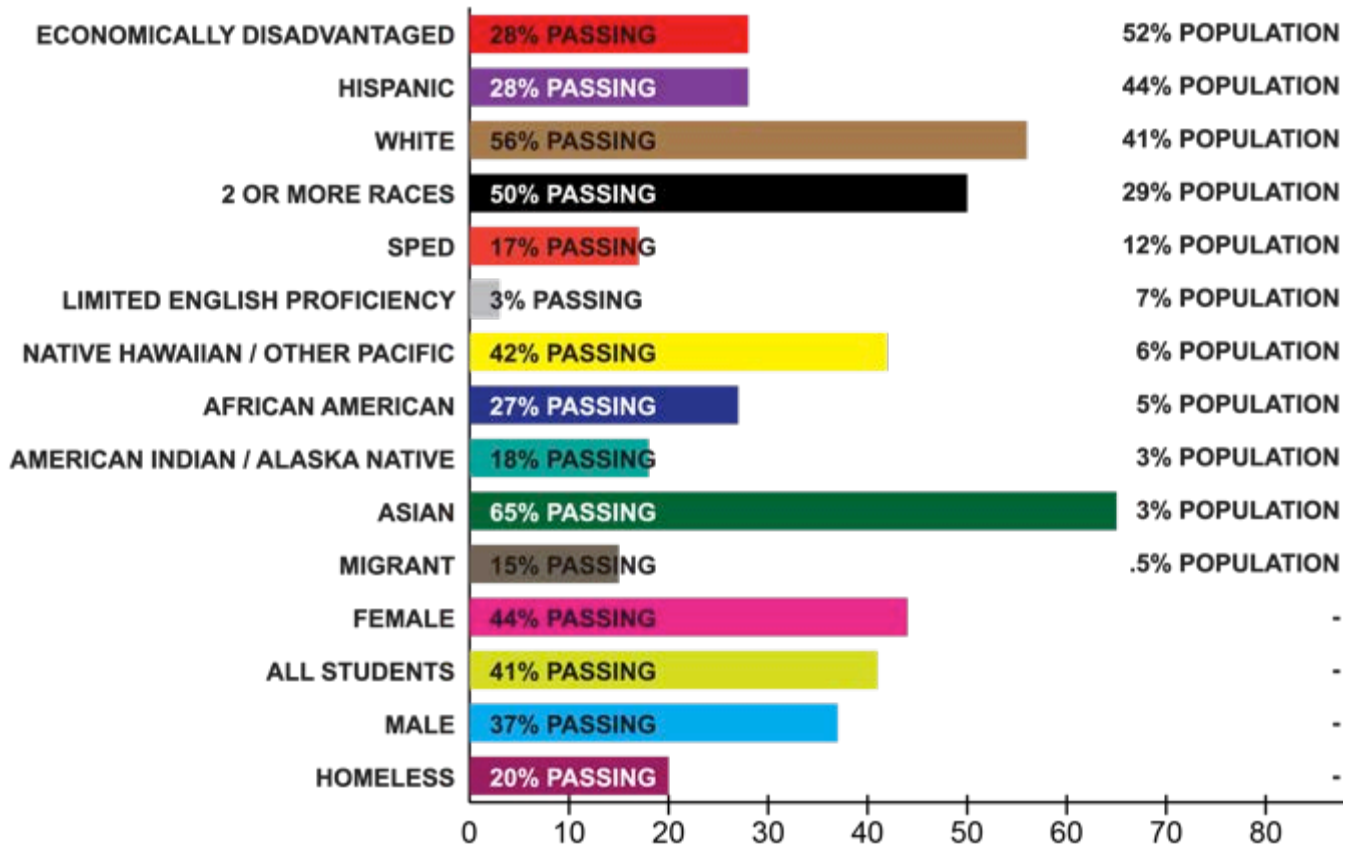
Collaborative Partners (State and Local)

AARP Experience Corps
Abriendo Puertas
Alhambra Elementary District
Always Dream Foundation
Arizona Academy of American Pediatrics
Arizona Association for the Education of Young Children
Arizona Board of Education
Arizona Business & Education Coalition
Arizona Center for Afterschool Excellence
Arizona Charter Schools Association
Arizona Community Foundation**
Arizona Department of Education**
Arizona Head Start Association
Arizona K-12 Center
Arizona Literacy and Learning Center
Arizona, Office of the Governor
Arizona Parent Teacher Association
Arizona State Library
Arizona State University, Mary Lou Fulton Teachers College
Arizona's Children Association
Ash Creek School District
Association for Supportive Childcare
ATI Online
Avondale Elementary School District
Balsz Elementary School District
Benevilla Family Resource Center
Bisbee Unified School District
Bob & Renee Parsons Foundation
Boys & Girls Club
Buckeye City Council
Buckeye Elementary School District
Buckeye Family Resource Center
Buckeye Public Libraries
BUILD Arizona
Bullhead City, City Manager's Office*
Bullhead City Elementary District #15
Cartwright Elementary District
Catholic Charities
Cave Creek Elementary District
Chandler Chamber of Commerce
Chandler Education Foundation
Chandler Unified School District
Chicanos Por La Causa, Inc
Children's Action Alliance
Children's Museum of Phoenix
City of Avondale *
City of Buckeye *
City of Chandler *
City of Flagstaff
City of Goodyear *
City of Mesa, Mayor's Office *
City of Nogales
City of Phoenix, Mayor's Office *
City of Scottsdale
City of Sierra Vista
City of Surprise, Youth Services
City of Tempe, Mayor's Office
City of Tucson, Mayor's Office
Cochise County Office of Education *
Coconino Coalition of Children and Youth
Coconino County Superintendent of Schools
Community Foundation for Southern Arizona
Copper Corridor Economic Development Coalition
Crain Elementary School District
Creighton Elementary District
Deer Valley Unified District
Destiny Schools
Diamond Back Elementary PTO
Diamond Family Foundation
Dignity Health
Douglas Unified School District
Dysart Unified School District
Easter Seals Blake Foundation
Educare Arizona
Eight, Arizona PBS
Expect More Arizona
Experience Matters
First Book
First Focus on Kids Coalition
First Things First**
First Things First Regional Partnership Council-Cochise*
First Things First Regional Partnership Council-Gila County*
First Things First Regional Partnership Council-Hualapai Tribe*
First Things First Regional Partnership Council- Pinal Region*
First Things First Regional Partnership Council-San Carlos Apache *
Flagstaff Unified School District
Flowing Wells School District
Fowler Elementary District
Freeport McMoRan
Friends of the Surprise Libraries
Ft. Huachuca Accommodation Schools
Gila County Library District
Gila County School Superintendent
Globe Unified School District
Globe/Miami Chamber of Commerce
Globe/Miami Times
Goodyear City Council
Grand Canyon University
Greater Phoenix Leadership
Hayden Public Library *
Hayden/Winkelman Unified School District
Head Start, Hualapai
Head Start State Collaboration Office**
Helios Education Foundation**
Hualapai Department of Cultural Resources
Hualapai Education and Training Department
Human Services Department, Maricopa County – Head Start
Intel
International Dyslexia Association- AZ
Isaac Elementary School District
Jumpstart
KPMG
Kyrene School District
Laveen Elementary School District
LeCroy & Milligan Associates, Inc.
Legacy Foundation
Liberty School District
Lions Club
Litchfield Elementary School District
Literacy Connects
Littleton Elementary District
Madison Elementary School District
Make Way For Books
Mammoth San Manuel Unified School District
Maricopa County Library District
Maricopa Integrated Health Systems (MIHS)
Maricopa Unified School District
Mesa Community College
Mesa Public Library
Mesa Public Schools
Miami Memorial Library
Miami Unified School District
Mobile Elementary School District
Mohave County Library
Murphy Elementary District
myON
Nadaburg Unified School District
Native Americans for Community Action
Native Civic League United Community Health Center
Nina Mason Pulliam Charitable Trust
Nogales-Santa Cruz County Chamber of Commerce
Northern Arizona University, College of Education
Odyssey Charter Schools
Oracle School District
Osborn Elementary School District
Paiute Neighborhood Center
Palo Verde District
Palominas Unified School District
Paradise Valley Unified School District
Parents Education Network- Phoenix
Pascuay Aqui Community Library
Payson Elementary School
Payson Library *
Payson Round-up
Payson Unified School District
Peach Springs Unified School District
Pendergast Elementary School District
Phoenix Elementary School District
Phoenix Public Library
Pima County Public Library
Pima County School Superintendent's Office
Pinal County Health Department – Strong Families
Pine Strawberry Elementary District
Prisma Graphic
Raising A Reader
Ray Unified School District
Reach Out and Read Arizona
Riverside Elementary District
Rodel Foundation
Roosevelt Elementary School District
Rotary Club
Saddle Mountain Unified School District
Sahuarita Unified School District
San Carlos Apache Tribe Education Department
San Carlos Unified District
Santa Cruz County Office of Education *
Santa Cruz County School Districts, Charter and Private Schools
Scottsdale Public Library *
Scottsdale Unified School District *
Sierra Vista Public Library
Sierra Vista Public Schools
Southwest Behavior Health
Southwest Human Development
Southwest Institute for Families and Children
Steele Foundation
Stand For Children
Stepping Stone Foundation
Sunnyside Unified School District
Superior Unified School District
Tempe Diablos
Tempe Elementary School District #3
Tolleson School District
Tombstone Unified School District
Tonto Basin Elementary District
Town of Globe
Town of Hayden
Town of Hayden Public Library
Town of Miami
Town of Payson, Star Valley, Pine, Strawberry, Tonto Basin, and Young
Town of Sahuarita
Town of Winkelman
Tribal Council of the Hualapai Indian Tribe
Tucson Metro Chamber
Tucson Unified School District
UMOM
Union School District
United Way of Mesa *
United Way of Northern Arizona *
United Way of Tucson/Southern Arizona *
United Way of Yuma County *
University of Arizona, College of Education
Valley of the Sun United Way *
Valley of the Sun YMCA
Virginia G. Piper Charitable Trust**
Washington School District
Whiteman Foundation
Wilson School Distirct
Young Elementary District
Yuma School District #1

And more…

** Founding Partner
* Convening Partner

Az Merit 3rd Grade ELA(2015)
by subgroup and population



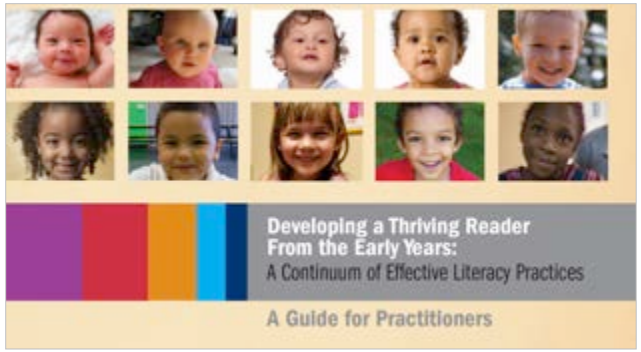
GAP ANALYSIS: Early Literacy Challenges and Solutions

- Lack of information on critical factors prevents solutions
- Data integration and system linkages task force

Read On ARIZONA

MapLIT ADVANCING EARLY LITERACY OUTCOMES

- Insufficient access to programs that work
- Continuum of effective literacy practices



- Too little attention given to early literacy
- Community awareness and engagement

The Campaign for GRADE-LEVEL READING 2014 PACESETTER

- Lack of coordination between efforts
- Read On Network of partners in high alignment

Devising strategies for improvement through data integration, data-driven decision making, research, and evidence-based solutions.

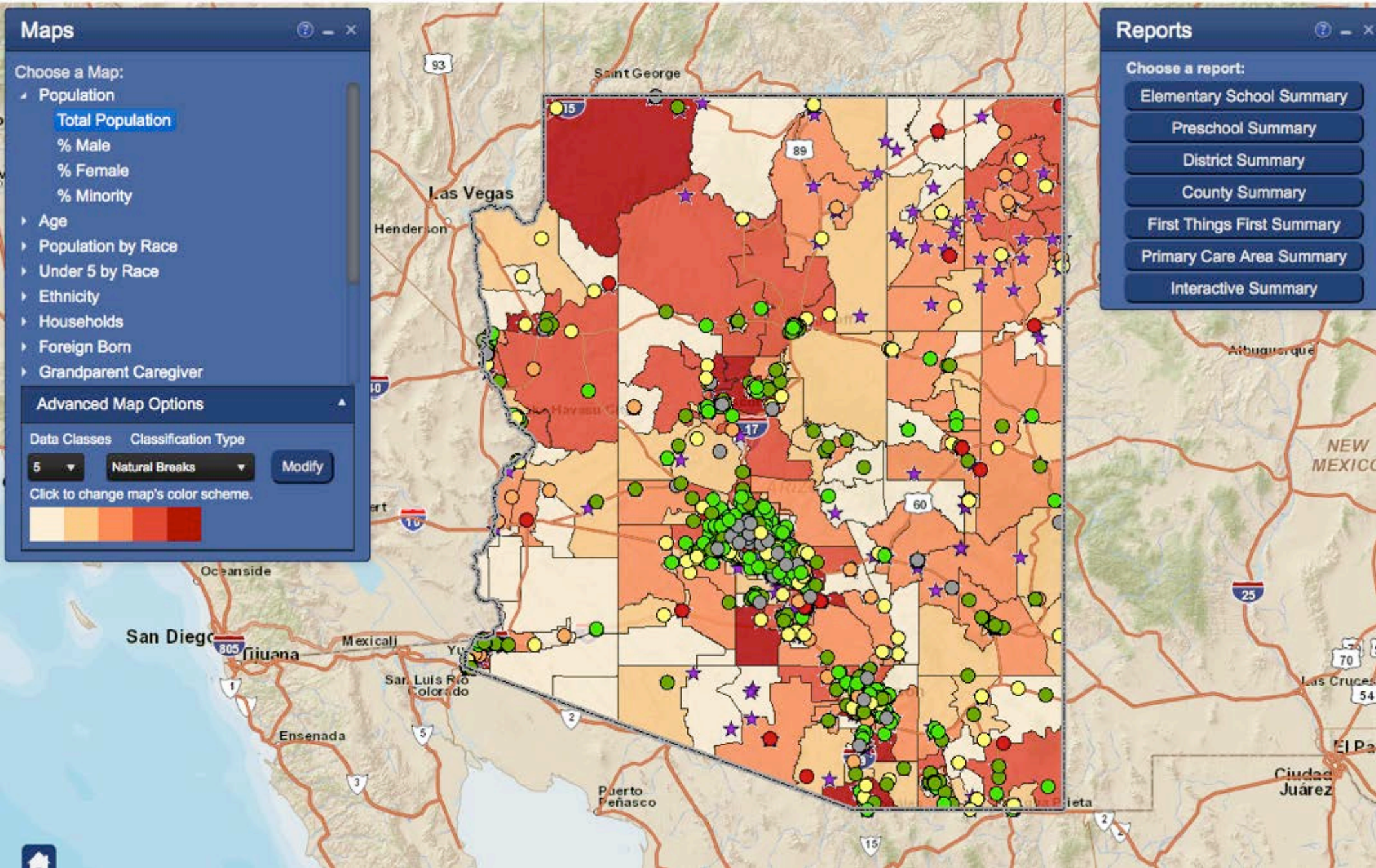
Read On ARIZONA

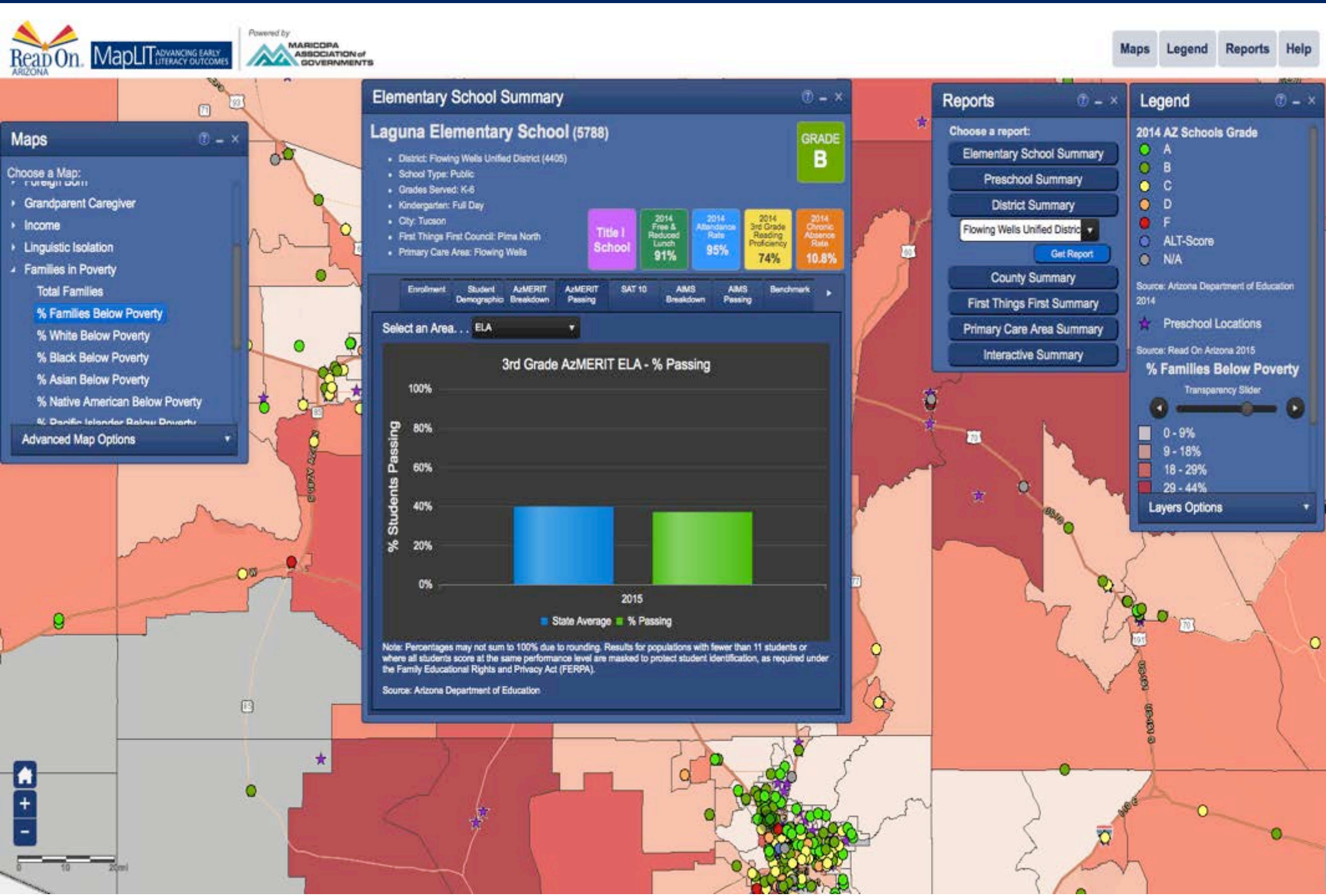
MapLIT ADVANCING EARLY LITERACY OUTCOMES

www.ReadOnArizona.org/data-center/

www.ReadOnArizona.org/data-center/

Read On ARIZONA | MapLIT ADVANCING EARLY LITERACY OUTCOMES | Powered by MARICOPA ASSOCIATION of GOVERNMENTS





www.ReadOnArizona.org/data-center/

Read On ARIZONA | MapLIT ADVANCING EARLY LITERACY OUTCOMES | Powered by MARICOPA ASSOCIATION of GOVERNMENTS

http://ReadOnArizona.org/data-center/

Maps

Choose a Map:

- Population
  - Total Population
  - % Male
  - % Female
  - % Minority
- Age
- Population by Race
- Under 5 by Race
- Ethnicity
- Households
- Foreign Born
- Grandparent Caregiver

Advanced Map Options

Preschool Summary

Bret Tarver Education Complex

- Address: 3101 W McDowell Rd
- City: Phoenix
- First Things First Council: Phoenix South
- Primary Care Area: Estrella Village - Tolleson

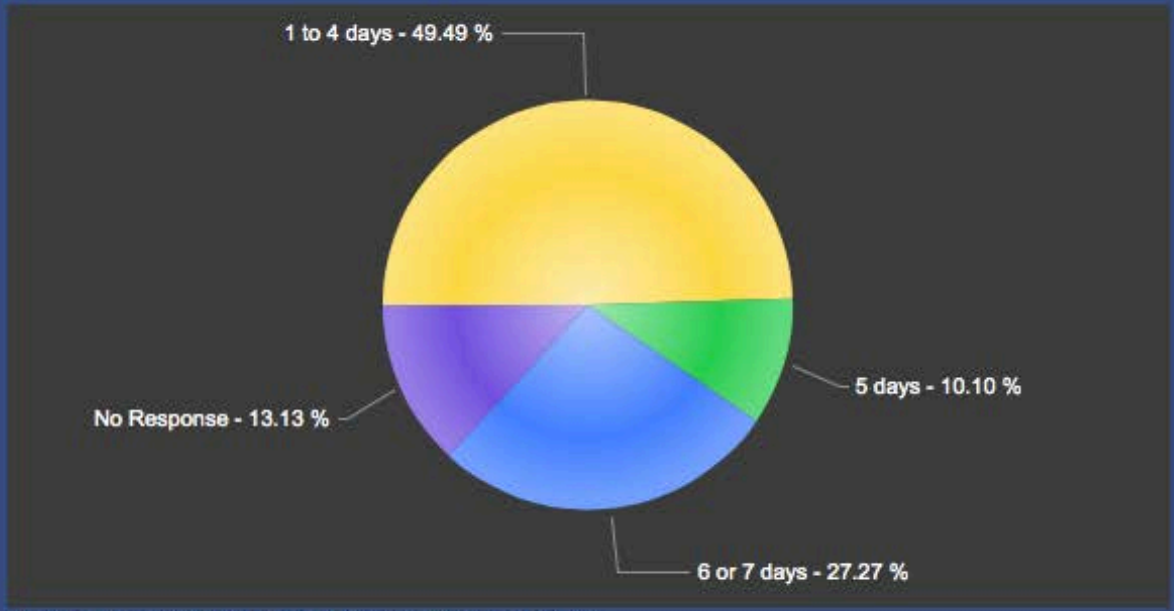
Enrollment 220 | Early Head Start | Quality First | PUBLIC

First Things First | Health Data

First Things First Survey Results for Phoenix South Regional Partnership Council

Select a Question. . . Question 1

During the past week, how many days did you or other family members read stories to your child/children?



Note: The sample size of these survey results are not known.

Source: Read On Arizona & First Things First 2014

Factors Related to Early Childhood Literacy:

EXPLORATORY STUDY:
ASU Mary Lou Fulton Teachers College Graduate Intern Scope of Work

Exploratory statistical analyses examining relationships between student, school, and community characteristics and literacy outcomes

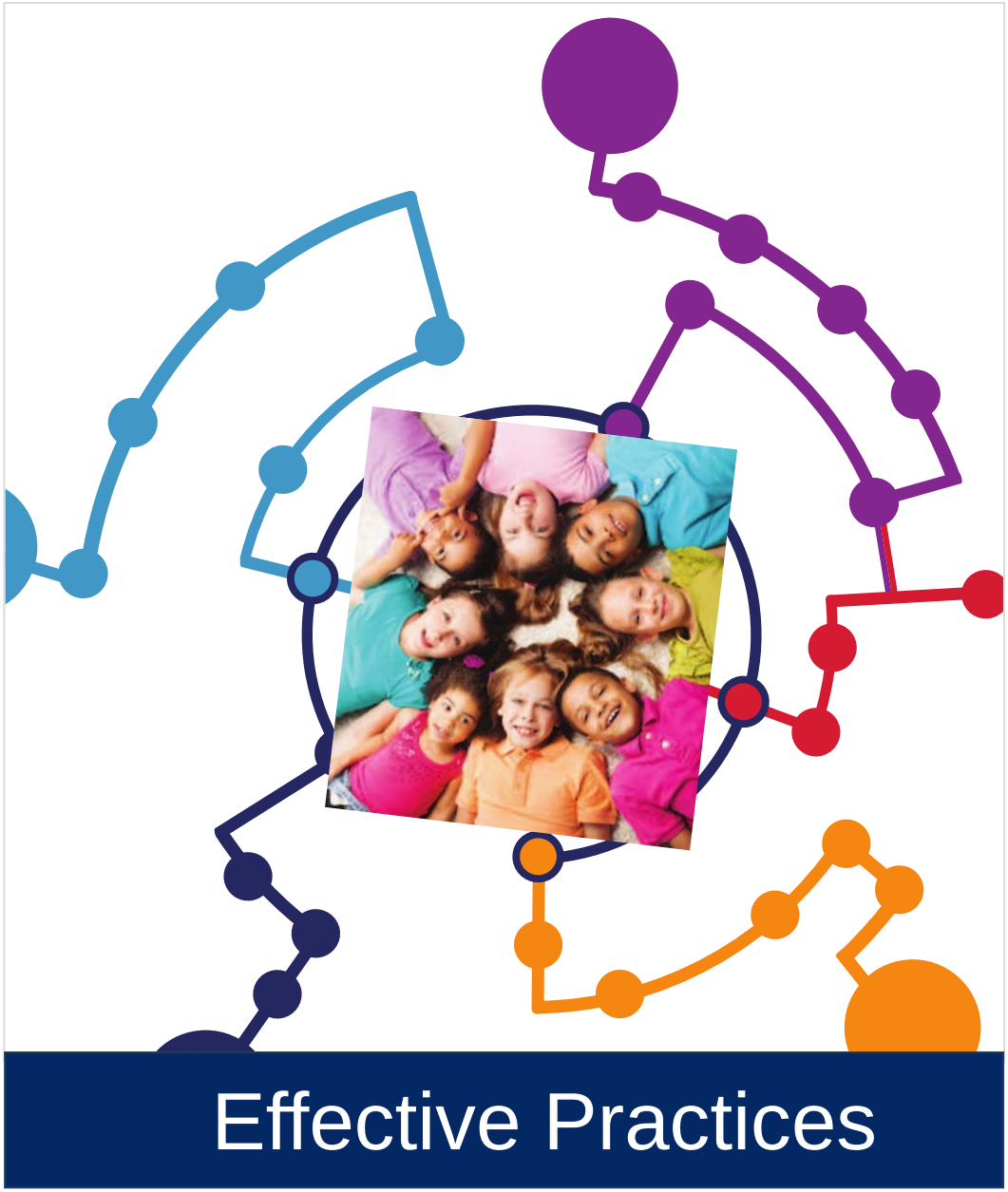
ASU Mary Lou Fulton Teachers College ARIZONA STATE UNIVERSITY

Read On ARIZONA

MapLIT ADVANCING EARLY LITERACY OUTCOMES

CHALLENGE: Insufficient access to programs that work

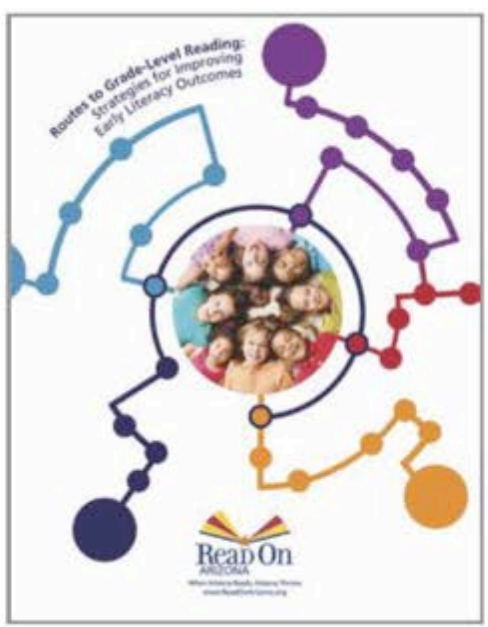
Read On solution: Offer a continuum of effective literacy practices tool.



Publications

Since forming, Read On Arizona has created several publications to help parents, educators, and community members contribute to early language and literacy efforts. Together, the following publications provide resources, tools, and information to strengthen and support the literacy of Arizona's children.

- *Read On Arizona 10-Year Strategic Literacy Action Plan*
- *Early Literacy Guide for Families*
- *Developing a Thriving Reader From the Early Years: A Continuum of Effective Literacy Practices*
- *Building Blocks to Becoming a Reader*
- *Routes to Grade-Level Reading*
- *How to Become a Read On Community toolkit*



Move On When Reading

ARIZONA'S PUSH FOR EARLY LITERACY

ARIZONA'S THIRD GRADE READING RETENTION LAW (A.R.S.§15-701)

Arizona law A.R.S.§15-701, also known as the "Move On When Reading" policy, requires that a student not be promoted from third grade to fourth grade if he or she scores well below the requirement on AzMERIT, the state English and language arts assessment, which also includes reading. This indicates that the child is reading at a much lower level than is expected of a third-grader and needs additional help.

The purpose of the policy is to give children who have significant reading challenges more time to learn. It ensures that these students will receive the intensive instruction they need to accelerate their learning and catch up in reading.

If your child is held back in third grade. . .

Retention does not mean that your child has failed. It does not mean that teachers or parents are not working hard enough. It means that your child needs and will have more time and help to catch up and read at grade level.

The law requires that students held back must be supported through appropriate strategies, which include:

- Intensive reading instruction before, during, or after the regular school day
- Being assigned a different teacher for reading instruction
- Summer school reading instruction
- Online reading instruction

Learn more at:
https://azsbe.az.gov/resources/move-when-reading
www.azed.gov/mowr

IF A CHILD SCORES WELL BELOW THE REQUIREMENT . . .

He/she may be eligible for promotion from third grade through "good cause exemptions" — such as:

- An English Language Learner or limited English proficient student who has had fewer than two years of English language instruction.
- A student with a disability (as defined in section 15-761 of the Third Grade Reading Retention law) who has a recommendation from an individualized education program (IEP) team; the student's parents/caregiver must also agree that the promotion to fourth grade is appropriate based on his/her IEP.
- A student in the process of a special education referral or evaluation for placement in special education and/or a student diagnosed as having a significant reading impairment, including dyslexia.

Developing a Thriving Reader: A Continuum of Effective Literacy Practices

Webinar

ReadOnArizona.org

Professional Development

Pages 22-

"Learning to read and acquire literacy is a process in which all the adults in a child's life can participate."

Professional Development Opportunities for Those Who Work with Children

Appropriate Participants

AGES	Educators and early care practitioners	Adults*	Instructional support	Librarians	Community providers	Pre-service teachers	ELL coaches	Administrators
Professional Development Modules								
Writing (0-2, 3-4, 5-8)	X	X	X			X	X	X
Vocabulary (grammar) (0-2, 3-4, 5-8)	X	X	X			X	X	X
Reading (0-2, 3-4, 5-8)	X	X	X	X	X	X	X	X
Language development (0-2, 3-4, 5-8)	X	X	X	X	X	X		
Speaking & listening (0-2, 3-4, 5-8)	X	X	X	X	X	X		

** Use of the word "adult" is defined as a parent, family member, caregiver, educator, etc. In other words, an adult in a child's life who can help develop early literacy skills.*

Read On ARIZONA

HARVARD EARLY LITERACY INSTITUTE

Enhancing and Extending the Continuum of Effective Literacy Practices:

- Common performance measures
- Programs designed for impact
- Mapping for balance in a community

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9

Program Design & Implementation for Impact	Ongoing **Assessment** of Children & Settings	Re-Defined **Adult Capacity-Building** Models	Language-Rich, Rigorous, and Engaging **Curricula**	**Partnerships with families** focused on language & learning

Read On ARIZONA

Q&A

Terri Clark

Arizona Literacy Director

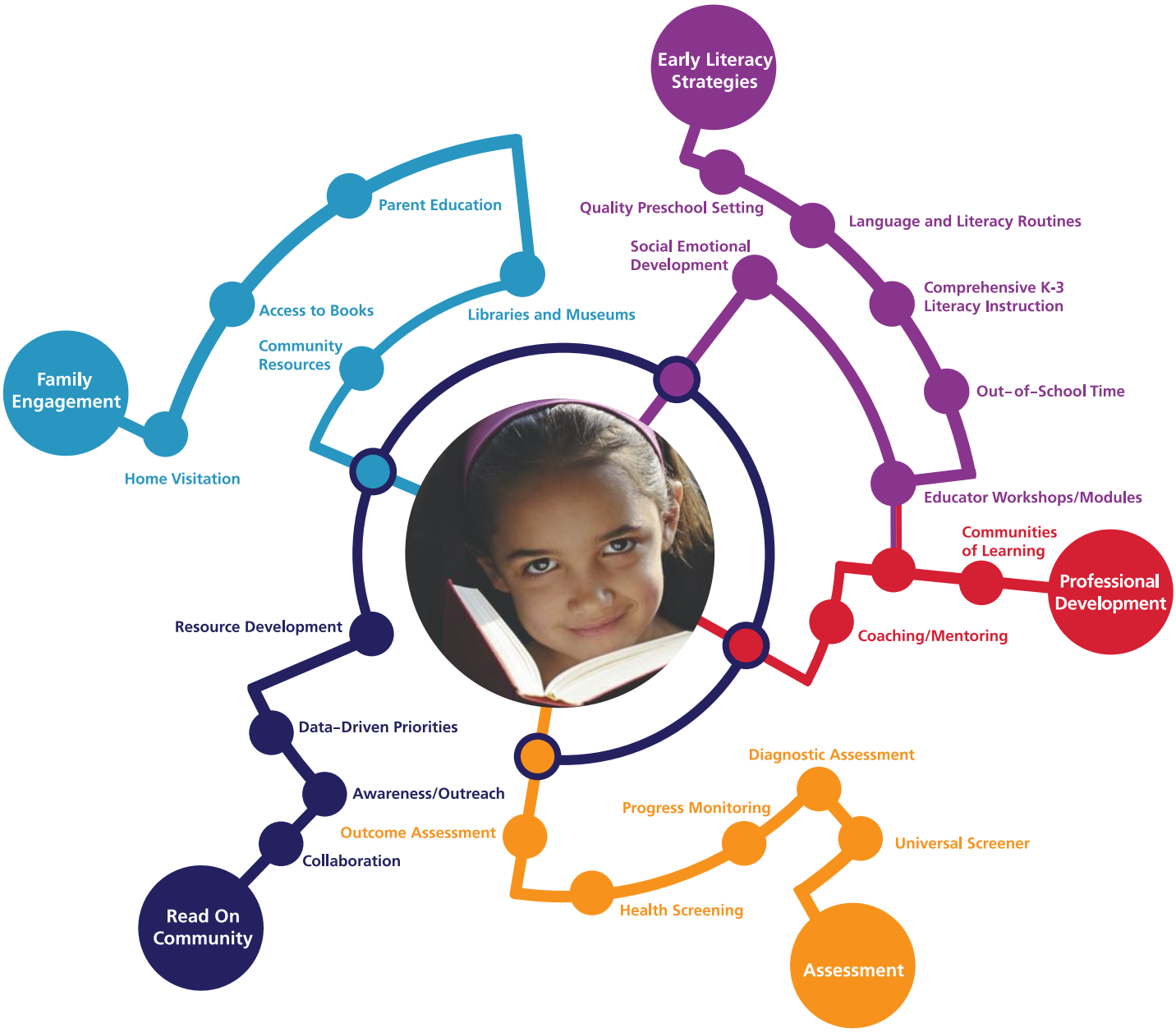
tclark@readonarizona.org

480-556-7151

www.readonarizona.org

Read On Arizona

2015 Impact Report



Advancing Early Literacy Outcomes for Arizona's Children Birth Through Age 8

What We Know About Early Literacy

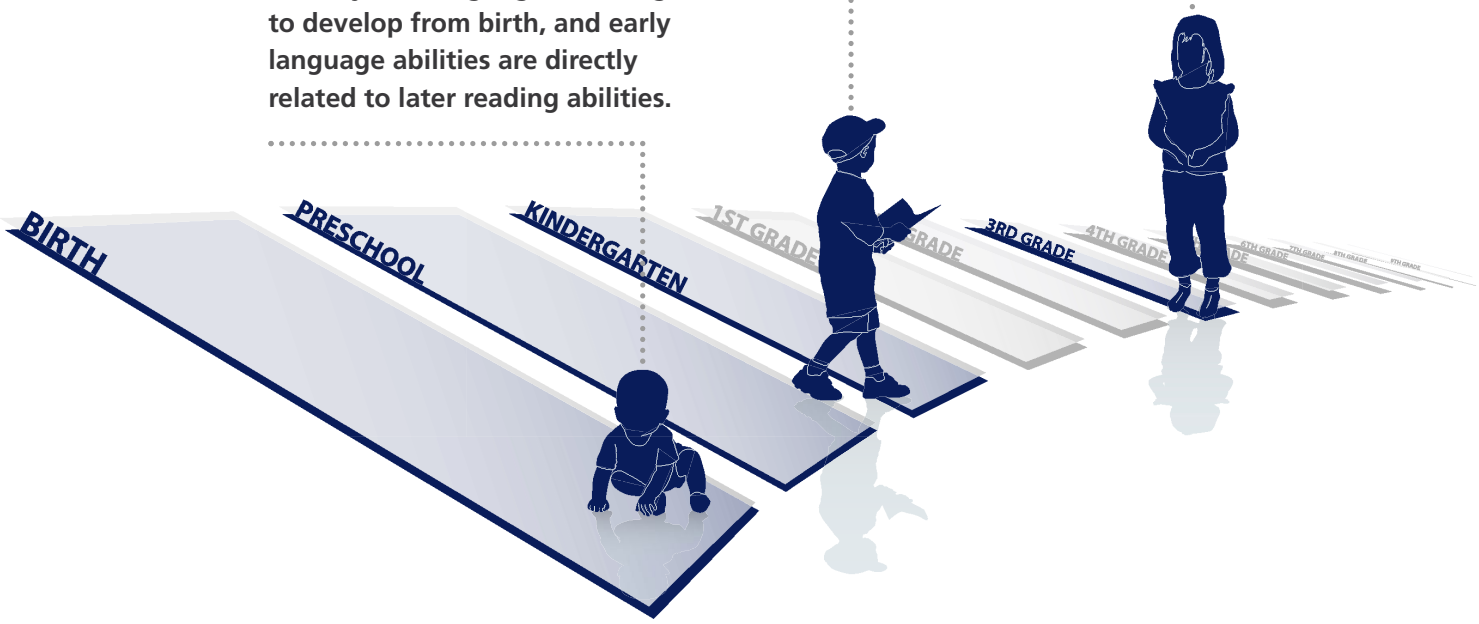
"Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from school."

— National Research Council
The National Academies

The educational achievement gap starts well before kindergarten—disparities in language development emerge in infancy and widen as children grow older.

By age 4, children from low-income families hear vastly fewer words than their more affluent peers.

Literacy and language skills begin to develop from birth, and early language abilities are directly related to later reading abilities.



Reading proficiency involves the ability to read the words on the page, and more importantly, to make meaning from the words.

Children entering kindergarten without the skills they need to succeed in school rarely meet the critical milestone of reading proficiently by third grade.

Third-grade reading levels are strong predictors of ninth-grade course performance, high school graduation, and college attendance.

A Snapshot of Arizona's Early Literacy Crisis

- Arizona has more than 750,000 children between the ages of birth and age 8.
- Only 33% of Arizona 3 and 4 year olds are enrolled in preschool, among the nation's lowest rates of enrollment.
- In Arizona, 84% of low-income children read less than proficiently.
- 11% of students in Arizona miss 18 or more days in a school year. Students who are chronically absent in kindergarten and first grade are less likely to reach proficiency by the time they finish third grade.

"Ensuring that all children in Arizona enter kindergarten ready to succeed and read at grade level by the end of third grade must be a priority for our state. We appreciate the leadership that Read On Arizona is taking to create a statewide early literacy system that is helping us move toward that goal. We simply must address this issue and increase the language and literacy skills of our students—our future depends on it."

— Paul J. Luna, president and CEO, Helios Education Foundation

National Assessment of Educational Progress (NAEP)

4th Grade Reading, 2013

Type of Student	% Below Basic/Basic	% Proficient/Advanced
Native American/ Alaska Native	92	8
Economically Disadvantaged	84	16
Hispanic	81	19
Black	78	22
White	49	51
Asian/Pacific Islander	53	47
Arizona Students	72	28

Source: U.S. Department of Education, Institute of Education Sciences

3rd Grade Reading in Arizona

- Arizona is one of many states that has a mandatory third-grade retention policy—Move On When Reading (ARS 15-701).
- In 2014, Arizona adopted a new statewide assessment, AzMERIT, that raises the bar for proficiency.[1]

AzMERIT English Language Arts % of Students Spring 2015	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Grade 3	44%	15%	31%	10%

[1]Arizona Department of Education, AzMERIT: Reading Estimate Projections, 2015.

Workforce Implications

23%

High school students *not* graduating/*not* ready for college

Four-year graduation rate: 77%

Source: Arizona Department of Education, 2012

Read On Arizona Overview

"Large-scale change requires broad cross-sector collaboration, and that's where Read On Arizona shines. By bringing together expertise from businesses, public agencies, nonprofits, and philanthropies, Read On Arizona is tackling the early literacy crisis. The collaborative has improved student success in several key areas and produced an impressive array of resources and tools for the community in a very short period of time."

— Susan M. Pepin, M.D., president and CEO, Virginia G. Piper Charitable Trust

Success in addressing the early literacy crisis will require ensuring that young children in Arizona have strong learning experiences from birth through third grade, rich in literacy and language acquisition at school, at home, and in the community.

The key to Arizona's future is a statewide, community-based literacy initiative. Educators, families, businesses, public agencies, philanthropy, and communities all have a role to play. Only when early literacy becomes everyone's responsibility will we have the kind of impact and change we need to see Arizona thrive.

MISSION:

Read On Arizona is a statewide public/private partnership of agencies, foundations, and community stakeholders who are committed to a collaborative approach to improving language and literacy outcomes for Arizona's children from birth through age 8.

"Arizona One of Eight States Honored as 'Pacesetter' in Early Reading Work," Campaign For Grade-Level Reading, April 2015

OUR VISION FOR ARIZONA IS SIMPLE YET AMBITIOUS:

- All students enter school ready to learn.
- All students read at or above grade level by the end of third grade.
- All students graduate from high school being college- and career-ready.

To achieve our goals, Read On Arizona has created a 10-year strategic plan that highlights the most common challenges to early literacy and builds on state-level work as well as local communities of practice that establish baselines, set targets, track results, and promote shared accountability.

Connecting to the Arizona State Literacy Plan, a road map to improve language and literacy outcomes, Read On Arizona is the catalyst to the bold but achievable goal of reading success for all of Arizona's children because when Arizona reads, Arizona thrives.

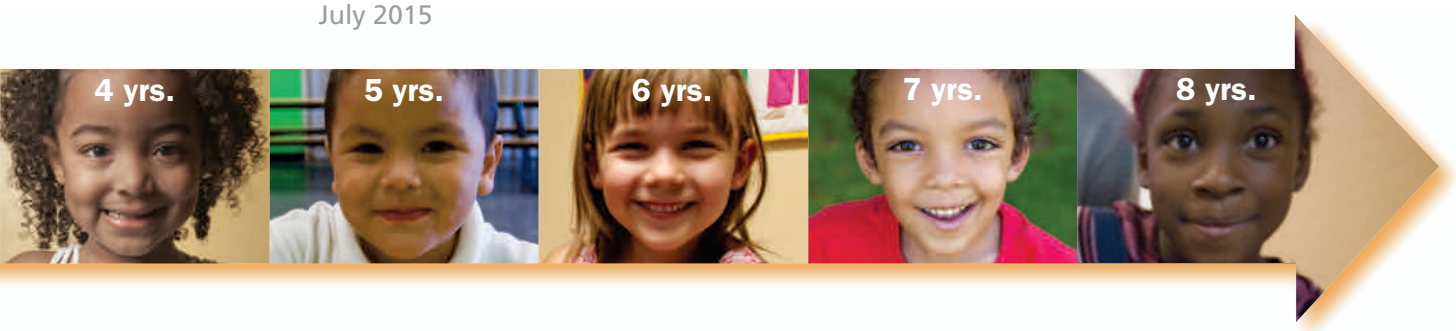
"Tucson Mayor Hopes to Enlist 500 New Reading Coaches,"
Arizona Daily Star,
August 2013

"Adults Encourage Students to 'Read On,'"
Nogales International,
March 2014

"Arizona State Library, Read On Arizona Promote Reading During Summer Break,"
East Valley Tribune,
July 2015

"Because a variety of groups in the community are brought together through the Read On effort, they are able to pool limited resources, join together to implement effective practices, and have a greater impact than they would alone. Working together, we can move the needle to ensure that Arizona's youngest citizens have access to high-quality early care and enter kindergarten ready for school and ready for success."

— Associate Superintendent Carol Lippert, Arizona Department of Education



BUILDING AN EARLY LITERACY FRAMEWORK:

- **COLLABORATION**
  Stakeholders work in coordination and alignment for collective impact.
- **DATA INTEGRATION**
  Use data to assess gaps and allocate resources and efforts toward results.
- **EFFECTIVE LITERACY PRACTICES**
  Identify and implement evidence-based strategies to provide the right program, at the right time, for each child:
  - Early Literacy Strategies
  - Professional Development
  - Screening/Assessment
  - Family Engagement
- **AWARENESS**
  Increase understanding of importance of early literacy among families, communities, and stakeholders.

READ ON ARIZONA: BY THE NUMBERS

1	Umbrella initiative to serve ages birth through third grade to advance early literacy outcomes
24	Read On communities
500+	Partners involved in Read On Arizona and local Read On communities
728	Schools involved in Read On Arizona local efforts
253,314+	Low-income children reached by Read On Arizona communities
150,000	Copies of *Early Literacy Guide for Families* distributed through partners
581,300	Hours read over the summer of 2014
5%	Increase in ALL students passing the AIMS third-grade reading assessment since 2012
8%	Increase in ELL students passing the AIMS third-grade reading assessment in 2014

Advancing Early Literacy—Challenges and Solutions

"Read On Arizona is helping local communities throughout Arizona build coalitions that elevate literacy as an educational priority, fill gaps in vital student services, and scale effective practices. The Read On approach allows each community to take the lead so that they can determine what works best for their schools and students."

— Steve Seleznow, president and CEO, Arizona Community Foundation

Challenge 1: Lack of communication and coordination between efforts

Read On solution: Create and utilize the Read On communities network, a collaborative effort in each community to fill the literacy gaps.

Read On Communities Network:
A network of communities that make early literacy a priority and foster a collaborative process to inform the selection of evidence-based strategies to improve outcomes with collective goals, strategies, and benchmarks.

Impact Strategies
Read On communities are connected to technical assistance and have access to research and learning forums and a network to share evidence-based approaches and innovative solutions. Strategies are designed to respond to each of the core challenges and focus on strengthening and scaling existing interventions and replicating what works.

Read On Communities to Date

- Avondale
- Balsz
- Buckeye
- Bullhead City
- Chandler
- Cochise County
- Copper Corridor
- Flagstaff
- Globe/Miami
- Goodyear
- Greater Surprise
- Hualapai
- Mesa
- North Gila County
- Phoenix
- Riverside
- Roosevelt
- Sahuarita
- San Carlos Apache Tribe
- Santa Cruz County
- Scottsdale
- Tempe
- Tucson
- Yuma

To bring Read On Arizona to your community, download a toolkit at ReadOnArizona.org.

Challenge 2: Lack of information about critical factors involving early literacy

Read On solution: Improve data integration and system linkages; focus on shared data and accountability systems.

Data Integration and System Linkages Task Force: This group informs the collective work of all Read On Arizona stakeholders by devising strategies for improvement through data integration, research, and evidence-based solutions. Undertaking a data pilot, the task force moved forward with a data inventory and audit, and identified more than 25 indicators that impact early literacy. Public data ranging from third-grade reading outcomes to early childhood/preschool and health data were identified.

Snapshot of Success

A key partner in presenting this data was Maricopa Association of Governments (MAG), which helped map the data sets for the entire state. MAG's mapping capabilities made it possible to present the shared data sets in a robust statewide mapping tool that includes an impressive array of data that has never before been presented in this way. The partnerships among Read On Arizona, MAG, and other state agencies have blazed a trail for how to visually use data to inform decision-making.

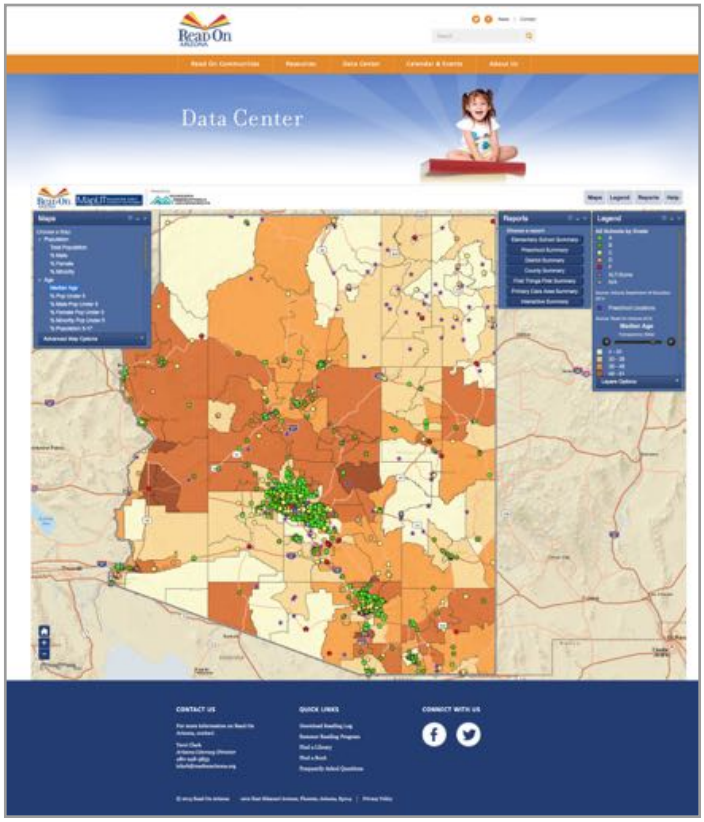
MapLIT is intended to support strategic planning to improve language and literacy outcomes for all Read On Arizona communities.

Examples of encouraged use include:

- Identifying neighborhoods with high need and low service, using the literacy data map
- Exploring or tracking improvement over time, using tools from the data center
- Sharing information with Read On community partners and decision-makers to inform strategic planning centered around improving early language and literacy outcomes
- Presenting on the challenges and opportunities in the community with would-be partners
- Demonstrating need for additional resources in a grant or other proposal, with proper citations

"The world is accessible through reading and writing, and children's potential to be contributing citizens of a democracy can only happen if they are thoughtfully engaged. Read On Arizona has taken each part of this enormous task and peeled it back to action. This is a point of pride and hope for Arizona."

— Dean Mari Koerner, Mary Lou Fulton Teachers College, Arizona State University



"Our partnership with Read On Arizona has helped us take our commitment to language and literacy development to the next level and offered us tools to ensure that professionals working with families on behalf of First Things First receive consistent training and resources to support early literacy in their early childhood practice."

— Sam Leyvas, CEO, First Things First

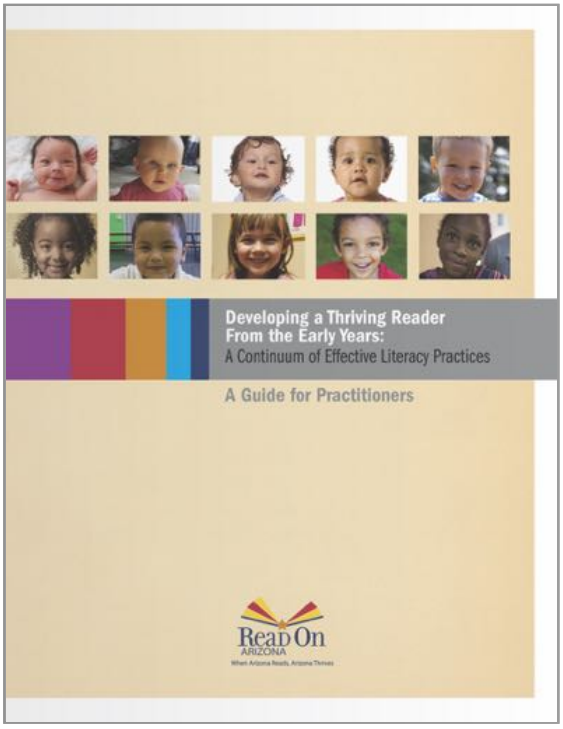
"Read On Tempe has helped us broaden the conversation with all of our stakeholders about the importance of early literacy and has given a louder voice to the sense of urgency we have as a society to ensure that all children have the tools they need to succeed."

— Superintendent Christine Busch, Tempe Elementary District

Challenge 3: Insufficient access to programs that work

Read On solution: Offer a continuum of effective literacy practices tool.

Continuum of Effective Literacy Practices Task Force: Formed in the early part of 2013 to identify the components necessary to develop and strengthen literacy and language acquisition along the continuum, this group focuses on providing the right program, at the right time, for each child. The *Developing a Thriving Reader: A Continuum of Effective Literacy Practices (A Guide for Practitioners)* publication is the framework that connects the work across the state between agencies and Read On communities. Districts, early childcare sites, and home-visitation programs are using the publication to train educators and staff on key components.



Challenge 4: Lack of awareness and attention given to early literacy

Read On solution: Increase community awareness and engagement.

Communication and Community Outreach Working Group: Advises on and supports Read On Arizona's communications efforts and strategies.

Publications

Since forming, Read On Arizona has created several publications to help parents, educators, and community members contribute to early language and literacy efforts. Together, the following publications provide resources, tools, and information to strengthen and support the literacy of Arizona's children.

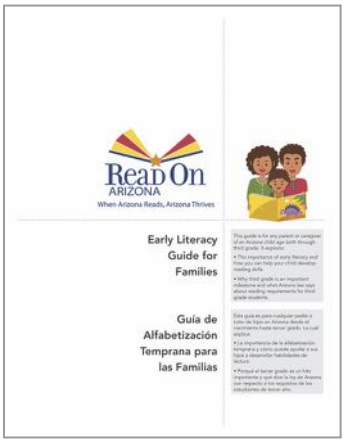
- *Read On Arizona 10-Year Strategic Literacy Action Plan*
- *Early Literacy Guide for Families*
- *Developing a Thriving Reader From the Early Years: A Continuum of Effective Literacy Practices*
- *Building Blocks to Becoming a Reader*
- *Routes to Grade-Level Reading*
- *How to Become a Read On Community toolkit*

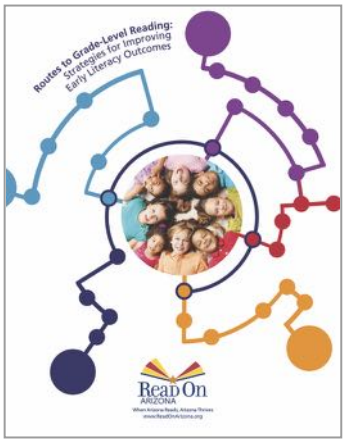
"Summer 2015 marks the third year of the statewide summer reading collaboration between the Arizona State Library, Read On Arizona, and their partner organizations. Kids, teens, and adults are exploring books, community programs, and learning opportunities at their local libraries and via summerreading.org. Together, we're keeping everyone reading and preparing Arizona students for a successful school year."

— Joan Clark, state librarian

"In a very short amount of time, Read On Arizona has emerged as the key driver in getting stakeholders working together and focused on what works. And that's essential to building the early literacy system we need in Arizona and really improving outcomes for our children."

— Ginger Ward, CEO, Southwest Human Development





Snapshots of Success

- Summer Reading Collaborative: Read On Arizona partners encourage families to read with their child at least 20 minutes every day and to visit their local library. In 2014, nearly 120,000 participants took part and 59,827,255 minutes were read.
- In June 2015, a PSA by Governor Ducey and Mrs. Ducey highlighted the importance of summer reading.

Thank you to Make Way For Books for contributing graphic design expertise to the *Routes to Grade-Level Reading* publication.

Collaboration and Partnerships

Because reading is the foundation for success in school and life and is critical to Arizona's economic future, more than 500 partners—at the state level and in dozens of Arizona communities—are working together to advance early literacy as part of Read On Arizona. Here is a partial list of our partners.

AARP Experience Corps
Abriendo Puertas
Alhambra Elementary District
Always Dream Foundation
Arizona Academy of American Pediatrics
Arizona Association for the Education of Young Children
Arizona Board of Education
Arizona Business & Education Coalition
Arizona Center for Afterschool Excellence
Arizona Charter Academy
Arizona Charter Schools Association
Arizona Community Foundation**
Arizona Department of Education**
Arizona Head Start Association
Arizona K-12 Center
Arizona Literacy and Learning Center
Arizona, Office of the Governor
Arizona Parent Teacher Association
Arizona State Library
Arizona State University, Mary Lou Fulton Teachers College
Arizona's Children Association
Ash Creek School District
Association for Supportive Childcare
ATI Online
Avondale Elementary School District
Balsz Elementary School District
BASIS Charter Schools
Benevilla Family Resource Center
Bisbee Unified School District
Bob & Renee Parsons Foundation
Boys & Girls Club
Buckeye City Council
Buckeye Elementary School District
Buckeye Family Resource Center
Buckeye Public Libraries
BUILD Arizona
Bullhead City, City Manager's Office*
Bullhead City Elementary District #15
Cartwright Elementary District
Catholic Charities
Cave Creek Elementary District
Chandler Chamber of Commerce
Chandler Education Foundation
Chandler Unified School District
Chicanos Por La Causa, Inc.
Children's Action Alliance
Children's Museum of Phoenix
City of Avondale*
City of Buckeye*
City of Chandler*
City of Flagstaff
City of Goodyear*
City of Mesa, Mayor's Office*
City of Nogales
City of Phoenix, Mayor's Office*
City of Scottsdale
City of Sierra Vista
City of Surprise, Youth Services
City of Tempe, Mayor's Office
City of Tucson, Mayor's Office
Cochise County Office of Education*
Coconino Coalition of Children and Youth
Coconino County Superintendent of Schools
Community Foundation for Southern Arizona
Copper Corridor Economic Development Coalition
Crain Elementary School District
Creighton Elementary District
Deer Valley Unified School District
Destiny Schools
Diamondback Elementary PTO
Diamond Family Foundation
Dignity Health
Douglas Unified School District
Dysart Unified School District
Easter Seals Blake Foundation
Educare Arizona
Eight, Arizona PBS
Expect More Arizona
Experience Matters
First Book
First Focus on Kids Coalition
First Things First**
First Things First Regional Partnership Council–Cochise*
First Things First Regional Partnership Council–Gila County*
First Things First Regional Partnership Council–Hualapai Tribe*
First Things First Regional Partnership Council–Pinal Region*
First Things First Regional Partnership Council–San Carlos Apache*
Flagstaff Unified School District
Flowing Wells School District
Fowler Elementary School District
Freeport McMoRan
Friends of the Surprise Libraries
Ft. Huachuca Accommodation Schools
Gila County Library District
Gila County School Superintendent
Globe/Miami Chamber of Commerce
Globe/Miami Times
Globe Unified School District
Goodyear City Council
Grand Canyon University
Greater Phoenix Leadership
Hayden Public Library*
Hayden/Winkelman Unified School District
Head Start, Hualapai
Helios Education Foundation**
Hualapai Department of Cultural Resources
Hualapai Education and Training Department
Human Services Department, Maricopa County–Head Start
Intel
International Dyslexia Association–AZ
Isaac Elementary School District
Jumpstart
KPMG
Kyrene School District
Laveen Elementary School District
LeCroy & Milligan Associates, Inc.
Legacy Foundation
Liberty School District

"All evidence points to third-grade reading as a key milestone for future success, and also that children develop language and literacy skills from birth. Read On Arizona is fueling partnerships in communities across the state to more effectively support Arizona's children with the resources they need to be successful readers. That's how change happens, when everyone has the shared responsibility to ensure that our children thrive."

— Lisa Daniels, managing partner, KPMG

Lions Club
Litchfield Elementary School District
Literacy Connects
Littleton Elementary District
Madison Elementary School District
Make Way for Books
Mammoth San Manuel Unified School District
Maricopa County Library District
Maricopa Integrated Health Systems (MIHS)
Maricopa Unified School District
Mesa Community College
Mesa Public Library
Mesa Public Schools
Miami Memorial Library
Miami Unified School District
Mobile Elementary School District
Mohave County Library
Murphy Elementary District
myON
Nadaburg Unified School District
Native Americans for Community Action
Native Civic League United Community Health Center
Nina Mason Pulliam Charitable Trust
Nogales-Santa Cruz County Chamber of Commerce
Northern Arizona University, College of Education
Odyssey Charter Schools
Oracle School District
Osborn Elementary School District
Paiute Neighborhood Center
Palo Verde District
Palominas Unified School District
Paradise Valley Unified School District
Parents Education Network–Phoenix
Pascuay Aqui Community Library
Payson Elementary School
Payson Library*
Payson Roundup
Payson Unified School District
Peach Springs Unified School District
Pendergast Elementary School District
Phoenix Elementary School District
Phoenix Public Library
Pima County Public Library
Pima County School Superintendent's Office
Pinal County Health Department–Strong Families
Pine Strawberry Elementary District
Prisma Graphic
Raising A Reader
Ray Unified School District
Reach Out and Read Arizona
Riverside Elementary District
Rodel Foundation
Roosevelt Elementary School District
Rotary Club
Saddle Mountain Unified School District
Sahuarita Unified School District
San Carlos Apache Tribe Education Department
San Carlos Unified District
Santa Cruz County Office of Education*
Santa Cruz County School Districts, Charter, and Private Schools
Scottsdale Public Library*
Scottsdale Unified School District*
Sierra Vista Public Library
Sierra Vista Public Schools
Southwest Behavioral Health
Southwest Human Development
Southwest Institute for Families and Children
Steele Foundation
Stand for Children
Stepping Stone Foundation
Sunnyside Unified School District
Superior Unified School District
Target
Tempe Diablos
Tempe Elementary School District #3
Tolleson School District
Tombstone Unified School District
Tonto Basin Elementary District
Town of Globe
Town of Hayden
Town of Hayden Public Library
Town of Miami
Town of Sahuarita
Town of Winkelman
Towns of Payson, Star Valley, Pine, Strawberry, Tonto Basin, and Young
Tribal Council of the Hualapai Indian Tribe
Tucson Metro Chamber
Tucson Unified School District
UMOM
Union School District
United Way of Mesa*
United Way of Northern Arizona*
United Way of Tucson/Southern Arizona*
United Way of Yuma County*
University of Arizona, College of Education
Valley of the Sun United Way*
Valley of the Sun YMCA
Virginia G. Piper Charitable Trust**
Washington Elementary School District
Whiteman Foundation
Wilson School District
Young Elementary District
Yuma School District #1

And more…

* Convening role
**Founding partner

THE CAMPAIGN FOR GRADE-LEVEL READING
3RD GRADE READING ≡ SUCCESS MATTERS

Read On Arizona is the state designee for the Campaign for Grade-Level Reading.

For a complete listing of the organizations and agencies partnering with us, visit ReadOnArizona.org.

Read On Arizona Milestones

2012:

- Read On Arizona statewide collaborative forms in June 2012. Arizona literacy director is appointed.
- Four local communities begin work to improve third-grade reading proficiency.
- Read On Arizona adopts a 10-year strategic early literacy plan.
- Arizona is honored as a 2012 "Pacesetter" by the Campaign for Grade-Level Reading.

2013:

- Read On communities now number 11 and counting!
- The Summer Reading Collaborative launches. All partners highlight the importance of reading during the summer and visiting the local library.
- On Family Reading Day, Read On Arizona releases the *Early Literacy Guide for Families*. In partnership with McDonald's, a free children's book and guide are distributed at 250 sites across Arizona.
- Read On Arizona/Read On Phoenix hosts first Early Literacy Summit.
- Arizona is honored as a 2013 "Pacesetter" by the Campaign for Grade-Level Reading.

2014:

- Read On communities now number 16 and counting!
- The second Summer Reading Collaborative kick-off features Kristi Yamaguchi and Conrad Storad at Phoenix Children's Museum.
- The myON digital library pilot offers every child in Arizona free access to a digital library. 85,000 books are opened and read, with an average reading session of 20 minutes.
- *The Continuum of Effective Literacy Practices* is published in October.
- Arizona Department of Education receives $20M Preschool Development Grant funding; intentional connection to Read On communities.
- Arizona is honored as a 2014 "Pacesetter" by the Campaign for Grade-Level Reading.

2015:

- The Arizona Super Bowl Host Committee awards Read On Arizona a grant for a digital library initiative.
- Read On San Carlos Apache Tribe becomes our first tribal community, followed by Read On Hualapai.
- Read On Arizona becomes a pilot site for the Annie E. Casey Foundation's Grade-Level Reading Results Program.
- Read On communities now number 24 and counting!
- Read On Arizona unveils interactive MapLIT tool.

Advance Early Literacy–Join Us!

For more information and to receive updates from Read On Arizona, visit ReadOnArizona.org or contact Terri Clark, Arizona literacy director, at tclark@ReadOnArizona.org or 480-556-7151.

Read On ARIZONA

When Arizona Reads, Arizona Thrives

www.ReadOnArizona.org

EXECUTIVE SUMMARY

Issue:	Early Findings on the Implementation of Move On When Reading in Arizona Schools.

☐ Action/Discussion Item ☒ Information Item

Background and Discussion

In 2010, the Arizona legislature took a major step into promoting early literacy when it passed, Move On When Reading (MOWR). Modeled after a similar policy that had been implemented in Florida, the aim of the legislature was to create a policy that leads to an increase in reading proficiency for 3rd grade students. While a significant portion of the legislation is geared to having schools create education plans to raise literacy and to collect and track student progress, a key component of the policy requires districts and schools to retain those students at the end of 3rd grade who score in the lowest category of reading achievement on the state reading assessment. The legislation then requires districts and schools to provide intensive reading support to the retained students so that they can achieve proficiency. Retention policies were implemented in spring2014; a change in Arizona's assessment system in 2014-2015 created a suspension of the policy for one year. In spring 2016 the retention portion of the policy resumed.

To understand how districts and schools were making sense of the policy as well as implementing it, Helios Education Foundation commissioned WestEd to study early implementation. Specifically, we wanted to know the policy interventions the schools were using. What challenges, if any, confronted the schools? And, overall how the schools were implementing the policy. Our presentation aims to shed some light on those questions.

Recommendation to the Board

This item is presented to the Board for information only. We hope the Board uses this information to improve the implementation of MOWR and its associated supports, with the hope of improved literacy for Arizona students.

Contact Information:
Dr. Paul Perrault, Vice President and Director of Research and Evaluation, Helios Education Foundation
Dr. Lenay Dunn, Senior Research Associate, WestEd.

Implementation Findings from Arizona's *Move On When Reading* Program

Dr. Lenay Dunn, Senior Research Associate, WestEd
Dr. Paul Perrault, Vice President and Director of Research and Evaluation, Helios Education Foundation

Legislative Background

Florida 3rd Grade Reading Policy

↓

Law passed 2002

↓

Took effect 2002-2003 school year

Arizona Move On When Reading Policy

↓

Law passed 2010

↓

Took effect 2013-2014 school year

What Does the Research Tell Us?

Research Questions:

- How is Move On When Reading being implemented in Arizona schools? Specifically, what interventions are schools using? What challenges are schools confronting? Are schools able to successfully implement the policy?

- How have third-grade retention policies impacted student achievement and attainment in Florida?

- Are we able to estimate early impact in Arizona? If so, what can we learn?

Our Arizona Research – Move On When Reading

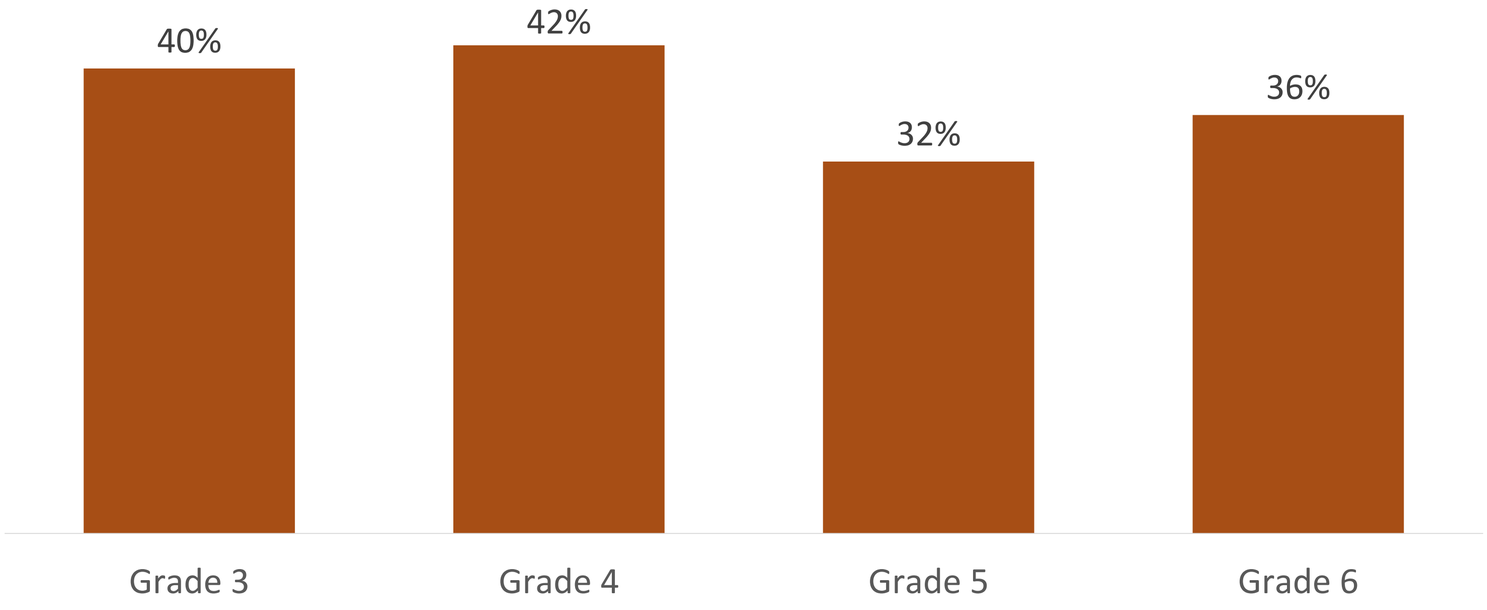
Feasibility/Impact Study

Feasibility Study: With test scores from one cohort of students can we detect a Minimally Detectable Effect Size (MDES) using Regression Discontinuity?

Impact Study: What happens to students during the retained year?

AzMERIT English Language Arts Proficiency Rate or Higher by Grade

In the 2014-2015 school year, 40% of Arizona 3rd graders achieved a score of proficient or highly proficient on the AzMERIT English Language Arts test.



Data from Expect More Arizona and the Arizona Department of Education (http://www.expectmorearizona.org/progress/?region=Arizona/)

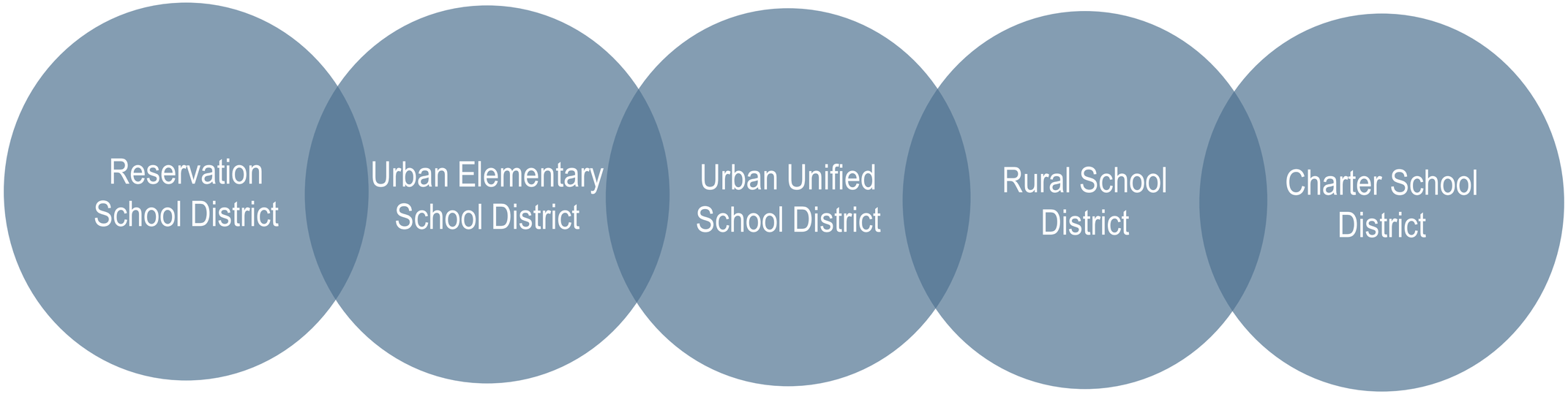
ELA scoring categories include Reading for Information, Reading for Literature, and Writing and Language.

MOWR Implementation Study

- Sponsored by Helios Education Foundation
- Focused on MOWR implementation at district and school levels
- Qualitative inquiry to document MOWR implementation
- Data collection Summer 2014-Summer 2016

Districts In Implementation Study

WestEd selected a variety of school types and locations.



Year 1 Data Collection: Staff Interviews

1 Interviews with 10 district administrators

2 Interviews with 9 principals/site administrators

3 Interviews with 13 reading specialists/coaches

4 Interviews with 23 third grade teachers

Year 1 Data Collection: Classroom Observations

1 Documented Classroom Instruction & Structures

Observed Classroom Climate 2

3 Noted Use of Literacy Strategies

Year 1 Findings

Summer 2014 – Spring 2015

Findings

1. Districts and schools made intentional efforts to prevent retention. Those efforts continued when the retention portion of MOWR was on hold in spring 2015.

2. Teachers, students, and parents were reportedly impacted by the possibility of retention under MOWR in both positive and negative ways.

3. Teacher, principal, and district staff knowledge and understanding of Move On When Reading varied across sites.

Findings

4 Districts leveraged financial and material resources, in addition to literacy plan funds, to implement MOWR.

5 Schools and districts faced implementation challenges around communication and lack of clarity regarding policy expectations.

6 Schools and districts were concerned about the impact of AzMERIT on retention, formative assessments, and planning.

Implications & Recommendations

Urgency & Awareness

Opportunity to provide districts with additional supports and clearer communication.

Added Pressure for Teachers

Teachers may need incentives or supports.

AzMERIT

Districts may need support for larger number of retained students.

Funding

Guidance to leverage funding for reading efforts.

Current & Future Research

WestEd Implementation Study

- Follow findings and implications as MOWR matures
- Document structures, strategies, and supports to implement MOWR
- Gain broader perspective of district implementation

Winters & West Impact Study

- Conduct regression discontinuity analysis to assess impact of retention on student's future outcomes

EXECUTIVE SUMMARY

Issue:	Presentation and discussion regarding advisory committees and rule changes

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Currently, Board rule R7-2-201 includes provisions related to the structure, membership and tasks of advisory committees, as well as appointment and removal of members. These provisions do not distinguish between standing and ad hoc committees, and currently delineate a selection process that entails a significant time lapse between the nomination, selection and formation of the committees.

Recommendation to the Board

It is recommended that the Board consider revisions to R7-2-201 that can be brought back to the June 23, 2016 Board meeting to open rule making.

Contact Information: Dr. Karol Schmidt, Executive Director State Board of Education

R7-2-201. Advisory Committees

A. The State Board of Education ("Board") may create an advisory committee for the purpose of providing advice and recommendations as assigned by the Board. Any advisory committee or similar body that has been created by either the Board or legislation shall be appointed and conduct its business in accordance with this rule except as otherwise required by law.
B. The Board shall determine the structure, membership, and tasks of any advisory committee the Board has created. An advisory committee created by the Board shall exist for the time necessary to accomplish its assigned task or for one year from the date it is created, whichever is less. An advisory committee created by the Board may continue to function beyond a one-year period only with the express approval of the Board.
C. The Board's Appointments Subcommittee, whose members are appointed by the President of the Board, shall review nominations submitted by the Board members for appointment to an advisory committee and shall provide a recommendation to the Board for consideration. A vacancy on an advisory committee shall be filled in the manner described in this Section.
D. The Board may in its discretion remove any member from and dissolve any advisory committee that the Board has created.
E. An advisory committee shall not conduct a meeting of its members without prior acknowledgment from the Administrator to the Board that there are sufficient funds to meet all expenses that would be incurred in connection with such meeting. An advisory committee member shall not obligate the payment of Board funds.
F. The meetings of an advisory committee shall be held at the offices of the Department of Education or any other facility for which no charges would be incurred for use of the facility. Meetings of an advisory committee shall be held as needed but shall not exceed four meetings per fiscal year without prior express approval of the Superintendent of Public Instruction.
G. Activities of an advisory committee are limited to preparation of advice and recommendations to be presented to the Board for issues which relate directly to the task assigned by the Board.
H. Advisory committees are not authorized the use of Board letterhead stationery without the express approval of the President of the Board and are not authorized the use of Department of Education letterhead stationary without the express approval of the Superintendent of Public Instruction.
I. An advisory committee shall:
    1. Select from its members a chair and vice chair;
    2. Create procedures for conducting business not inconsistent with Robert's Rules of Order.
    3. Request information, assistance, or opinions from the Department of Education necessary to accomplish its task. An advisory committee shall convey any such request through the Department liaison designated pursuant to this rule.
J. A quorum of an advisory committee shall be a majority of the voting members of the advisory committee. Voting members shall be only those members specifically appointed by the Board. A quorum of an advisory committee is necessary to conduct its

business. An affirmative vote of the majority of voting members present is necessary for an advisory committee to take action.

K. The Superintendent shall designate an employee of the Department of Education to serve as a liaison to each advisory committee. The President of the Board may appoint a member of the Board to serve as an additional liaison to each advisory committee as the President deems appropriate.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding discipline guidelines on certification enforcement actions

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Consistent with A.R.S. §15-203(20), the State Board of Education may impose disciplinary action upon a certified individual, including a letter of censure, suspension, suspension with conditions or revocation of a certificate upon a finding of immoral or unprofessional conduct.

Board staff has reviewed and compiled a list of recent disciplinary actions imposed by the Board at previous meetings. The purpose of this list is to inform the Board as it continues to discuss a range of suggested disciplinary action.

Recommendation to the Board
It is recommended that the Board create a range of suggested discipline action for immoral or unprofessional conduct by certificated individuals.

Contact Information:
Dr. Karol Schmidt, Executive Director, State Board of Education

TEXTING

Settlement Agreement	PPAC (before policy change)	Board action
3 month suspension	approved	approved
1 year suspension	approved	approved
2 year suspension with conditions	approved	approved

Contested Action	PPAC	Board action
	revocation	approved

Board suggested guidelines:

EXECUTIVE SUMMARY

Issue:	Board discussion of the Every Student Succeeds Act and the Implications for State Boards of Education

☐ Action/Discussion Item ☒ Information Item

Background and Discussion

The Every Student Succeeds Act (ESSA) was passed in December 2015. It marks the first time the Elementary and Secondary Education Act was reauthorized in more than a decade. The *Wall Street Journal* called ESSA "the biggest devolution of federal power in more than a quarter century."

Now the Department of Education has issued proposed regulations for state implementation of ESSA. State boards of education are named in both the law and in the regulations as key stakeholders who must be involved in implementing the law.

The National Association of State Boards of Education has prepared information on ESSA, the proposed regulations, and some considerations for the Board. Kristen Amundson, NASBE's Executive Director, will present information to the Board and answer questions.

Included with this item are the following documents to provide additional information:

- A side-by-side comparison of ESSA with NCLB
- A summary of the proposed regulations to implement ESSA
- A document prepared by the state of Delaware for their state board of education highlighting some of the key questions the board should discuss

Recommendation to the Board

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

Contact Information:
Kristen J. Amundson, Executive Director
National Association of State Boards of Education
kristen.amundson@nasbe.org

Arizona State Board of Education Retreat

KRIS AMUNDSON

EXECUTIVE DIRECTOR, NASBE

JUNE 13, 2016

NASBE

National Association of State Boards of Education

Opportunities & Requirements in the Post-ESSA World

Image Credit: Anne Hyslop

Wall Street Journal on ESSA

"Biggest devolution of federal power in a quarter century."

States and ESSA

Image Credit: CaptainJackHarness

"With great power comes great responsibility."

ESSA Requirement: Standards

- **Requires assurance that states adopt challenging academic content standards in reading, math, and science with three levels of achievement that are aligned with entrance requirements for credit-bearing coursework in the state's higher education system, as well as the state's career and technical education standards.**

ESSA Opportunities: Standards

- **May set standards in other areas.**
- **Opportunity to move beyond a compliance model.**

ESSA Requirements: Assessments

- **Requires annual testing in math and ELA in grades 3-8 and once in high school.**
- **Requires state testing in science annually in grade spans 3-5, 6-8, and 10-12.**

ESSA Opportunities: Assessments

- **Give a single summative test or break up the assessment into smaller components given throughout the year.**
- **Allow LEAs to use a nationally-recognized high school academic assessment (like the SAT) in lieu of a state-developed assessment (AZ law goes further than this).**
- **Create a new locally-designed competency-based and performance-based assessment.**

ESSA Requirements: Accountability

- **Requires state-developed accountability systems that:**
  - Include performance goals for each subgroup;
  - Annually measure student performance based on state assessments; and
  - For high schools: annually measure graduation rates.

ESSA Requirements: Accountability

- **State and local plans must be developed with timely and meaningful consultation with teachers, principals, charter school leaders, parents, other school personnel and others.**

ESSA Requirements: Accountability

- **Set long-term goals and interim progress measures that "take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps."**

ESSA Opportunities: Accountability

- **Should the state accountability system use a dashboard or an index?**
- **Is subgroup performance masked?**
- **Average daily attendance vs. chronic absenteeism?**
- **Are the "other" indicators in the accountability system meaningful, measurable, and actionable?**

ESSA Opportunities - Accountability

- **Considerations for the "other measure of student success."**
- **New Office of Civil Rights data: 6.5 million students—13 percent of all students—missed 15 days or more of school in 2013-14.**

ESSA Opportunities: Accountability

Course	Schools with high enrollment of black & Latino students	Schools with low enrollment of black & Latino students
Calculus	33%	56%
Physics	48%	67%
Chemistry	65%	78%
Algebra II	71%	84%

ESSA Opportunities: Accountability

§ 200.13 (c) English Language Proficiency

- **Each State must describe in its State plan… how it has established ambitious State-designed long-term goals and measurements of interim progress for English learners toward attaining English language proficiency.**
- **This grew out of state initiatives – Arizona leadership.**

ESSA Requirements: Teacher Evaluation

- **States may continue to use their existing teacher evaluation system.**
- **…But they are under no obligation to do so.**

ESSA Opportunities: Teacher Evaluation

- **"Highly qualified teacher" requirement is eliminated.**
- **Teacher equity is even more important under ESSA: States can use Title II formula funds for this purpose.**
- **Student test scores are not required to be part of teacher evaluation, but many states will stay the course.**

School Improvement State Requirements

- **Annually identify schools for "Targeted Support and Improvement."**
  - All schools with consistently underperforming subgroups.
- **Use 7 percent of Title I allocations for school improvement activities.**

School Improvement State Requirements

- **Every three years, identify schools for "Comprehensive Support and Improvement."**
  - The lowest performing 5 percent of Title I schools.
  - All high schools with graduation rates at or below 67 percent.
  - Schools with very low-performing subgroups that are not improving.

School Improvement: State & Local Requirements

- **States approve and monitor LEA plans for Comprehensive Support & Improvement.**
- **LEA plans must:**
  - Be informed by all accountability indicators;
  - Include evidence-based interventions;
  - Be based on a school-level needs assessment;
  - Identify resource inequities; and
  - Be approved by the school and LEA.

Further Questions?

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Every Student Succeeds Act

OVERVIEW OF THE NEW VERSION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT

Background and History

- The original Elementary and Secondary Education Act (ESEA) was first passed in 1965, a civil rights act that emphasized equal access to quality education for ALL children
- ESEA was last reauthorized in 2002 as No Child Left Behind (NCLB)
- 2011 – US Dept of Education offered state waivers from NCLB provisions
- December 2015, Congress passes ESEA Reauthorization, called the Every Student Succeeds Act (ESSA)

The New ESEA – Every Student Succeeds Act (ESSA)

- The Wall Street Journal called ESSA "the biggest devolution of federal control since the 1990's"

  ….but how far did the pendulum actually swing?.

ESSA maintains requirements for rigorous state content standards and statewide annual assessments for grades 3 – 8 and high school

Increases state flexibility in design of accountability system, school improvement interventions, student supports, and teacher support and evaluation

Expands opportunities for parent and community engagement

Transition timeline

NOW

- Familiarize ourselves with ESSA requirements, understand areas for needed policy shifts as well as opportunities to build upon and improve upon prior policies
- Engage community and stakeholders in awareness to develop a baseline understanding of the new law

August 2016

- ESEA Flexibility Waivers end – (with a few exceptions for continued school turnaround programs and supports)
- US Department of Education releases Regulations and regulatory guidance for development of state plans (Fall 2016)

School Year 2016-17

- States work with stakeholders to develop state plans
- Non-competitive state formula grant programs (Title I A, C, and D; Title II Part A, Title III part A) remain in current allocation structure, procedures, and requirements until the 2017-18 school year

School Year 2017-18

- New State Plans and Accountability Systems go into effect
- Non-Competitive state formula grant programs under ESSA go into effect

Provisions for transition in 2016-17

- 2016-17 school year: States are not required to:
  - Calculate AMO's or report state and district performance against AMO's on accountability state and school report cards
  - Hold schools and districts accountable for performance against AMAO
  - Require all teachers of core academic subjects to be "highly qualified"
  - Identify any additional school turnaround schools

  - States must freeze district accountability under Title III based on recent AMAO calculations and maintain current levels of supports and interventions from the 2015-16 school year

ESSA: Standards

- States must adopt "challenging state academic standards" and academic achievement standards in mathematics, reading or language arts, and science. Standards must be aligned with entrance requirements for credit bearing coursework in the state's public higher education institutions.
- Alternate Achievement Standards – states may adopt alternate academic achievement standards for students with most significant cognitive disabilities.
- States must adopt English Language Proficiency Standards that are aligned with state content standards, must include speaking, listening, reading, and writing

Assessments

- Assessment Schedule remains the same as under NCLB
  - Math and ELA – Annually in grades 3-8, and once in HS
  - Science – Once per grade span: 3-5, 6-8, 9-12
  - Same assessments administered to all public school students statewide
  - Aligned to State content standards
  - May be computer adaptive, but must measure student proficiency based on grade level standards
  - High School Assessment Flexibility – may select a nationally recognized HS assessment in lieu of the state assessment such as the SAT, ACT, etc.

Assessments continued

- States may adopt alternate assessments based on alternate achievement standards for students with most severe cognitive disabilities, may not exceed 1% of total number of students statewide
- States must provide annual assessment of English Proficiency in all English Learners, the assessment must be aligned with ELP standards
- Flexibility in how to assess and report assessment data for "recently arrived English Learners"
- SMART Act provides funding for states to conduct audits to streamline testing
- Law Allows states to set a limit on amount of time devoted to state assessment administration
- Innovative Assessment pilot – 7 states who have background and ongoing work in competency based and other forms of innovative assessment structure

ESSA Accountability

- Statewide system that will "meaningfully differentiate schools" using multiple measures and metrics in a dashboard or index-type system annually
  - Must include:
    - Academic Proficiency on State Assessments (student growth is an optional measure)
      - Must assess 95% of all eligible, non-exempt students and each subgroup. This rate must factor into the accountability system
    - Graduation Rates for HS (4 year adjusted cohort and any extended year rates set by the state)
    - Growth or other Statewide Academic Indicator for K-8 schools
    - At least 1 state determined indicator of school quality or student success
    - Progress in achieving English Language proficiency for EL's

Accountability continued

- Disaggregation is required for all metrics
  - Each major racial/ethnic group
  - Economically disadvantaged students
  - Children with Disabilities
  - English Learners
- "Substantial Weight" must be placed on academic achievement, growth, graduation rate, other academic indicator, and English Language Proficiency
  - The must receive "much greater weight" in the aggregate than indicators of school quality/school success

State Report Cards

- Each State must prepare and disseminate annual report cards based on its state accountability system
- Additionally, Student Achievement Data by Achievement level and graduation rate data must be reported by the Accountability subgroups as well as the following groups:
  - Gender
  - Migrant, Foster Care, and Homeless status
  - Military connected youth
- Additional components required for reporting are similar to those in our current report card/school profile

ESSA School Improvement

- Current School Improvement Grant Models are no longer required – Interventions must now be "evidence-based"
- Comprehensive Support and Improvement Schools
  - Lowest performing 5% of Title I schools according to the state accountability index
  - HS's with less than 67% graduation rates
  - Schools with consistently underperforming subgroups for a state-determined number of years
- Targeted Support and Improvement
  - Schools with consistently underperforming subgroups, per state definitions on all indicators

School Turnaround Supports

- New Student Support and Academic Enrichment grant (SSAE) - ~8.0mil in FY17
  - Provide all students access to a well rounded education
  - Improve school conditions for student learning
  - Improve the use of technology to improve academic achievement and digital literacy
- No more SIG grants, instead states have a 7% set aside of Title I grants to LEAs for school improvement. School Improvement funds for LEAs can be formula driven or a competitive process

ESSA Teacher and Leader Supports

- New federal flexibility to develop and implement programs supporting and developing Teachers and Leaders
  - Teacher and Leader Academies – up to 2% of Title II allocation
  - Support Initiatives for Principals – up to 3% state set aside
  - Reform of state licensure and certification systems
  - Development and Implementation of educator evaluation and support systems
  - Plus many more…

ESSA Teacher Evaluation and Equity

- Does Not require specific methods or components in an educator evaluation system
- State Title I Plan must demonstrate how the state will ensure that "low income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out of field, and inexperienced" educators
- Funds may be used for state evaluation systems
- Allows for a Teacher Incentive Fund, a competitive grant to support innovative educator evaluation systems

State Plans under ESSA

- States can develop their plan during the 2016-17 school year
- States can develop consolidated plans across Title I, II, III, IV, and V rather than submit individual program plans
- States must engage in timely and meaningful consultation with:
  - Governor, State Legislature, State Board of Education, LEA's, teachers, principals, school leaders, charter school leaders, school support staff, paraprofessionals, administrators, specialists, and parents

New opportunities to explore further

- Early Education Provisions
  - Preschool Development Grant
  - Title I – IV dollars can be used in Pre-K programs
- Federal Grants for Statewide Family Engagement Centers
  - $10 million annual national funding
  - Title I set aside of 1% for "parent and family engagement activities" – 90% must be distributed to schools
  - Greater opportunities to explore and develop full service community schools as well as Promise Neighborhoods
- Title IV flexible block grants for health, safety, technology, well-rounded education and more…

Upcoming SBE Workshop
Monday, May 2nd
5:00pm – 8:15pm
Capital Grotto's Conference room, Dover, DE

MATERIALS AND RESOURCES ARE LOCATED ON OUR WEBSITE:
WWW.DESTATEBOARDED.K12.DE.US

EMAIL QUESTIONS OR COMMENTS:
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Prepared by Foresight Law + Policy for NASBE - 06/06/16

NPRM on ESSA Accountability, Report Cards, and State Plans

Overview for Preparation of Comments
June 2016

On Tuesday, May 31, 2016, the U.S. Department of Education (USED) published in the Federal Register a notice of proposed rulemaking (NPRM; Docket ID ED-2016-OESE-0032) to amend the regulations implementing programs under title I of the Elementary and Secondary Education Act of 1965 (ESEA) to implement changes to the ESEA by the Every Student Succeeds Act (ESSA) and to update the ESEA regulations to include requirements for the submission of State plans. Specifically, this NPRM addresses ESSA requirements with regard to accountability systems, State and LEA report cards, and consolidated State plans.

USED has identified a list of issues with regard to which public comments is specifically invited:

- Whether the suggested options for States to identify "consistently underperforming" subgroups of students in proposed § 200.19 would result in meaningful identification and be helpful to States; whether any additional options should be considered; and which options, if any, in proposed § 200.19 should not be included or should be modified. (§ 200.19)

- Whether we should include additional or different options, beyond those proposed in this NPRM, to support States in how they can meaningfully address low assessment participation rates in schools that do not assess at least 95 percent of their students, including as part of their State-designed accountability system and as part of plans schools develop and implement to improve, so that parents and teachers have the information they need to ensure that all students are making academic progress. (§ 200.15)

- Whether, in setting ambitious long-term goals for English learners to achieve English language proficiency, States would be better able to support English learners if the proposed regulations included a maximum State-determined timeline (*e.g.,*a timeline consistent with the definition of "long-term" English learners in section 3121(a)(6) of the ESEA, as amended by the ESSA), and if so, what should the maximum timeline be and what research or data supports that maximum timeline. (§ 200.13)

- Whether we should retain, modify, or eliminate in the title I regulations the provision allowing a student who was previously identified as a child with a disability under section 602(3) of the Individuals with Disabilities Education Act (IDEA), but who no longer receives special education services, to be included in the children with disabilities subgroup for the limited purpose of calculating the Academic Achievement indicator, and, if so, whether such students should be permitted in the subgroup for up to two years consistent with current title I regulations, or for a shorter period of time. (§ 200.16)

- Whether we should standardize the criteria for including children with disabilities, English learners, homeless children, and children who are in foster care in their corresponding subgroups within the adjusted cohort graduation rate, and suggestions for ways to standardize these criteria. (§ 200.34)

Comments may be submitted on or before August 1, 2016, through the Federal eRulemaking Portal (www.regulations.gov) or via mail or delivery to Meredith Miller, U.S. Department of Education, 400 Maryland Avenue SW., room 3C106, Washington, DC 20202-2800.

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Planning Table

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
Single Statewide Accountability System	**NPRM:** [§200.12] **Addressing ESSA:** • 1111(c) • 1111(c)(4)(A) • 1111(c)(4)(B) • 1111(c)(4)(C) • 1111(c)(4)(D) • 1111(c)(5) • 1111(d) • 1111(d)(2)(A)(i)	Each state plan must describe a single statewide accountability system based on the challenging State academic standards for reading/language arts and mathematics in order to improve academic achievement and school success, including the following elements: • Long-term goals and measurements of interim progress; • Indicators • Annual meaningful differentiation of all public schools; Identification of schools to implement comprehensive or targeted support and improvement plans.	Statewide accountability systems would be required to: • Be based on challenging State academic standards and academic assessments • Include all public schools in the State, including charters • Improve student academic achievement and school success. Also proposes a general requirement for States to meet each key accountability and improvement system element: • Long-term goals and measurements of interim progress [§200.13] • Indicators [§200.14] • Inclusion of all students and each subgroup of students, all public elementary and secondary schools [§200.15.17] • Annual meaningful differentiation of schools [§200.18] • Identification of schools for comprehensive and targeted support and improvement [§200.19] • Process to ensure development and implementation of comprehensive and targeted support and improvement plans [§200.21-.24] Would require that accountability provisions for charter schools be overseen in accordance with State charter school law.
Long-Term Goals and Measurements of Interim Progress	**NPRM:** [§200.13] **Addressing ESSA:** •1111(c)(4)(A)(i)(I)	Each State must establish ambitious long-term goals, and measurements of interim progress for specific indicators, for all students and for each subgroup of students: economically disadvantaged students, students from major racial and ethnic groups, children with	For <u>Academic Achievement</u> and <u>Graduation Rates,</u> each State would be required to: • Establish goals and measurements that are based on grade-level proficiency on the State's academic assessments and set separately for reading/language arts and mathematics

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
	•1111(c)(4)(A)(i)(II) • 1111(c)(4)(A)(i)(III) •1111(c)(4)(A)(ii)	disabilities, and English learners. • Must be set, at a minimum, for improved academic achievement, improved high school graduation rates, and increases in the percentage of English learners making progress toward English language proficiency. • Long-term goals for achievement and grad rates must use the same multi-year length of time for all students and each subgroup. • Goals must take into account the improvement needed among subgroups that must make greater progress to close gaps. [§1111(c)(4)(A)(i)(I) and (ii)]	• Apply the same high standards of academic achievement to all students and subgroups, except students with the most significant cognitive disabilities • Establish goals and measurements for graduation rates that are based on four- or extended-year adjusted cohort graduation rate • Set goals and measurements for academic achievement and graduation rates for all students and separately for subgroups that expect greater rates of improvement for subgroups that need to make more rapid progress to close rate gaps in the State • Use the same multi-year timeline in setting goals for academic achievement and graduation rates for all students and for subgroups For <u>English Language Proficiency</u> each State would be required to: • Establish goals and measurements for English learners toward attaining English language proficiency that set expectations to make annual progress Developing a uniform procedure for setting such goals and measurements of interim progress that would be applied consistently to all English learners in the state, consider the proficiency level of the student, and may consider student-level factors: time in program, grade level, age, Native language proficiency, and limited or interrupted formal education
Accountability Indicators	**NPRM:** [§200.14] **Addressing ESSA:** • 1111(c)(4)(B)	Each State's accountability system must include, at a minimum, five indicators of student performance, measured for all students and subgroups in each school: • Academic achievement (on state assessments);	The proposed regulations would clarify there are four distinct indicators for each school that are used to measure performance for all students and subgroups: 1. <u>Academic Achievement Indicator</u> • Must have equal measure of grade-level

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
	• 1111(c)(4)(B)(i) • 1111(c)(4)(B)(ii) • 1111(c)(4)(B)(iii) • 1111(c)(4)(B)(iv) • 1111(c)(4)(B)(v) • 1111(c)(4)(B)(v)(I)(aa) 1111(c)(4)(B)(v)(I)(bb)	• Student growth or another valid and reliable statewide academic indicator (elementary and secondary schools that are not high schools) • Measure of the four-year adjusted cohort graduation rate or extended-year adjusted cohort graduation rate (for high schools only) • Progress in achieving English language proficiency • Valid, reliable and comparable indicator of school quality or student success	proficiency on reading/language arts and mathematics assessments • Must include performance of at least 95% of students and subgroups • For high schools, indicator may also measure student growth 2. Academic Progress Indicator (ES/MS) • Must measure either student growth on reading/language arts and mathematics assessments or another qualifying academic measure 3. Graduation Rate Indicator (HS) • Must use four-year adjusted cohort graduation rate • May also measure extended-year adjusted cohort graduation rate 4. Progress in Achieving English Language Proficiency Indicator • Based on performance on the English language proficiency assessments in grades 3-8 and in grades for which English learners are assessed in high school • Must include proficiency level and additional student-level characteristics, use objective and valid measures of student progress, and align with State-determined timeline for attaining English language proficiency 5. School Quality or Student Success Indicator • Must meet proposed 200.14(c) requirements • Indicators may differ by grade span and may

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			include measures of: (1) Student access and completion of advanced coursework; (2) Postsecondary readiness; (3) School climate and safety; (4) Student engagement; (5) Educator engagement; (6) Any other measure that meets requirements • Must be supported by research finding that performance or progress on such measure is likely to increase student academic achievement and must aid in the meaningful differentiation among schools Additional requirements for the selection of indicators would include: • Is valid, reliable, and comparable across all LEAs in the State • Is calculated the same for all schools across the State • Can be disaggregated for each subgroup of students Includes a different measure than the State uses for any other indicator
Participation in Assessments and Annual Measurement of Achievement	**NPRM:** [§200.15] **Addressing ESSA:** 1111(c)(4)(E)	Each State must measure the achievement of not less than 95% of all students, and 95% of all students in each subgroup, on the annual statewide assessments in reading/language arts and mathematics. Each State must also have an explanation of how the participation rate requirement will be factored into the accountability system. [Section 1111(c)(4)(E)] The NPRM notes that this requirement must also be taken into account on the Academic Achievement Indicator - denominator used for calculations must include at least 95% of all students and 95% of students in each	State accountability systems requirements would include: • Annual measurement of the achievement of at least 95% of all students, 95% of all student subgroups; calculated separately for reading/language arts and mathematics • If a school misses the participation requirement, the State must take one of the following actions: (1) assign a lower summative rating to the school; (2) assign the lowest performance level on the State's Academic Achievement indicator; (3) identify the school for targeted support and improvement; or (4) take another equally rigorous State-determined action that will result in a similar outcome and lead to

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
		subgroup enrolled in the school.	improvements in the school's assessment participation rate • Schools that miss the participation rate, must develop and implement improvement plans that address the reason(s) for low participation in the school and include interventions to improve rates in subsequent years. Plans must be developed in partnership with stakeholders, including parents, and must be monitored and approved by the LEA • Any LEA with a large number of schools missing the 95% participation rate must develop and implement an improvement plan that includes additional actions to support the effective implementation of school-level plans to improve low assessment participation rates, reviewed and approved by the State • A State must include a clear explanation in its report card of how it will factor the 95% participation rate requirement into its accountability system The proposed rule would retain requirements from the current regulations with regard to: (1) prohibiting the systematic exclusion of students from required assessments; (2) counting students with the most significant cognitive disabilities who take alternative assessments as participants; (3) counting recently arrived English learners who take the English language proficiency assessment or reading/language arts assessments as participants
Subgroups of Students	**NPRM:** [§200.16] **Addressing ESSA:** • 1111(b)(3)(A) • 1111(b)(3)(A)(i)	The following subgroups of students must be included in the statewide accountability systems: • Economically disadvantaged students • Students from major racial and ethnic groups • Children with disabilities	For accountability, each State would be required to: • Include each subgroup, separately, and the all students group, consistent with the State's n-size, when establishing long-term goals and measurements of interim progress, measuring school performance with the indicators, annually meaningfully differentiating schools, and identifying schools for comprehensive and targeted support and

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
	• 1111(b)(3)(A)(ii) • 1111(b)(3)(B) • 1111(c)(2) • 1111(c)(4)(A) • 1111(c)(4)(C)(iii) • 1111(d)(2)(A)(i) •1111(h)(1)(C)	• English learners	improvement • Include, at the discretion of the State, for not more than 4 years after a student exits the English learner subgroup, the performance of a student previously identified as an English learner on the Academic Achievement indicator within the English learner subgroup • Include, with respect to an English learner with a disability for whom there are no appropriate accommodations for one or more domains of required the English language proficiency assessment, as determined by the IEP or 504 team, performance on the English language proficiency assessment based on the remaining domains in which it is possible to assess the student • Select from two available options for the inclusion of recently arrived English learners in accountability and apply that exemption uniformly to all; or establish a uniform statewide procedure for determining how to apply the statutory exemptions for the inclusion of recently arrived English learners in the system Report annually on the number and percentage of recently arrived English learners included in the accountability
Disaggregation of Data	**NPRM:** [§200.17] **Addressing ESSA:** 1111(c)(3)	Each State must determine, in consultation with stakeholders, a minimum number of students ("n-size") that the State will use for accountability and reporting purposes This n-size must be statistically sound, the same for all students and for each subgroup of students, and sufficient to not reveal any personally identifiable information.	The proposed regulations would retain and reorganize the relevant requirements under the current regulations with regard to a State's n-size, with updates to reflect new statutory requirements States would be required to set an n-size not exceed 30 students, unless the State is approved to use a higher number after giving justification The NPRM provides that an n-size sufficient to yield statistically reliable information for purposes of reporting (under 1111(h)) may be lower than the n-size used for

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			purposes of the statewide accountability system
Annual Meaningful Differentiation of School Performance	**NPRM:** [§200.18] **Addressing ESSA:** • 1111(c)(4)(B) • 1111(c)(4)(C)(i) •1111(c)(4)(C)(ii)	Each State must establish a system for meaningfully differentiating all public schools in the State each year. The system must be based on all of the indicators in the State accountability system under 1111(c)(4)(B) for all students and subgroups. It must also afford substantial weight to each of the following indicators: • Academic achievement • Graduation rates for high schools • A measure of student growth or other valid and reliable academic indicator that allows for meaningful differentiation in school performance (elementary and secondary schools that are not high schools) • Progress in achieving English language proficiency These indicators, combined, must be afforded much greater weight than the indicator or indicators of school quality or student success.	Each State's system of annual meaningful differentiation would be required to: • Include the performance of all students and each subgroup of students in a school on all of the indicators • Include at least 3 distinct levels of performance for schools on each indicator that are clear and understandable and set in a way that is consistent with the schools' attainment of the State's long-term goals and measurements of interim progress • Provide information on each school's level of performance on each indicator separately, including as part of LEA report cards • Result in a single rating from among at least 3 distinct rating categories for each school, based on the level of performance on each indicator; describe a school's summative performance and rating on LEA report cards • Meet the requirements to annually measure the achievement of not less than 95% of all students and 95% of all students in each subgroup on the assessments • Inform the State's methodology to identify schools for comprehensive and targeted support and improvement States would be required to use consistent weighting among the indicators for all schools within each grade span, with substantial weight given to each of the academic indicators. And States must give much greater weight to those indicators, in the aggregate, than to the indicator(s) of school quality or student success States would also be required to show that they have met

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			the "much greater weight" and "substantial weight" requirements as follows: • Demonstrate that School Quality/Student Success indicator(s) may not be used to change the identity of schools that otherwise would be identified for Comprehensive Support and Improvement (unless the school makes significant progress for all students on at least one "substantial weight" indicator that can be measured for all students) or Targeted support and Improvement (unless Consistently Underperforming or Low-Performing Subgroups make significant progress on at least one "substantial weight" indicator) • Demonstrate, based on all students and ach subgroup, that a school performing in lowest performance level on any "substantial weight" indicators does not receive same summative rating as school in highest performance level States are not required to afford the same substantial weight to each of the indicators that are required to receive a substantial weight in the system of annual meaningful differentiation
Identification of Schools	**NPRM:** [§200.19] **Addressing ESSA:** • 1111(c)(4)(C) • 1111(c)(4)(C)(iii) • 1111(c)(4)(D) • 1111(c)(4)(D)(i) • 1111(d)(2)(A)(i)	Each State must create a methodology, based on the system of annual meaningful differentiation, for identifying certain public schools for comprehensive support and improvement This must include three types of schools: • The lowest-performing 5% of all Title I schools in the State • Any public high school in the State failing to graduate 1/3 or more of its students • Title I schools with a consistently underperforming subgroup that, on its own, is performing as poorly as all students in the lowest-performing 5% of Title I	In establishing a statewide category of schools for **Comprehensive Support and Improvement**, each State would have to include 3 types of schools: • Lowest-Performing Five Percent of Title I Schools - taking into account (1) A school's summative rating among all students on the State's accountability indicators, averaged over no more than 3 years and (2) statutory requirement to assign substantial weight individually and much great weight overall, to the indicators of Academic Achievement, Academic Progress, Graduation Rates, and Progress in Achieving English Language Proficiency • Low Graduation Rate High Schools - to include any high school in the State with a four-year adjusted cohort graduation rate among all students below

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
	• 1111(d)(2)(C) •1111(c)(4)(D)(ii)	schools and that has failed to improve after implementation of a targeted support and improvement plan Further, States must use their method for annual meaningful differentiation to identify any public school in which one or more subgroups of students is consistently underperforming, and to notify each LEA in the State of any public school served by the LEA of such identification so that the LEA can ensure the school develops a targeted support and improvement plan. The notification must also identify if a subgroup of students in the school, on its own, has performed as poorly as all students in the bottom 5% of Title I schools that have been identified for comprehensive support and improvement.	67%, or below a higher percentage selected by the State, averaged over no more than 3 years • Schools with Chronically Low-Performing Subgroups – any title I school with one or more subgroup that performs as poorly as all students in any of the lowest-performing five percent of title I schools and have not sufficiently improved, as defined by the State, after implementation of a Targeted Support and Improvement plan over no more than 3 years In establishing a statewide category of schools for **Targeted Support and Improvement**, each State would have to include 2 types of schools: • Schools with Low-Performing Subgroups – subgroup performance at a level at or below the summative performance of all students in any of the lowest-performing 5% of title I schools identified for CSI • Schools with Consistently Low-Performing Subgroups – schools identified using a state-established methodology, including any school with one or more "consistently low-performing" subgroup, taking into account (1) school performance on accountability indicators over not more than 2 years; and (2) assignment of substantial and much greater weight to academic indicators (may include any school missing the 95% participation requirement) • Each State must also identify subgroups consistently underperforming using a uniform definition across all LEAs States would have to make the required identifications based on the following timeline and with the specified frequency: • Lowest Performing Title I Schools and Low Graduation Rate High Schools (CSI) – first

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			identification before the start of the 2017-2018 school year; at least every 3 years thereafter • Title I Schools with Chronically Low-Performing Subgroups (CSI) – first identification with state's second identification of Low-Performing Title I Schools and Low Graduation Rate High Schools (no more than 3 yrs after 2017-2018) • Schools with Consistently Underperforming Subgroups (TSI) – first identification before the start of the 2018-2019 school year; annually thereafter Schools with Low-Performing Subgroups (TSI) – first identification before the start of the 2017-2018 school year; at least once every 3 years thereafter, in conjunction with CSI identification
Data Procedures for Annual Meaningful Differentiation and Identification of Schools	**NPRM:** [§200.20] **Addressing ESSA:** • 1111(c)(4)(B) • 1111(c)(4)(C) • 1111(c)(4)(D) •1111(c)(4)(F)	States must annually measure indicators and meaningfully differentiate among all public schools in the State, including by using disaggregated data on each subgroup in a school that meets the minimum subgroup size (n-size) set by the State (Section 1111(c)(4)(B)); however, the statute is silent on how data averaging procedures may be applied for measuring performance on each indicator or for reporting. The performance of any student enrolled for at least half of the school year must be included on each indicator in the accountability system. Students enrolled for less than half of the school year in the same school may be excluded. For graduation rates, if a high school student enrolled for less than half of the school year drops out and does not transfer to a new school, such student must be included in the	Proposed regulations would clarify how data averaging may be used in the statewide accountability system for annual meaningful differentiation and identification of schools. • If a State averages data across years, the State must continue to report data for a single year, without averaging, on State and LEA report cards • A State that averages data across is required to explain its uniform procedure for averaging data in its State plan and specify the use of such procedure on the State report card • The approach used by an LEA for assigning "partial year" high school students who exit without a diploma and who do not transfer to another high school must be consistent with the approach established by the State for calculating the denominator of the 4-year adjusted cohort graduation rate All students, regardless of length of enrollment in a school within an LEA during the academic year, must be included for purposes of reporting on the State and LEA report cards

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		denominator for calculating the four-year adjusted cohort graduation rate and assigned either to the school the student most recently attended, or to the school where the student was enrolled for the greatest proportion of school days during grades 9-12.	
Comprehensive Support and Improvement	**NPRM:** [§200.21] **Addressing ESSA:** • 1111(d) • 1111(d)(1)(B) • 1111(d)(1)(C) • 1111(d)(1)(D) 1111(d)(3)(A)(i)(I)	A State must notify each LEA of any school served by the LEA that is identified for comprehensive support and improvement (Section 1111(d)). The LEA, in partnership with stakeholders, must then design and implement a comprehensive support and improvement plan: • Is informed by the State's long-term goals and indicators • Includes evidence-based interventions • Is based on a school-level needs assessment • Identifies resource inequities • Is approved by the school, LEA, and SEA • Is monitored and periodically reviewed by the SEA For any high school identified for comprehensive support and improvement due to low graduation rates, the State may permit differentiated improvement activities that utilize evidence-based interventions for schools that predominately serve students returning to school after exiting without a regular diploma or who are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements	Additional requirements for giving <u>notice of school identification</u> would include: • States would be required to notify any LEA that serves a school identified for comprehensive support and improvement no later than the beginning of the school year for which the school is identified • The LEA would be required to promptly notify the parents of each student enrolled in the identified school; such notice must (1) be in an understandable and uniform format, (2) be written in a language that parents can understand or be orally translated, if needed, and (3) be provided in an alternative format accessible to a parent or guardian who is an individual with a disability The school <u>needs assessment</u> would be required to include: • Academic achievement information based on performance on State assessments in reading/language arts and mathematics • School's performance on all indicators and on the State's long-term goals and measurements of interim progress • The reason(s) the school was identified for comprehensive support and improvement • At the LEAs discretion, the school's performance on additional, locally selected indicators that are not included in the State's system of annual meaningful differentiation that affect student outcomes

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		High schools with less than 100 students may be excluded from identification An LEA may provide all students enrolled in a school identified by the State for comprehensive support and improvement with the option to transfer to another public school served by the LEA States must establish statewide exit criteria for comprehensive support and improvement schools. If those criteria are not satisfied within a State-determined number of years (not to exceed 4), must result in more rigorous State-determined action in the school.	The Comprehensive Support and Improvement plan must: • Be developed in partnership with stakeholders • Describe how early stakeholder input was solicited and taken into account in development and how stakeholder's will participate in implementation • Incorporate the results of the school-level needs assessment • Include one or more interventions that are: (1) evidence-based; (2) supported by the strongest level of evidence that is available and appropriate to meet the needs of the school; and (3) may be selected from among State-established evidence-based interventions or a State-approved list of evidence-based interventions • Identify and address resource inequities by including a review of LEA- and school-level resources among schools with respect to disproportionate rates of ineffective, out-of-field, or inexperienced teachers and per-pupil expenditures of Federal, State, and local funds and, at the discretion of the LEA, a review of LEA and school-level budgeting • Be made publicly available by the LEA • Be approved by the school, the LEA, and the State Specific responsibilities assigned to the State would include: • Review and approve each comprehensive support and improvement plan in a timely manner • Take all actions necessary to ensure that each school and LEA develops and implements a plan that meets all of the requirements • Monitor and periodically review each LEAs implementation of its plan

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			States must also establish exit criteria and must ensure that a school meeting the exit criteria within a State-determined number of years not to exceed 4 years, both increases student outcomes and no longer meets the criteria for comprehensive support and improvement • If the exit criteria is not met, the States must require the LEA to conduct a new school-level needs assessment and amend its plan to: (1) address the reasons the school did not meet the exit criteria; (2) update how it will continue to address previously identified resource inequities and identify and address any new resource inequities; (3) implement additional interventions determined by the State, which must be more rigorous and based on strong or moderate levels of evidence, must be supported by evidence from a sample population or setting of that which will be served and may address school-level operations • States must increase monitoring, support, and periodic review of each LEAs implementation of an amended comprehensive support and improvement plan based on a school's failure to meet the exit criteria States and LEAs would be precluded from offering parents the option to transfer (public school choice) a student from a school identified for comprehensive support and improvement to another school identified for comprehensive support and improvement
Targeted Support and Improvement	**NPRM**: [§200.22] **Addressing ESSA**: • 1111(d)	A State must notify each LEA of any school served by the LEA in which any subgroup of students is consistently underperforming, as well as ensure that the LEA provides notification to identified schools (Section 1111(d)).	Additional requirements for giving notice of school identification would include: • States would be required to notify any LEA that serves a school identified for comprehensive support and improvement no later than the beginning of the school year for which the school is identified

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
	• 1111(d)(2)(B)(i)-(iv) 1111(d)(2)(C)	Upon receiving notification from the LEA, the school, in partnership with stakeholders, must design a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system. The plan must: • Be informed by all indicators, including student performance against the State's long-term goals • Include evidence-based interventions • Be approved by the LEA prior to implementation • Be monitored, upon submission and during implementation, by the LEA • Result in additional action following unsuccessful implementation of the plan after a number of years, to be determined by the LEA Additional targeted support is required for schools with subgroups performing at or below the level of students in the lowest-performing 5%. Schools must also then identify resource inequities in the plan. States must also establish statewide exit criteria for schools requiring additional targeted support.	• States must notify each LEA that serves one or more schools identified for targeted support and improvement, and then the LEA must notify each identified school - no later than the beginning of the school year for which the school is identified, including notice of the subgroup(s) that have been identified as consistently underperforming or low-performing • The LEA that receives notification must immediately notify the parents of each student enrolled in the identified school - must be understandable and accessible The Targeted Support and Improvement plan must: • Be developed by the school in partnership with stakeholders • Describe how early stakeholder input was solicited and taken into account and how they will participate in implementation • Be designed to improve student performance for the lowest-performing students on each of the indicators in the statewide accountability system that led to the school's identification • Take into consideration the school's performance on all indicators in the statewide accountability system and student performance against the State's long-term goals and measurements of interim progress, including student academic achievement on each of the assessments, and at the school's discretion, locally selected indicators • For any school operating a school-wide program, address the needs identified by the needs assessment • Include one or more interventions that must: (1) be

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			evidence-based; (2) be appropriate to address the reason(s) for identification and to improve student outcomes for the lowest-performing students; (3) be supported by research conducted on a sample population or setting that overlaps; and (4) be selected from a State-approved list of evidence-based interventions • Be submitted by the school to the LEA for review and approval • For a school with one or more low-performing subgroups that is identified for targeted support and improvement, the plan must identify and address resource inequities that affect the low-performing subgroup(s), including a review of LEA- and school-level resources with respect to disproportionate rates of ineffective, out-of-field, or inexperienced teachers and per-pupil expenditures of Federal, State and local funds reported annually Further, a school identified under this section, may have a planning year to carry out stakeholder engagement, selection of interventions, and other activities necessary to prepare. Specific r<u>esponsibilities assigned to the LEA</u> would include: • Review and approve each targeted support and improvement plan in a timely manner and take all actions required to ensure that each school can meet all requirements of this section to develop and implement plans within the timelines • Monitor each school's implementation of its plan • Make all plans and any amendments publicly available, including to parents

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			LEAs must also establish exit criteria for schools implementing targeted support and improvement plans, except for title I schools with low-performing subgroups • Exit criteria must be publicly available • In establishing exit criteria, LEAs must ensure that a school meeting the criteria successfully implemented its plan such that it no longer meets the criteria for identification and has improved student outcomes for its lowest-performing students • If a school does not meet the exit criteria, the LEA must: (1) require the school to amend the targeted support and improvement plan to include additional actions that address the reasons the school did not meet the criteria; (2) review and approve the amended plan; and (3) increase its monitoring and support of the school's implementation of the plan If schools do not meet the uniform statewide exit criteria for low-performing targeted support and improvement Title I schools, after a State-determined number of years (not to exceed 3), the State would be required to identify that school as a comprehensive and improvement school
State Responsibilities to Support Continued Improvement	**NPRM:** [§200.23] **Addressing ESSA:** • 1111(d)(3)(A)(ii) • 1111(d)(3)(A)(iii) • 1111(d)(3)(B)(i) •1111(d)(3)(B)(ii)	Each State must provide support for LEA and school improvement, including the periodic review of resource allocation to support school improvement in LEAs serving significant numbers of schools identified for either comprehensive support and improvement or targeted support and improvement (Section 1111(d)(3)(A)(ii)). For LEAs serving significant numbers of schools identified for help, each State must provide technical assistance. States may take additional improvement actions in any LEA serving a significant number of schools	States would have to take the following actions with regard to resource allocation: • Each State must periodically review resource allocations, must consider allocations between LEAs and between schools, and must consider any inequities identified in school support and improvement plans • Each State must take action to address any resource inequities identified during its review States would have the following responsibilities with regard to technical assistance to support continued improvement:

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		identified for comprehensive support and improvement and not meeting State-established exit criteria or any LEA serving a significant number of schools identified for targeted support and improvement. States may establish alternative evidence-based, State-determined strategies that may be used by LEAs to assist schools identified for comprehensive support and improvement.	• Each State must describe in the State plan the technical assistance that will be provided including, at a minimum, a description of how the State will: (1) assist LEAs in developing and implementing comprehensive support and improvement plans and ensure that schools develop and implement targeted support and improvement plans; (2) conduct school-level needs assessments; (3) select evidence-based interventions; (4) review and address resource inequities States may take additional improvement actions in: • Any LEA, or authorized public chartering agency consistent with State charter school law, serving a significant number of schools identified for comprehensive support and improvement and not meeting State-established exit criteria Any LEA, or authorized public chartering agency consistent with State charter school law, serving a significant number of schools implementing targeted support and improvement
Resources to Support Continued Improvement	**NPRM:** [§200.24] **Addressing ESSA:** • 1003 • 1003(a) • 1003(b)(1)(B) • 1003(b)(2) • 1003(c)	ESSA provides dedicated resources for school improvement (Section 1003). States are required to reserve 7% of Title I, part A allocations for school improvement, at least 95% of which must be distributed to LEAs either competitively or by formula to serve schools implementing comprehensive or targeted support and improvement activities. The State report card must list all LEAs and schools receiving funds under this section. States may award sub grants for up to 4 years, which may include one planning year. These must be of sufficient size to enable an LEA to effectively implement selected strategies and	Eligibility of LEAs would be clarified to provide that an LEA is eligible for funds if it has one or more schools identified for comprehensive or targeted support and improvement and if it applies to serve each school identified for comprehensive support and improvement before applying to serve a school identified for targeted support and improvement • Funds may not be used to serve schools identified for targeted support and improvement for low assessment participation rates because these funds are intended to serve low-performing schools The LEA application must include: • A description of one or more evidence-based interventions based on strong, moderate, or

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
	•1003(i)	LEAs receiving a sub grant must represent the geographic diversity of the State. States must prioritize funds for LEAs that serve high numbers, or a high percentage, of schools identified for comprehensive support or improvement, LEAs with the greatest need for such funds, and LEAs with the strongest commitment to improving student achievement and outcomes. The State, with the approval of the LEA, may provide directly for the improvement activities, or through other entities. States must use any funds not distributed to LEAs to establish a method to allocate funds under section 1003, to monitor and evaluate the use of such funds by LEAs, and to reduce barriers and provide operational flexibilities for schools in the implementation of comprehensive and targeted support and improvement activities. An LEA must submit an application and include a description of how the LEA will carry out its responsibilities for school improvement in order to receive funds.	promising evidence that will be implemented in each school the LEA proposes to serve • A description of how the LEA will: (1) carry out its responsibilities to develop and implement a comprehensive support and improvement plan; and (2) support each school identified for targeted support and improvement that the LEA applies to serve in developing, approving, and implementing a plan • A budget indicating how it will allocate school improvement funds among schools it intends to serve • The LEAs plan to monitor each school for which they receive school improvement funds • A description of the rigorous review process that the LEA will use to recruit, screen, select, and evaluate any external providers with which the LEA intends to partner • A description of how the LEA will align other Federal, State and local resources to carry out the activities in the schools • A description of how the LEA will modify practices and policies to provide operational flexibility • A description of any planning activities and timelines • An assurance that each school the LEA proposes to serve will receive all of the State and local funds it would have otherwise received Requirements for the awarding of funds would include: • States must review, in a timely manner, each application and award funds if regulations are met, in an amount that is sufficient to enable the LEA to effectively implement the plan • Each award must be at least $50,000 per school for targeted plans and $500,000 for each

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			comprehensive plan • If there are insufficient funds, the State must award funds through formula or a competition and plans for comprehensive support and improvement must be awarded before targeted plans • Priority must be given to an LEA that demonstrates it has the greatest need for the funds • Priority must be given to an LEA that demonstrates the strongest commitment to using the school improvement funds to enable the lowest-performing schools to improve • Geographic diversity within the state must be considered Each State must: • Establish the method to allocate school improvement funds • Monitor and evaluate the use of school improvement funds • Determine that the school is making progress on the indicators in the statewide accountability system • Reduce barriers and provide operational flexibility for schools receiving school improvement funds • If a State arranges for the provision of services through an external partner, the State must undertake a rigorous review process in recruiting, screening, selecting and evaluating the external partner Each State must include in its State report card, a list of all LEAs and schools receiving funds, including the amount of funds each LEA receives to serve each school and the type of intervention(s) being implemented in each school

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Annual State Report Card	**NPRM:** [§200.30] **Addressing ESSA:** • 1111(h)(1)(A) • 1111(h)(1)(B) • 1111(h)(1)(C) •1111(i)	A State that receives assistance under Title I, Part A must disseminate widely to the public an annual State report card for the State as a whole (Section 1111(h)(1)(A)). This report card must be: • Concise • Presented in an understandable and uniform format that is developed in consultation with parents • Presented to the extent practicable in a language that parents can understand • Widely accessible to the public The content of the State report cards must include requirements for a State to include disaggregated information for certain data elements by subgroup, including migrant status, homeless status, status as a child in foster care, and a student with a parent who is a member of the Armed Forces on active duty. Disaggregation of data shall not be required if such disaggregation will reveal personally identifiable information about any student, teacher, principal, or other school leader, or will provide data that are insufficient to yield statistically reliable information.	States would be required to produce report cards for each authorizing public chartering agency in the State, with demographic and academic achievement data for each school authorized by such agency compared to the community in which the charter school is located Report cards must include, with parental input, a clearly labeled overview section with statewide results for all students and each subgroup of students on the following: • State's academic assessments in each of the reading/language arts, mathematics, and science • Each measure within the Academic progress indicator for public elementary schools and secondary schools that are not high schools • Four-year adjusted cohort graduation rate • Each measure within each indicator of School Quality or Student Success • The number and percentage of English learners achieving English language proficiency on the State's English language proficiency assessment The report card must be included on a single page of the SEAs web site Dissemination must occur no later than December 31 each year, beginning with information from the 2017-2018 year, with the option for a one-time, one-year extension from the Secretary
Annual LEA Report Card	**NPRM:** [§200.31] **Addressing ESSA:** • 1111(h)(1)(C) • 1111(h)(2)(A)	An LEA that receives assistance under Title I, Part A must prepare and disseminate an annual LEA report card that includes information on the LEA as a whole and each school served by the LEA (Section 1111(h)(2)(A)). These report cards must be: • Concise	LEA report cards would be required to be developed in consultation with parents and include a clearly labeled overview section that is prominently displayed and can be distributed to parents on a single piece of paper The overview must include the same information as is required on State report cards for all students and

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
	• 1111(h)(2)(B) • 1111(h)(2)(C) •1111(i)	• Presented in an understandable and uniform format • Presented to the extent practicable in a language that parents can understand • Accessible to the public • Available on the LEAs website, or available to the public in another manner if no website is available Must include disaggregated information for certain data elements by subgroup: migrant status, homeless status, status as a child in foster care, status as a student with a parent who is a member of the Armed Forces on active duty. Disaggregation of data is not required if such disaggregation will reveal personally identifiable information about any student, teacher, principal, or other school leader, or will provide data that are insufficient to yield statistically reliable information.	subgroups, plus information on the achievement on the State's academic assessments in reading/language arts, mathematics, and science of students served by the LEA compared to students in the State, and for each school, information on school-level accountability results - including identification for comprehensive or targeted support and improvement as well as basic LEA or school identifying information Dissemination must be on the same timeline as State report cards, although LEAs may request a one-time, one-year extension
Description and Results of a State's Accountability System	**NPRM:** [§200.32] **Addressing ESSA:** • 1111(h)(1)(C)(i) • 1111(h)(2)(C)	State and LEA report cards must include a description of the State's accountability system (Section 1111(h)(2)(C)). This must include: • The minimum number of students that the State determines are necessary to be included in each of the subgroups of students. • The long-term goals and measurements of interim progress for all students and subgroups. • The indicators used to meaningfully differentiate all public schools in the State.	Clarifications and requirements would include: • A State or LEA may provide the Web address or URL of, or direct link to, the State plan or other location on the SEAs website to meet the reporting requirements for these accountability system elements • The LEA report cards must, for each school served, provide the performance level on each indicator, as well as the school's single summative rating • If the State accountability system includes more than one measure within any indicator, the report card must include results on all such measures individually in addition to the performance level for each indicator

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		• The State's system for meaningfully differentiating all public schools in the State including: (1) The specific weight of the indicators in differentiation; (2) The methodology by which the State differentiates all such schools; (3) The methodology by which the State identifies a school as consistently underperforming for any subgroups; and (4) The methodology by which the State identifies a school for comprehensive support and improvement. • The number and names of all public schools in the State identified for comprehensive support and improvement or implementing targeted support and improvement plans. The exit criteria established by the State for schools who have comprehensive and targeted support and improvement plans.	• The report card must also include the reason for which the State identified a school for comprehensive support and improvement; if the basis is chronically low-performing subgroups, the report card must include the name of the subgroup(s)
Calculations for Reporting on Student Achievement and Meeting Measurements of Interim Progress	**NPRM**: [§200.33] **Addressing ESSA:** • 1111(h)(1)(C)(ii) • 1111(h)(1)(C)(vi) • 1111(h)(1)(C)(vii) • 1111(h)(2)(C)	State and LEA report cards must include information on student achievement on the academic assessments in reading/language arts, mathematics, and science at each level of achievement, for all students, and disaggregated by subgroup (Section 1111(h)(1)(C)(ii)). LEA report cards must also include information that shows the achievement on the academic assessments of students served by the LEA compared to students in the State as a whole. Also, information must be included for each school served by the LEA, corresponding information for the school's students compared to students served by the LEA and	State and LEA report cards would be required to include the percentages of students performing at each level of achievement on the State's academic achievement standards, by grade, for all students and disaggregated for each subgroup on the reading/language arts, mathematics, and science assessments using the following two calculation methods: 1. The method used in the State accountability system in which the denominator includes the greater of • 95% of all students and 95% of each subgroup of students who are enrolled in the school, LEA, or State; or • The number of such students participating in these assessments

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
		the State as a whole. The State and LEA report cards must also include, for all students and disaggregated by each subgroup, the percentage of students assessed and not assessed.	2. A method in which the denominator includes all students with a valid test score The calculation method must also include an indication of whether all students and each subgroup met or did not meet the State's measurements of interim progress for academic achievement which must be calculated in such a way as the denominator includes the greater of: • 95% of all students and 95% of each subgroup; or • The number of all such students participating in these assessments To meet the requirement that State and LEA report cards must include information on the percentage of all students and subgroups assessed and not assessed in the main classes, the State will use a calculation method where the denominator includes all students enrolled in the school, LEA, or State.
High School Graduation Rate	**NPRM:** [§200.34] **Addressing ESSA:** • 1111(c)(4)(F) • 1111(h)(1)(C)(iii)(II) • 8101(23) • 8101(25)	A State and its LEAs must report four-year adjusted cohort graduation rates, and at the State's discretion, extended-year adjusted cohort graduation rates on State and LEA report cards (Section 1111(h)(1)(C)(iii)(II)). The adjusted cohort graduation rates must be reported in the aggregate for all students and disaggregated by subgroup at the school, LEA, and State levels. The States must use a specific definition and process for the calculation of the adjusted cohort graduation rate (Section 8101(23) and (25)). • The denominator must consist of students who form the original grade 9 cohort, adjusted by adding students into the	The proposed regulations would revise and replace current regulations and clarify the following: • For high schools that start after grade 9, States must calculate and report a four-year adjusted cohort graduation rate based on a time period shorter than 4 years • States must remove students who transfer to prison or juvenile facility only if such facility provides an educational program that results in regular high school diploma or State-defined alternate • "Regular high school diploma" does not include diplomas based solely on meeting IEP goals that are not fully aligned with the State's grade-level academic content standards • The extended-year adjusted cohort graduation rate is limited to 7 years • States must report graduation rates on time

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
		cohort who join later and subtracting students who leave the cohort. • The numerator must consist of: (1) Students who earn a regular high school diploma within 4 years and (2) Students with the most significant cognitive disabilities who are assessed using the alternative assessment aligned to alternate academic achievement standards and earn an alternate diploma defined by the State. • An alternate diploma must be standards-based, aligned with State requirements for the regular high school diploma, and obtained within the time period. Removal from cohort: transfer out, emigrates to another country, transfers to juvenile justice facility, or prison, or deceased.	• States that offer State-defined alternative diplomas for students with the most significant cognitive disabilities (within the time period that the State ensures the availability of a FAPE) cannot delay reporting of the 4-year adjusted cohort graduation rate; rather a State would be required to report on-time graduation rates, and then annually update their adjusted rates for prior school years to include all qualifying students in the numerator States can use either approach allowed under section 1111(c)(4)(F) in regards to students partially enrolled within a school year, however the same approach must be used across all LEAs
Per-Pupil Expenditures	**NPRM:** [§200.35] **Addressing ESSA:** • 1111(h)(1)(C)(x) • 1111(h)(2)(C)	A State and its LEAs are required to annually report on the State and LEA report cards the per-pupil expenditures of Federal, State, and local funds (Section 1111(h)(1)(C)(x) and Section 1111(h)(2)(C)). This must include: • Actual personnel expenditures • Actual non personnel expenditures • Disaggregated by source of funds For each LEA and each school in the State for the preceding fiscal year	States would be required to develop a single, statewide procedure that LEAs must use to calculate and report LEA-level per-pupil expenditures of Federal, State, and local funds, and a separate single, statewide procedure that LEAs must use to calculate and report school-level per-pupil expenditures of Federal, State, and local funds. A State and its LEAs are required to provide on State and LEA report cards the website or URL of, or direct link to, a description of the uniform procedure for calculating per-pupil expenditures There would also be the following minimum requirements for the State and LEA per-pupil expenditure uniform procedure: • A State and its LEA would be required to use current expenditures • Include or exclude in the numerator certain types of

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			expenditures consistent with existing Federal expenditure reporting requirements • Use an October 1 student membership count as the denominator A State and its LEAs would be required to report per-pupil expenditures in total and disaggregated by: (1) Federal funds; and (2) State and local funds For disaggregation purposes, Title VII (Impact Aid) funds must be included with State and local funds, rather than Federal funds A State and its LEAs must separately report the current LEA per-pupil expenditures not allocated to public schools in the State
Postsecondary Enrollment	**NPRM:** [§200.36] **Addressing ESSA:** • 1111(h)(1)(C)(xiii)	A State and its LEAs must report, where available and beginning in 2017, rates of enrollment of high school graduates in the academic year immediately following graduation in programs of public postsecondary education in the State and in programs of private postsecondary education in the State or programs of postsecondary education outside the State (Section 1111(h)(1)(C)(xiii)). The postsecondary enrollment cohort rate must be reported in the aggregate and disaggregated by each subgroup for each high school in the State for the immediately preceding school year.	For the purpose of calculating the postsecondary enrollment cohort rate, a State and its LEAs would be required to use as the denominator the number of students who in the immediately preceding year graduated with a regular high school diploma or State-defined alternate diploma The term "program of postsecondary education" would be defined to have the same meaning as the term "institution of higher education" under section 101(a) of the Higher Education Act of 1965 States and LEAs that cannot meet the reporting requirement would be required to publish on their report cards the school year in which they expect to be able to report postsecondary enrollment information
Educator Qualifications	**NPRM:** [§200.37] **Addressing ESSA:** • 1111(h)(1)(C)(ix)	State and LEA report cards must include the professional qualifications of teachers (Section 1111(h)(1)(C)(ix)). This must include information on the number and percentage of:	States would be required to adopt a uniform statewide definition of the term "inexperienced" and the phrase "not teaching in the subject or field for which the teacher is certified or licensed"

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
		• Inexperienced teachers, principals, and other schools leaders • Teachers teaching with emergency or provisional credentials • Teachers who are not teaching in the subject or field for which the teacher is certified or licensed The information must be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools.	"High poverty school" would be defined as a school in the top quartile of poverty in the State and "low poverty school" as a school in the bottom quartile of poverty in the State
Overview of State Plan Requirements	**NPRM:** [§299.13] **Addressing ESSA:** • 8302	In order to receive Federal funding, each State must submit plans or applications for the following formula grant programs: • Title I, Part A - Improving Basic Programs Operated by LEAs • Title I, Part C - Education of Migratory Children • Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk • Title II, Part A - Supporting Effective Instruction • Title III, Part A - English Language Acquisition, Language Enhancement, Academic Advisement Act • Title IV, Part A - Student Support and Academic Enrichment Grants • Title IV, Part B - 21st Century Community Learning Centers • Title V, Part, B, Subpart 2 - Rural and Low-Income School Program	SEAs would be required to engage in timely and meaningful consultation, including notification and outreach requirements, with required stakeholders in the development of a consolidated State plan or individual program State plans • SEAs must engage stakeholders during the design and development of the State plan, following the completion of the State plan, and prior to the submission of any revisions or amendments to the State plan • SEAs must consult with the Governor during the development of the plan and prior to submitting that State plan to the Secretary An SEA may request a 2-year extension if it is unable to calculate and report the educator equity data An SEA has the opportunity to revise its initial plans in response to a preliminary written determination by the Secretary - during which time the period of Secretarial review would be suspended Each SEA must publish the approved plan on its website Each SEA must periodically review and revise its plans, at

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
		Each SEA, in consultation with the Governor, may apply for program funds through the submission of a consolidated State plan or a consolidated State application (Section 8302).	a minimum, every 4 years after engaging in timely and meaningful consultation
Consolidated State Plans	**NPRM:** [§299.14 through 299.19] **Addressing ESSA:** • 8302	The Secretary may establish procedures and criteria under which, after consultation with the Governor, an SEA may submit a consolidated State plan or a consolidated State application in order to simplify the application requirements and reduce burden for SEAs (Section 8302). The Secretary must establish, for each covered program under 8302 and any additional programs designated, the descriptions, information, assurances, and other material required to be included in a consolidated State plan or consolidated State application.	The following five overarching <u>components</u> and corresponding elements would be required to be addressed in the plan - including descriptions, strategies, timelines, and funding sources: • Consultation and Coordination • Challenging Academic Standards and Academic Assessments • Accountability, Support, and Improvement of Schools • Supporting Excellent Educators • Supporting all Students SEAs must engage in timely and meaningful <u>consultation</u> with relevant stakeholders and coordinate plans across all programs under ESSA as well as other Federal programs such as the IDEA in order to ensure all children receive a fair, equitable, and high-quality education • Must have consultation with regard to: Challenging Academic Standards and Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students Each SEA must provide <u>evidence</u> that: • It has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades • It has adopted alternate academic achievement standards for students with the most significant cognitive disabilities

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			• It has adopted English language proficiency standards SEAs must describe how the State is meeting the requirements related to academic assessments - must identify the high-quality student academic assessments it is implementing in the required grades and subjects, including assessments for students with the most significant cognitive disabilities, English proficiency assessments, approved locally selected nationally recognized high school assessments, and exception for advanced middle school mathematics assessments Each SEA must provide a description of how they intend to use the formula grant funds awarded to support assessment and assessment-related activities Each SEA must provide its State-determined long-term goals and measurements of interim progress for academic achievement, graduation rates, and English language proficiency Each SEA must describe its statewide accountability system that: • Is based on challenging State academic standards for reading/language arts and mathematics • Includes all indicators under 200.14 and meets the participation rate requirements • Meaningfully differentiates all public schools in the State on an annual basis • Identifies schools for comprehensive and targeted support and improvement Each SEA must describe its State support and improvement activities for low-performing schools, and describe how it will allocate funds under 1003 as well as

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			the supports it is providing to LEAs with school identified for comprehensive and targeted support and improvement Each SEA must describe the process for approving, monitoring, and periodically reviewing LEA comprehensive support and improvement plans, as well as any additional activities to support continued improvement Each SEA must provide key descriptions, strategies, and funding sources outlining the State's approach to supporting excellent educators for all students Each SEA must describe its educator development, retention, and advancement systems, as well as describe how it intends to use Title II, Part A funds, and funds from other included programs Each SEA must describe how it will work with LEAs in the State to develop or implement State or local teacher and principal or other school leader evaluation and support systems and how it will improve educator preparation programs if it chooses to use funds from one or more of the programs included in its consolidated State plan Each SEA must describe how it will ensure that all children have a significant opportunity to meet the State's challenging academic standards and attain a regular high school diploma Each SEA would describe: strategies, rationale, timelines, funding sources, equitable access to a well-rounded education and rigorous coursework, school conditions to support student learning, effective use of technology, parent and family engagement, and the accurate identification of English learners and children with disabilities

ESSA Element	Citations	Summary of Statutory Requirements	Highlights of Significant Proposed Regulation
			Each SEA would be required to address essential program-specific requirements to ensure compliance with statutory requirements for particular programs included in the consolidated State plan Each SEA must describe the process and criteria it will use under section 1114(a)(1)(B) of the Act to grant waivers of the 40-percent poverty threshold required to operate a school-wide program.

NASBE

National Association of State Boards of Education

Elementary and Secondary Education Act Reauthorization
High-Level Comparison of NASBE's Position, No Child Left Behind, and the Every Student Succeeds Act

NASBE Position	No Child Left Behind (NCLB)	Every Student Succeeds Act (ESSA)
Standards		
States should adopt college- and career-ready academic content and achievement standards in mathematics, English-language arts, and science for all public schools. Consistent with current law, the **new ESEA should not require—directly or indirectly—the adoption of specific standards**. Congress must also do more to support state efforts to help students achieve the standards. Standards, without related supports for poor students, are inadequate. Curriculum decisions must remain the exclusive province of state and local	Every state receiving NCLB funding must develop both content and academic achievement standards in reading/language arts, mathematics, and science that must be aligned with assessments in the same subject areas for grades 3-8 and high school. Through a series of content standards, states were required to specify what students are expected to know and what should be covered in the three subject areas and in all grade levels.	States must adopt "challenging state academic standards" and aligned academic achievement standards in mathematics, reading or language arts, and science. States must also establish no less than three levels of achievement to be used by the state, LEAs and schools. These standards must be applied to all public schools and include the same knowledge, skills, and levels of achievement expected of all students. Standards must be aligned with entrance requirements for public higher education within the state. States may adopt additional standards

leadership and decision making, but encouraging states and districts to transition fully to digital tools and content, including open educational resources, aligned to state standard		in other subjects at their discretion, as well as alternate standards for students with the most significant cognitive disabilities. States must also demonstrate adoption of English language proficiency standards.
Meaningful Accountability		
States should be required to maintain a single, statewide accountability system grounded in college- and career-ready academic content standards and student academic achievement standards, so that all students are held to the same expectations, but leaving the specific design of these complex systems to states States should make regular and rigorous determinations about school and district performance that include better measures of critical thinking and problem solving as part of a more balanced system of high quality assessments and other measures. **The specific indicators and weighting for making such determinations, however, should be decided by states,** including determining how to best use student performance and growth indicators.	The NCLB accountability system is defined in terms of Adequate Yearly Progress (AYP), a way to measure the improvement in achieving standards for all students each year. The original goal was for all students to achieve "proficient" status by the 2013-14 school year. Schools that repeatedly do not make adequate progress must be identified as in need of improvement and face increasing consequences over time.	Statewide accountability systems must be based on state academic standards for reading or language arts and mathematics, and must be designed to improve student academic achievement and school success. ESSA has given states greater discretion in determining accountability indicators (AYP is eliminated) and there are no prescriptions for establishing long-term goals and interim targets (for example, Annual Measurable Objectives). States are required to establish long-term goals and include measurements of interim progress. Academic achievement must be measured annually and include indicators that focus on proficiency on annual assessments, student growth measures or another valid and reliable statewide academic indicator, the four-year adjusted cohort graduation rate, progress in achieving English proficiency, and at least one indicator of school quality or student success.

		Each of these indicators must be given "substantial weight." States must then utilize a methodology to identify schools for "comprehensive support and improvement."
Assessments		
The statewide assessment system should include performance assessments (every student, every tested grade, every year) and should be designed by states with their local education agencies, and should include, but need not be limited to statewide summative assessments. To achieve equity and excellence for all students, states should be required to develop a more balanced, systems-based approach to assessment that places greater emphasis on assessment for improving instruction and moves away from overreliance on assessment for accountability.	Annual testing in math and ELA in grades 3-8, once in high school. Grade span testing (3-6, 7-9, 10-12) in science. Requires NAEP participation.	Annual testing is required in reading or language arts and mathematics from grades 3 through 8 and once in high school. Annual testing is required in science in at least one of three grade spans. State assessment systems must satisfy 13 different requirements under ESSA and must measure academic achievement, knowledge, and skills; involve multiple, up-to-date measures; be administered through a single summative assessment or multiple statewide interim assessments that result in a single summative score; enable disaggregation of results; and assess, for reading or language arts, any student who has attended school in the U.S. for three or more consecutive years. There are a few limited exceptions to the required assessments for newly arrived English language learners, 8th-grade math, and alternate assessments.
School Turnaround		
States should be required to maintain and sustain effective statewide school improvement systems for the lowest performing schools and gap schools.	Sets out a system of actions for schools that fail to meet AYP for 1-5 years. Creates the School Improvement Grant (SIG) program	ESSA eliminates the SIG program and consolidates those funds into Title I. There are two categories of schools for support and improvement. The first,

Specific models and strategies should be determined by states. State plans should build state, district, and school capacity to turn around a state's lowest performing schools and gap schools, including supporting efforts to mitigate the specific risks to development and learning associated with deep and chronic poverty. Federal programs should recognize the unique school turnaround needs of the lowest performing schools and gap schools located in remote, sparsely populated rural areas, including ensuring more flexible use of School Improvement Grants and other federal turnaround funding in these areas, linked to evaluation and demonstrated progress.	to meet the needs of the lowest-performing schools in each state. As implemented by the Department of Education, SIG requires low-performing schools to implement prescribed school turnaround models. These include a model that requires replacing the principal and 50 percent of the staff and a model that closes the school.	"Comprehensive Support and Improvement," requires LEAs to oversee the local development and implementation of a comprehensive support and improvement plan that is informed by all accountability indicators. The second is a "Targeted Support and Improvement" school. These schools must develop and implement a targeted support and improvement plan for each subgroup of students that are consistently underperforming. ESSA specifies two funding sources to carry out school improvement and related activities. State are required to reserve funding for school improvement or have the option of using direct student services grants for school improvement.
Teachers and Leaders		
States should be required to establish rigorous professional standards for what leaders and educators need to know and be able to do to help all students prepare for college and career (including emphasizing student-centered, project-based learning, competency-based pathways and the development and use of performance assessments to support instruction). Federal policy should support state-led efforts to develop and implement teacher and leader evaluation and	States required to define "Highly Qualified Teachers" for those in core academic fields and in Title I programs. Generally this meant teachers needed a college degree, full state certification, and demonstrated competency via some process spelled out by the state. New teachers could demonstrate competency by passing a rigorous state test or by graduating with a major in the subject area to be taught.	ESSA eliminates the Highly Qualified Teachers requirement. The new framework now focuses on high quality entrance services for new teachers, evidence-based professional development opportunities, supporting early learning to elementary school transitions and resources for recruiting new teachers into the profession. Funding may now be used to build educator and leader capacity to use student data effectively, while also protecting

support systems designed to improve instruction and promote college and career readiness for all students **but leave the specific design and indicator weighting to states.**		students' privacy. States have the option of using educator evaluation systems and, if desired, may utilize federal funds to support such systems.
Safe, Successful, and Healthy Schools		
Federal policy should state efforts to develop and implement robust diagnostic and reporting systems that measure conditions for learning; develop and implement evidence-based systems, and practices for ensuring the school environment is predictable, consistent, fair, and safe for all students; promote improved nutrition and encourage physical activity/quality physical education opportunities and improve evidence-based health education; increase teachers' proficiency in classroom and behavior management practices proven to create safe, predictable learning environments that support positive social and emotional development. Encourage states to require health and wellness goals, including mental health goals, in school improvement plans consistent with local wellness policies, and investing in state, district, and school capacity to carry out the goals with fidelity to best practice.	Establishes the Safe and Drug Free Schools and Communities program to provide formula grants. SDFSC investments support programs that: (1) prevent violence in and around schools; (2) prevent the illegal use of alcohol, tobacco, and drugs; (3) involve parents and communities; and, (4) are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that promotes student academic achievement.	Federal funds may be used to foster safe, healthy, supportive, and drug-free environments that support student academic achievement. These funds may be used for drug and violence prevention activities and programs that are evidence-based; school-based mental health services; health and safety practices involving school or athletic programs; programs that support a healthy, active lifestyle that may include nutrition, physical education, chronic disease management and bullying prevention. These programs also include training for school personnel, specifically related to suicide prevention, trauma informed practices, crisis management and conflict resolution, human trafficking, school-based violence prevention strategies, bullying and harassment prevention, and drug abuse prevention.

EXECUTIVE SUMMARY

Issue:	Presentation and discussion regarding values and vision for accountability, assessments and requirements under ESSA

☐ Action/Discussion Item ☒ Information Item

Background and Discussion

In the 2010-2011 school year, Arizona piloted its first A-F Letter Grade Accountability System and began applying high stakes consequences to A-F letter grades given to schools and districts during the 2011-2012 school year. While prior legislation focused accountability on test scores, the State Board of Education has the opportunity to develop a new A-F accountability system following adoption of Senate Bill (SB) 1430. The new A-F accountability system will include multiple measures of academic performance, as well as college and career readiness indicators.

Information related to A-F accountability systems throughout the country has been collected and studied by the Foundation for Excellence in Education, which was shared with the Board at the May meeting. In addition, implications from Every Student Succeeds Act (ESSA) requirements were introduced.

Prior to identifying multiple measures of academic performance, as well as college and career readiness indicators, the Board is encouraged to identify its values and vision for K-12 public education. As part of that discussion, the Board may revisit its previously articulated “Principles of Agreement for A-F” and “Arizona’s Key Values in Selecting a New Statewide Assessment” for any revisions or amendment.

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

Contact Information:
Dr. Karol Schmidt, Executive Director, State Board of Education
Dr. Christy Hovanetz, Senior Policy Fellow for the Foundation for Excellence in Education

What are the three most important student outcomes from K-12 public education?

What is the Board's role in ensuring those things happen?

What does an A school look like?

What does an F school look like?

How do we know the difference? What do we measure? How do we measure and report on it? What do we hold schools accountable for?

Arizona State Board of Education

PRINCIPLES OF AGREEMENT

Philosophical Agreements:

1. A through F achievement profile will examine solely academically relevant information.
2. Multiple measures of performance provide more information about a school's quality than a single test score.
3. The achievement profile must recognize academic growth as an essential element of measurement: Schools must not be penalized for low scores if significant gains are made over the course of the academic year. However, at least one year's of growth must remain the expectation to ensure student's stay on pace to graduate prepared.
4. "A" schools must be truly excellent in their preparation of students for college and work as measured throughout the P-20 and career readiness system.
5. All schools must have the opportunity to achieve "A" status.
6. The system must meaningfully balance simplicity with transparency.
7. Arizona's A-F achievement profile should align with and reinforce the State Board of Education's policy goals for academic achievement.

Technical Agreements:

1. The A-F achievement profile shall provide timely, valid, and reliable information.
2. The state shall produce information for schools that identifies the students included in each measure.
3. School should receive data and accompanying technical documents so the schools may replicate and validate the findings.
4. The achievement profile should reflect both growth of students not at grade level, as well as students at or above grade level.
5. The achievement profile will reflect students' mastery of standards.
6. The achievement profile will utilize multiple years of data as available and appropriate.
7. The achievement profile will utilize postsecondary success measures

Implementation Agreements:

1. In order to ensure that each new measure captures the intent, the state should pilot portions of the achievement profile.
2. The state should verify the achievement profile to comply with technical requirements and/or statutes and State Board of Education rules.
3. The state will present the achievement profile and other agreed to measures of school quality to parents, educators, and policy makers in a timely, informative, and easy to understand format. This includes releasing formula or other updates to how the annual profiles are determined prior to the start of the school year the profile will reflect.
4. A coalition of technical and policy stakeholders must be consulted to create, evaluate and refine the methodologies used in the achievement profile to ensure transparency, feedback from the field and community, and compliance with Agreements.

Arizona's Key Values in Selecting a New Statewide Assessment

Adopted by the Arizona State Board of Education March 6, 2014

The Arizona State Board of Education (the Board) is responsible for prescribing the minimum course of study for public schools, adopting statewide academic standards, and selecting a statewide assessment to measure the Arizona academic standards. These Board adopted measures are considered by governing boards and charter schools as they fulfill their local responsibility to prescribe curricula, criteria for the promotion of students, and any course of study or competency requirements greater than those prescribed by the Board.

ARS §15-741 requires the Board to adopt and implement a test to measure pupil achievement. A new statewide assessment in math and English language arts must be selected for use in school year 2014-2015, as the contract for the current test is expiring. Complying with the state procurement process, the Board intends to issue a Request for Proposals (RFP) for the new assessment in Spring 2014 and complete the selection process before the start of school year 2014-2015. Further information about the process can be found at http://www.azed.gov/state-board-education/new-statewide-assessment/.

The Board is committed to adopting a new assessment best aligned with Arizona's values and needs. Incorporating feedback from parents, educators, and business and community leaders, the following key values shall be the basis for the requirements of the RFP for the selection of the new statewide assessment.

It is essential that the new statewide assessment:

1. Align to the academic standards adopted by the Arizona State Board of Education
2. Supply criterion referenced summative assessments for grades 3 through 8, and criterion referenced end of course assessments in identified high school math and English language arts courses for implementation in the 2014-15 school year
3. Measure student mastery of the Arizona standards and progress toward college and career readiness
4. Assess, without bias, a range of basic knowledge and lower level cognitive skills and higher order, analytical thinking skills in writing, analysis, and problem-solving across subjects, using multiple assessment methods
5. Provide valid, reliable and timely data to educators and policy makers to advance the academic success of Arizona students and inform the State's accountability measures (A-F School Letter Grades, Move on When Reading, Principal and Teacher Evaluations)
6. Communicate results to students, parents and educators, in a clear and timely manner to guide instruction
7. Provide an accurate perspective of the quality of learning occurring within classrooms and schools
8. Offer educators, students, and families critical tools to improve student achievement, including, but not limited to, formative and interim assessments, sample items and practice tests
9. Allow meaningful national or multistate comparisons of school and student achievement
10. Use 21st Century technology to deliver the assessment, as available infrastructure allows
11. Ensure clarity, transparency, accuracy and security in all aspects of assessment development, deployment, scoring and reporting
12. Provide for content and psychometric evaluation and validation
13. Establish the involvement of Arizona stakeholders – educators, students, parents, institutions of higher education, and business – in the development of the test, test related materials, and achievement levels indicative of college and career readiness
14. Demonstrate accessibility for all students, with optimal access for English language learners and students with special needs
15. Respect Arizona's local control of the selection of classroom instructional materials and recognize that the State Board will not consider any assessment which requires the adoption of a statewide curriculum
16. Deliver the requirements in a cost efficient manner, with accurate and descriptive cost information

Academic Indicators for ESSA and/or A-F Accountability

ADE collects the following academic indicators which are either explicitly required or may be included in A-F Letter Grades and/or a final State Plan for ESSA.

✓= Required by

? = Optional in

Indicators	Measured by	ESSA (Federal)	A-F (State)
Test participation in ELA & Math	AzMERIT/MSAA	✓	?
Proficiency in ELA & Math	AzMERIT/MSAA	✓	✓
Proficiency in ELA & Math	AzMERIT/MSAA	✓	✓
Progress/Growth on ELA & Math	AzMERIT/MSAA	✓	✓
Progress/Growth on ELA & Math	AzMERIT/MSAA	✓	✓
Disaggregated Subgroup performance	AzMERIT/MSAA	✓	?
Bottom 25% Subgroup performance	AzMERIT/MSAA	?	?
English language proficiency	AZELLA	✓	✓
Growth on EL proficiency	AZELLA	✓	?
High school completion	Adjusted cohort graduation rate(s)	✓	✓
"Other", "Multiple measures" (i.e. Percentage of students graduating college and/or career ready, Percentage of students receiving a well-rounded education, Percentage of students on-track, etc.)	AIMS/AIMS A Science	?	?
	Course enrollment/Credit completion	?	?
	Attendance	?	?
	Persistence/re-enrollment	?	?
	Dropout	?	?
	Postsecondary Readiness, CTE Tests	?	?
Other currently collected, non student-level compliance/quality measures			

EXECUTIVE SUMMARY

Issue:	2016 Legislative Recap and 2017 Legislative Outlook

☐ Action/Discussion Item ☒ Information Item

Background and Discussion

Axiom Public Affairs will provide a recap of the 2016 legislative session including an overview of the budget and enacted legislation that will impact the duties of the Board. Axiom will also provide an outlook for the upcoming 2017 legislative session.

Recommendation to the Board

The legislative recap and outlook are being presented to the Board for information only, and no action is requested at this time.

Contact Information:

Jim Norton, Managing Partner, Axiom Public Affairs

Axiom PUBLIC AFFAIRS

2016 Bills Impacting the State Board of Education

Updated June 7, 2016

Signed by the Governor

Bill	SBE Impact and Provisions
HB 2088: schools; assessments; surveys; informed consent Rep. Finchem	• Requires each LEA to obtain written informed consent from a student's parent before administering any survey that is retained by the LEA or ADE and that solicits personal information about the student concerning any of the following: a. critical appraisals of another person with whom a student has a close relationship b. gun or ammunition ownership c. illegal, antisocial or self-incriminating behavior d. income or other financial information e. legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy f. medical history or medical information g. mental health history or mental health information h. political affiliations, opinions or beliefs i. pupil biometric information j. the quality of home interpersonal relationships k. religious practices, affiliations or beliefs l. self-sufficiency as it pertains to emergency, disaster and essential services interruption planning m. sexual behavior or attitudes n. voting history Provisions specifically related to SBE: • Prohibits responses to a Survey to be included: a. as part of a school achievement profile and corresponding letter grade classification or similar school rating system b. in the Education Learning and Accountability data System or similar system c. in the Student Accountability Information System or similar system d. in any school, administrator or teacher rating system • Prohibits nontest data from inclusion in longitudinal, student level data unless approved in a public meeting of SBE and linked to SBE's homepage. • Requires SBE to ensure statewide achievement assessments only collect types of pupil nontest data that are approved by SBE at a public meeting and published on SBE's homepage. • Directs SBE to post in a prominent position on its homepage a link to nontest indicators entitled *What nontest data does the State of Arizona collect about Arizona pupils?.* **Signed 5/18, Chapter 330**

HB 2294: charter schools; special education funding Rep. Boyer	Allows charter schools to apply to SBE for a grant from the Extraordinary Special Education Needs Fund. Currently, only school districts are eligible. **Signed 3/30, Chapter 87**
HB 2544: schools; statewide achievement assessments; menu Rep. Boyer	• Requires SBE to adopt a menu of locally procured achievement assessments (menu) to measure pupil achievement of the state academic standards. • Allows each high school LEA to select from the menu and begin administering the assessment in school year 2017-18. • Allows each LEA that teaches grades 3-8 to select from the menu and begin administering the assessment in school year 2017-18. • Allows LEAs to request the addition of a locally-procured assessment not on the menu, subject to SBE approval. • Requires SBE to annually evaluate locally-procured assessments not on the menu. • Requires LEAs to include the name of the chosen assessment on the school report card. • Prohibits D and F LEAs from choosing an assessment on the menu and requires them to continue administering AzMERIT. • Requires assessment providers to do the following before SBE adopts the assessment: - Provide evidence that the assessment is high quality. - Demonstrate that the assessment meets or exceeds the standards. - Demonstrate that the assessment scores can be equated in order to establish an achievement profile and letter grade. - Submit an evaluation from an approved third party that shows the assessment meets all requirements. - Provide a copy of assessment scores to ADE when scores are provided to their partnering local education agency. • Requires SBE to submit a progress report on the menu for grades 3-8 by December 15, 2017. **Signed 3/11, Chapter 10**
HB 2620: education; certification renewal fees Rep. Coleman	• Requires SBE to supervise its employees and removes the requirement that SBE employ staff on recommendation of the Superintendent. • Transfers the investigative unit to ADE. • Directs SBE and ADE to jointly develop, implement and submit a transition plan for all investigative unit personnel and administrative matters to the Governor, Senate President and Speaker of the House by August 1, 2016. The plan must also include jointly agreed-on conforming changes needed for proposed legislation. **Signed 5/11, Chapter 138**

HB 2653: K-3 reading program; administration Rep. Norgaard	• Transfers administration of the K-3 reading program to ADE from SBE. • Requires schools to submit reading plans to ADE rather than SBE and requires ADE to review and recommend approval of the plans. • Allows A and B schools to submit plans biennially rather than annually. • Allows SBE to establish rules and policies for the K-3 reading program. **Signed 5/12, Chapter 245**
SB 1208: teacher certification; reciprocity Sen. Allen	• Requires SBE's teacher certification rules to allow a standard certificate to be renewed for at least 8 years and not require more than 15 annual continuing ed credits for renewal. • Requires an applicant for a reciprocity certificate to have passed the subject knowledge and professional exams from the state in which they possess a comparable valid certificate and be in good standing with that state. - If the applicant meets these requirements in addition to possessing a fingerprint clearance card, they must be issued a standard teaching certificate and are exempt from proficiency exam requirements. • Bases placement decisions on agreements between the teacher prep provider, the provider's partner organizations and LEA. • Prohibits ADE's and SBE's practices, rules and policies from restricting placement of teaching intern certification holders based on LEA instructional models. • Removes the requirement that superintendents and principals pass exam or classes on the US and Arizona Constitution. • Grants a 3-year minimum, rather than a 3-year maximum, teaching certificate to an applicant that meets all requirements except for a) the Constitution exam/class requirement or b) SEI training requirements. • Removes the stipulation requiring a person to repass the proficiency exam if they have not taught during the 10 years immediately preceding submission of their application. • Exempts persons who are not being certificated to teach students in a sheltered or structured English immersion model from being required to obtain a provisional or full SEI endorsement. - Specifies that school districts and charter schools are not prohibited from requiring an SEI endorsement as a condition of employment **Signed 5/18, Chapter 325**
SB 1430: schools; achievement profiles; improvement plans **Sen. Allen**	Reforms the A-F accountability system. **Signed 5/12, Chapter 226**

SB 1502: CTE instructors; specialized teaching certificates Sen. Yee	• Requires SBE to issue a specialized standard CTE teaching certificate, in addition to any other current certification issued, to someone who provides instruction in a CTE course or program that is offered by a school district or JTED if they do all of the following: - Demonstrate expertise and at least 5 years of work experience in the subject matter they will teach. - Complies with fingerprinting and background check requirements. • Exempts the person from the requirements of state and US Constitution exams, proficiency exam and SEI training. **Signed 5/12, Chapter 229**

Failed or Vetoed

HB 2352: teachers; human trafficking; continuing education Rep. Carter	Requires SBE to adopt rules to allow certificated teachers and administrators to count human trafficking awareness and prevention training programs as continuing education credits. **Held in Senate**
HB 2437: department of education; technology; reports Rep. Stevens	Removes the requirement that SBE approve quarterly reports on the development and implementation of the education learning and accountability system. **Held in Senate**
SB 1197: schools; cursive writing requirement Sen. Griffin	• Requires SBE to include cursive reading and writing instruction in the minimum course of study to ensure that students are able to create readable documents through legible cursive handwriting by the end of 5th grade. • Specifies that the requirement does not have to be included on the statewide achievement assessment. **Vetoed by the Governor on 3/30**