



Arizona State Board of Education

NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Boards will hold a meeting, open to the public, on **Monday, September 26th, 2016, at 9:00 AM at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007.** A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

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

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 15th day of September, 2016.

Arizona State Board of Education

By: _____

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

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

Monday, September 26th, 2016
9:00 AM
Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

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

1. **BUSINESS REPORTS:** The Board may discuss and take action concerning any matters listed on the agenda for Business Reports.
 - A. **President's Report**
 1. Updates on the Ad Hoc Advisory Committees
 - B. **Superintendent's Report**
 1. Recognition of Karis and Riley Wilson for their efforts in the Safe to Tell Program
 2. Updates on Department activities
 3. Updates on ESSA and the state plan
 4. Updates on Investigative Unit metrics
 - C. **Executive Director's Report**
 1. Updates on the public hearings
2. **CONSENT AGENDA**
 - A. Approval of adoption of the Arizona Educator Proficiency (AEPA) exams for:
 1. Special Education Early Childhood
 2. Superintendent
 - B. Approval to grant additional monies for teacher compensation for fiscal year 2016-2017 pursuant to A.R.S. §§ 15-952 and 15-537
 - C. Approval of contracts for homeless education services pursuant to A.R.S. § 15-207 for the following local education agencies:
 1. Concho Elementary School District
 2. Crane Elementary School District
 3. Nogales Unified School District
 4. Telesis Center for Learning, Inc.
 5. Yuma Union High School District
 - D. Approval of contracts pursuant to A.R.S. § 15-207 for the following local education agencies:
 1. Migrant Hotline for Queen Creek Unified School District

2. Queen Creek Unified School District Preschool Program
 3. Travel expenses for Saddle Mountain Unified School District
 4. Travel expenses for Aguila Elementary School District
- E. Approval of the following appointments to the Special Education Advisory Panel (SEAP):
1. New Appointments
 - a. Wendy Collison, Administrator of programs for children with disabilities
 - b. Kresta Horn, Parent of a child with a disability who is eligible under IDEA 2004 (ages birth through 26)
 - c. Paul Johnson, Representative from a state juvenile agency
 - d. Mary Wennersten, Teacher and individual with a disability
 2. Reappointments
 - a. Lara Bruner, Teacher of children with disabilities
 - b. Robert Gilmore, Representative of a non-profit private school
 - c. Kathleen Puckett, Representative of institution of higher learning that prepare special education and related services personnel
 - d. Kristina Blackledge, Parent of a child with a disability who is eligible under IDEA 2004 (ages birth through 26)
- F. State Board of Education's receipt of the Quarterly Performance Review of the Arizona Education Learning and Accountability System (AELAS), pursuant to A.R.S. § 15-249
- G. Approval of the voluntary surrender of the educator certificates held by:
1. Jason C. Callahan
 2. Carol D. London
- H. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by:
1. John Frank Todorich
 2. Kenne Michael Worthen
- I. Approval of recommendations of the Professional Practices Advisory Committee to approve the certifications of Rogelio A. Hernandez

- J. Approval of the Prescott Unified School District's request to surrender the Arizona Online Instruction approval for the district's PEAK (Providing Educational Avenues and Knowledge) online program.
3. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
4. GENERAL SESSION
- A. Presentation, discussion and possible action regarding adopting a conceptual design for the A-F Accountability System
 - B. Presentation, discussion and possible action to initiate rulemaking procedures for the proposed rule R7-2-317 regarding the State Seal of Biliteracy program
 - C. Presentation, discussion and possible action to close rulemaking for proposed amendments to rule R7-2-603 regarding the Professional Administrative Standards
 - D. Presentation and discussion regarding the agreement between the State Board of Education and the Council for the Accreditation of Educator Preparation (CAEP)
 - E. Presentation and discussion regarding the ADE standards development process for the Arizona science and social studies standards
 - F. Presentation, discussion and possible action regarding approval of the ADOA procurement official's recommendation regarding the Request for Proposal (RFP) for School District Receivership Services

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

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

EXECUTIVE SUMMARY

Issue: Adoption of the Arizona Educator Proficiency Assessment (AEPA) Special Education Early Childhood Exam

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-533(A) requires educators to pass a professional knowledge and a subject knowledge proficiency exam in order to qualify for a teaching certificate. The Arizona Educator Proficiency Assessment (AEPA) program includes the exams that have been adopted by the state for this purpose. These exams are aligned to the applicable Arizona Standards.

Effective January 1, 2016, the grade range for the Special Education Early Childhood certificate was expanded from Birth-age 5 to Birth-age 8 or grade 3. The Department has worked with the Evaluation Systems group of Pearson to update the AEPA Special Education Early Childhood exam to reflect the expanded grade range of the Special Education Early Childhood certificate. The Department is recommending the adoption of the updated AEPA Special Education Early Childhood exam to meet the subject knowledge exam requirement for the Special Education Early Childhood certificate.

In addition, the Department is recommending the minimum passing score for this exam be set at a scaled score of 240, as recommended by the Arizona Standard Setting Panel. The recommended passing standard for this exam, as well as all other AEPA exams, is based upon the professional judgments provided by members of the Standard Setting Panel. The panel is comprised of certified and experienced Arizona teachers and faculty who prepare teachers in the area of early childhood education, and the passing standard for the exam is based on expert judgment of the minimum required knowledge and skills for entry-level early childhood special education teachers.

Recommendation to the Board

It is recommended that the Board adopt the updated AEPA Special Education Early Childhood exam with a minimum passing score for this exam be set at the Arizona Standards Setting Panel recommended passing scaled score of 240, in keeping with current AEPA exams.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Adoption of the Arizona Educator Proficiency Assessment (AEPA) Superintendent Exam

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-533(A) requires educators to pass a professional knowledge and a subject knowledge proficiency exam in order to qualify for a teaching certificate. Board rule R7-2-606(E) establishes the Arizona Administrator Proficiency Assessment as a requirement to assess the professional knowledge of superintendents, supervisors, and principals. The Arizona Educator Proficiency Assessment (AEPA) program includes exams that have been adopted by the Board for this purpose. These exams are aligned to the applicable Arizona Standards.

The Department has worked in conjunction with the Evaluation Systems group of Pearson to update the AEPA Superintendent exam. The updates to the exam include replacing one test with two subtests. This structure allows candidates to take one (1) four-hour subtest at a time rather than one (1) eight-hour exam without increasing testing fees.

In addition, the Department is recommending that the minimum passing score for the Superintendent exam be set at a scaled score of 240, as recommended by the Arizona Standard Setting Panel. The recommended passing standard for this exam is based upon the professional judgments provided by the members of the Standard Setting Panel, which is comprised of experienced and certified Arizona superintendents and university faculty who prepare district administrators, and is based on expert judgment of the minimum required knowledge and skills for beginning superintendents.

Recommendation to the Board

It is recommended that the Board adopt the updated AEPA Superintendent exam to meet the professional knowledge proficiency requirement for superintendents. It is recommended that the minimum passing score for each subtest of this exam be set at the Arizona Standards Setting Panel recommended passing scaled score of 240, in keeping with current AEPA exams.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Consideration to Approve Additional Monies for Teacher Compensation for the Fiscal Year 2016-2017 Relating to A.R.S. §15-952 and §15-537

Action/Discussion Item Information Item

Background and Discussion

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

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

To provide this evidence to the State Board, the Arizona Department of Education (ADE) asked districts requesting continuing approval to submit Statements of Assurance attesting the conditions of A.R.S. §15-952 and §15-537.

The districts listed below have submitted the Statement of Assurance as required evidence.

Recommendation to the Board

It is recommended that the Board approve additional monies for teacher compensation for the fiscal year 2016-2017 relating to A.R.S. §15-952 and §15-537 and grant approval to the local governing boards seeking continuous approval for 2016-2017 as listed below.

Entity ID	District	CTDS	County
4169	Bisbee Unified District	020202000	Cochise
4177	Cochise Elementary District	020326000	Cochise
4179	Double Adobe Elementary District	020345000	Cochise
4181	McNeal Elementary District	020355000	Cochise
4187	Ash Creek Elementary District	020453000	Cochise
4196	Page Unified District	030208000	Coconino
4199	Maine Consolidated School District	030310000	Coconino

Contact Information:

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

EXECUTIVE SUMMARY

4211	Miami Unified District	040240000	Gila
4249	Aguila Elementary District	070363000	Maricopa
4250	Sentinel Elementary District	070371000	Maricopa
4256	Phoenix Elementary District	070401000	Maricopa
4267	Kyrene Elementary District	070428000	Maricopa
4274	Arlington Elementary District	070447000	Maricopa
4275	Palo Verde Elementary District	070449000	Maricopa
4281	Litchfield Elementary District	070479000	Maricopa
4368	Lake Havasu Unified District	080201000	Mohave
79598	Kingman Unified School District	080220000	Mohave
4405	Flowing Wells Unified District	100208000	Pima
4442	Coolidge Unified District	110221000	Pinal
4468	Bagdad Unified District	130220000	Yavapai
4471	Ash Fork Joint Unified District	130231000	Yavapai
4473	Mayer Unified School District	130243000	Yavapai
4474	Chino Valley Unified District	130251000	Yavapai
4488	Mingus Union High School District	130504000	Yavapai
4501	Crane Elementary District	140413000	Yuma
4502	Hyder Elementary District	140416000	Yuma
4503	Mohawk Valley Elementary District	140417000	Yuma
4506	Antelope Union High School District	140550000	Yuma

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board of Education and five Local Educational Agencies (LEAs) for Homeless Education Services pursuant to Arizona Revised Statute (A.R.S.) §15-207

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

The McKinney-Vento Homeless Education Assistance Improvements Act of 2001, re-authorized by PL 107-110, requires states to competitively allocate McKinney-Vento funds to LEAs to assist in developing educational and support programs on behalf of homeless children and youth. Primary goals include outreach to ensure school enrollment and attendance as well as equitable participation in the regular education program for all homeless students.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

LEA	FY 2017
Concho Elementary School District	\$10,000
Crane Elementary School District	\$10,000
Nogales Unified School District	\$10,000
Telesis Center for Learning, Inc.	\$10,000
Yuma Union High School District	\$10,000
TOTAL	\$50,000.00

Contract Amount

Total not to exceed \$50,000.00

Source of Funds

Authorizing Legislation: McKinney-Vento Homeless Education Assistance Improvements Act of 2001 reauthorized by PL 107-110

Function Code: HOME300FAY16

Contact Information:

Frank Migali, State Director for Homeless Education
Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

Division Associate Superintendent: Carol Lippert
Unit Deputy Associate Superintendent: Kate Wright
Program Director: Frank Migali

Dates of Contract

July 1, 2016 to June 30, 2017

Previous Contract History

The Board has approved local grant awards for Homeless education since 2002, under the current authorization of the Elementary and Secondary Education Act (ESEA).

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

An estimated 30,000 homeless students will benefit from McKinney-Vento Homeless Assistance Act.

Method of Determining Contract Amount(s)

A discretionary methodology was used to determine LEAs who show a compelling need for the education of homeless children and youth. A panel consisting of non-ADE/non-LEA staff reviewed program proposals. Awards are based on the number of homeless students to be served, current efforts to remove barriers to educating homeless children, the appropriateness of the services to be provided, and coordination with the regular education program and other state and local agencies.

Evaluation Plan

Performance measures for homeless education programs are contained in the ADE Strategic Plan. In addition, ADE staff will ensure compliance with state and federal requirements by conducting on-site monitoring visits to the local educational agencies receiving grant awards.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board of Education and the five above referenced Local Educational Agencies for Homeless Education Services as described in these materials and pursuant to A.R.S. §15-207.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Queen Creek Unified School District for the 2016-2017 Migrant Education Program - Migrant Hotline. Pursuant to Arizona Revised Statutes (A.R.S.) §15-207

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

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

Purpose of the Contract: With this Contract Abstract we seek authority to fund Queen Creek Unified School District for the administration of the Migrant Education Hotline.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

Queen Creek Unified School District

Contract Amount

\$2,650.00

Source of Funds

Function Code.: MIGRANT500FAY14

Authorizing Legislation/Statute

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

Contact Information:

Mary Haluska, State Migrant Director

Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

Associate Superintendent:	Carol Lippert
Unit Deputy Associate Superintendent	Kate Wright
State Program Director	Mary Frances Haluska

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on August 31, 2017.

Previous Contract History

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

It is unknown at this time

Method of Determining Contract Amount(s)

Funding for the Migrant HOTLINE contract administered by Queen Creek Unified School District is based on the estimated number of calls received locally and nationally on the HOTLINE service and services provided.

Evaluation Plan

An assessment of the Hotline service will be conducted during Cycle monitoring visits by department MEP staff.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board of Education and Queen Creek Unified School District for the 2016-2017 Migrant Education Program - Migrant Hotline.

Contact Information:

Mary Haluska, State Migrant Director
Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

AGREEMENT BETWEEN
THE RESEARCH FOUNDATION FOR THE STATE UNIVERSITY OF
NEW YORK
on behalf of SUNY Oneonta and its program: ESCORT

AND

Queen Creek Unified School District

Made by and between **THE RESEARCH FOUNDATION FOR THE STATE UNIVERSITY OF NEW YORK**, a nonprofit, educational corporation organized and existing under the laws of the State of New York, with its principal offices located at 35 State Street, Albany, New York 12207 (mailing address: Post Office Box 9, Albany, New York 12201-0009)," acting on behalf of the State University of New York at Oneonta/ESCORT, hereinafter referred to as "FOUNDATION" and Queen Creek Unified School District, an agency organized and existing under the laws of the State of Arizona, with its principal office located at 20435 S Old Ellsworth Rd, Queen Creek, Arizona 85142, hereinafter referred to as "SPONSOR."

1. Scope of Work

FOUNDATION agrees to use its best efforts to conduct and carry out the services as detailed in the Scope of Work attached as Exhibit A, which is made an integral part of this Agreement.

2. Compensation and Payment Schedule

In consideration of services to be performed pursuant to this Agreement, SPONSOR shall make payments in the total amount of **\$2,650**. This amount shall be paid to FOUNDATION according to the following terms:

On a fixed fee basis: **\$2,650**, to be billed upon completion of a fully executed contract.

If funding is federal flow through dollars, indicate program CFDA number: 84.011

3. Term

This agreement shall be effective on **July 1, 2016** and shall continue through **June 30, 2017** unless extended or terminated as provided hereunder.

4. Termination

Either SPONSOR or FOUNDATION may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice of termination to the other party. In the event of termination, SPONSOR shall reimburse FOUNDATION for contractual commitments and financial obligations incurred by FOUNDATION in performance of this Agreement prior to such termination, if such financial obligations or contractual commitments cannot be canceled by the FOUNDATION.

5. Proprietary Information

It is understood that in the course of carrying out this Agreement, SPONSOR and FOUNDATION may wish to share proprietary information. The parties agree to use their best efforts to prevent disclosure of information that is clearly marked as proprietary to anyone other than those individuals who have a need to know this information for purposes of carrying out their obligations in connection with this Agreement.

6. Principal Contacts

PROGRAM

Kim Muller, Program Director
300 Bugbee Hall
SUNY Oneonta
Oneonta, New York 13820
Phone : 800-451-8058
Email : kimmuller@escort.org

CONTRACTUAL

The Research Foundation for The State University of New York
Attn: Ms. Aimee Coates, Contract Specialist
Office of Grants & Contracts Administration
PO Box 9
Albany, New York 12201-0009
Phone: 518.434.7134
Email: aimee.coates@rfsuny.org

SPONSOR

Queen Creek Unified School District
Maria J Silva, CMPI
20435 S Old Ellsworth Rd
Queen Creek AZ 85142
Phone: 480-987-5988
Email: msilva@qcusd.org

7. Indemnification

Both parties agree, to the fullest extent permitted by law, to indemnify, hold harmless and defend the indemnified parties and its directors, officers, employees, consultants, agents and representatives against all claims, including claims of third parties, causes of action, damages, losses or expenses, including without limitation attorneys' fees, arising out of or resulting from this Agreement or any action arising hereunder; provided, the indemnified party's actions are not based upon negligence or willful misconduct.

8. Modifications

The parties hereto acknowledge that this instrument sets forth the entire agreement and understanding of the parties hereto as to the subject matter hereof, and shall not be subject to any change or modification except by the execution of a written instrument

subscribed to by the parties hereto. Neither this Agreement nor any of the terms hereof may be changed, waived, or discharged except by an instrument in writing signed by the party against whom the enforcement of the change, waiver, or discharge is sought.

9. Data Rights:

SPONSOR shall have the right to use, release to others, reproduce, distribute or publish any data first produced or specifically used by FOUNDATION in performance of this Agreement for non-commercial purposes.

10. Entire Agreement

This agreement represents and embodies all the agreements and negotiations between the parties hereto and no prior or contemporaneous, oral, or written agreements or correspondence prior to the date of execution of this agreement shall be held to vary the provisions hereof.

11. Compliance

The FOUNDATION and their employees and agents shall comply with applicable federal and state laws pertaining to the maintenance and disclosure of student records, including 20 U.S.C § 1232(g) of the Family Educational Rights and Privacy Act (“FERPA”) and A.R.S. §15-141 and §15-142.

12. Conflict of Interest

Each party reserves all rights that it may have to cancel this Agreement for possible conflicts of interest under A.R.S. §38-511

13. Order of Precedence

In the event of any inconsistency between clauses 1-12 of this Agreement, and the attached Exhibit A, the inconsistency should be resolved by giving precedence to clauses 1-12.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives, all intending to be legally bound hereby.

SPONSOR: QUEEN CREEK UNIFIED SCHOOL DISTRICT

By: _____
[Title]

Date: _____

THE RESEARCH FOUNDATION FOR THE STATE UNIVERSITY OF NEW YORK

By: _____
Aimee Coates, Contract Specialist,
Grants & Contracts Administration

Date: _____

EXHIBIT A

STATEMENT OF WORK

Scope of Work – Queen Creek Unified School District

The FOUNDATION agrees to use its best efforts to conduct and carry out a project in support of the National Migrant Education Hotline (Hotline). ESCORT will continue to manage the technical and support functions needed to operate the Hotline including but not limited to:

- maintaining the management of the AT&T area code;
- paying all system-wide, incoming call usage and related state communication fees for the Hotline related calls;
- providing on-line technical support for any site agreeing to receive incoming Hotline calls;
- providing experienced Hotline staff to “catch” all Hotline calls from migrant families and log calls in the Hotline database
- providing Hotline educational materials for use in promoting the Hotline

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Queen Creek Unified School District for the 2016-2017 Migrant Education Program – Queen Creek Unified School District Preschool Program. Pursuant to Arizona Revised Statutes (A.R.S.) §15-207

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

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

Purpose of the Contract: With this Contract Abstract we seek authority to fund Queen Creek Unified School District for the start-up costs associated with development of a new classroom preschool program for 3-year-old migratory students. These costs include the initial purchase of furniture and supplies.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

Queen Creek Unified School District

Contract Amount

\$25,000.00

Source of Funds

Function Code: MIGRANT300FAY17

Authorizing Legislation/Statute

Contact Information:

Mary Haluska, State Migrant Director

Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

EXECUTIVE SUMMARY

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

Responsible Unit at the Department of Education

Associate Superintendent:	Carol Lippert
Unit Deputy Associate Superintendent	Kate Wright
State Program Director	Mary Frances Haluska

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on August 31, 2017.

Previous Contract History

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

It is unknown at this time

Method of Determining Contract Amount(s)

Funding for the Migrant Preschool Program contract administered by Queen Creek Unified School District is based on the estimated expenses associated with the start-up of the program. These costs include all applicable furniture and supplies necessary to facilitate the successful operation of the program.

Evaluation Plan

An assessment of the Migrant Education Program - Queen Creek Unified School District Preschool Program will be conducted during Cycle monitoring visits by department MEP staff.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board of Education and Queen Creek Unified School District for the 2016-2017 Migrant Education Program – Queen Creek Unified School District Preschool Program.

Contact Information:

Mary Haluska, State Migrant Director
Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Saddle Mountain Unified School District for travel expenses. Pursuant to Arizona Revised Statutes (A.R.S.) §15-207

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

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

Purpose of the Contract: With this Contract Abstract we seek authority to fund Saddle Mountain Unified School District for sending Migrant Education Program Staff to attend the National Association of State Directors of Migrant Education Conference in Orlando, and multiple State Migrant Parent Advisory Council Meetings across Arizona.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

Saddle Mountain Unified School District

Contract Amount

\$4,000.00

Source of Funds

Function Code: MIGRANT300FAY17

Authorizing Legislation/Statute

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

Contact Information:

Mary Haluska, State Migrant Director

Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

Associate Superintendent:	Carol Lippert
Unit Deputy Associate Superintendent	Kate Wright
State Program Director	Mary Frances Haluska

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on August 31, 2017.

Previous Contract History

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

Four Migrant Education Program Staff Members at Saddle Mountain Unified School District

Method of Determining Contract Amount(s)

Funding for travel to these conferences and meetings was determined by utilizing school district per diem rates and estimated travel costs, as well as fixed registration costs.

Evaluation Plan

School will send staff to attend events covered by proposed funding. Documentation showing appropriate use of funds will be provided through reimbursement requests and completion reports in GME.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board of Education and Saddle Mountain Unified School District for travel expenses to the NASDME Conference, and SMPAC Meetings.

Contact Information:

Mary Haluska, State Migrant Director
Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Aguila Elementary School District for travel. Pursuant to Arizona Revised Statutes (A.R.S.) §15-207

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

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

Purpose of the Contract: With this Contract Abstract we seek authority to fund Aguila Elementary School for sending Migrant Education Program Staff to attend the National Identification and Recruitment Forum in San Antonio, National Association of State Directors of Migrant Education Conference in Orlando, and multiple State Migrant Parent Advisory Council Meetings across Arizona.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

Aguila Elementary School

Contract Amount

\$5,105.00

Source of Funds

Function Code: MIGRANT300FAY17

Authorizing Legislation/Statute

Contact Information:

Mary Haluska, State Migrant Director

Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

EXECUTIVE SUMMARY

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

Responsible Unit at the Department of Education

Associate Superintendent:	Carol Lippert
Unit Deputy Associate Superintendent	Kate Wright
State Program Director	Mary Frances Haluska

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on August 31, 2017.

Previous Contract History

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

Four Migrant Education Program Staff Members at Aguila Elementary School District

Method of Determining Contract Amount(s)

Funding for travel to these conferences and meetings was determined by utilizing school district per diem rates and estimated travel costs, as well as fixed registration costs.

Evaluation Plan

School will send staff to attend events covered by proposed funding. Documentation showing appropriate use of funds will be provided through reimbursement requests and completion reports in GME.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board of Education and Aguila Elementary School District for travel expenses to the Migrant Education Identification and Recruitment Forum, National Association of State Migrant Directors Conference, and State Migrant Parent Advisory Council Meetings.

Contact Information:

Mary Haluska, State Migrant Director
Kate Wright, Deputy Associate Superintendent, OELAS/Homeless/Migrant

EXECUTIVE SUMMARY

Issue: Special Education Advisory Panel – Panel applications for consideration

- Action/Discussion Item Information Item

Background and Discussion

The Individuals with Disabilities Education Act (IDEA) and Arizona Revised Statute requires states to maintain an advisory panel to provide the SEA with policy guidance relating to special education for children with a disability (34 CFR 300.167 – 300.169 & ARS 15-235F&G). Membership on the Special Education Advisory Panel (SEAP) is composed of individuals involved in or concerned with the education of children with disabilities and enumerates individuals who can fulfill the required roles (34 CFR 300.168). Additionally, IDEA specifically requires that a majority of the members of the panel must be individuals with disabilities or parents of children with disabilities. Several of our members fulfill a specific role on the panel and are a parent of a child with a disability to meet the majority requirement. The duties of the panel include advising the SEA about the unmet educational needs of children with a disability, commenting on rules and regulations, advising the SEA on evaluations and reporting data to the US Department of Education (34 CFR 300.169).

Review and Recommendation of State Board Committee

The SEAP Co-Chairs, Vice Chair and State Deputy Associate Superintendent of Special Education, Karol Basel have reviewed all submitted applications from individuals who are interested in serving a term on SEAP.

The Special Education Advisory Panel recommends to the State Board of Education that the following individuals be appointed to the Special Education Advisory Panel for the designated term.

Candidate Name	Required Role for SEAP	Appointment Date	Appointment Expiration Date
Wendy Collison	Administrator of programs for Children with disabilities	9/01/16	6/30/19
Kresta Horn	Parent of a child with a disability who is eligible under IDEA 2004 (ages birth through 26)	9/01/16	6/30/19
Paul Johnson	Representative from state juvenile agency	9/01/16	6/30/19

**Contact Information: Karol Basel, Deputy Associate Superintendent
 ESS Robin Kauakahi, Associate Superintendent**

EXECUTIVE SUMMARY

Mary Wennersten	Teacher and individual with a disability.	9/01/16	6/30/19
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The Special Education Advisory Panel recommends to the State Board of Education that the following individuals be reappointed to the Special Education Advisory Panel for the designated term.

Candidate Name	Required Role for SEAP	Appointment Date	Appointment Expiration Date
Lara Bruner	Teacher of children with disabilities	9/01/16	6/30/19
Robert Gilmore	Representative of a non-profit private school	9/01/16	6/30/19
Kathleen Puckett	Representative of institution of higher learning. That prepare special education and related services personnel	9/01/16	6/30/19
Kristina Blackledge	Parent of a child with a disability who is eligible under IDEA 2004 (ages birth through 26)	9/01/16	6/30/19

Recommendation to the Board

It is recommended that the State Board approve the members as discussed in these materials.

*STATE OF ARIZONA
 SPECIAL EDUCATION ADVISORY PANEL TO THE STATE BOARD OF EDUCATION
 School Year 2016/2017*

PARENTS OF CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Kristina Blackledge	9/01/16	6/30/19
Amanda Heyser	6/30/14	6/30/17
Krista Horn	9/01/16	6/30/19
Wendi Howe	9/01/14	6/30/17

EXECUTIVE SUMMARY

Cathy Humphrey	9/01/15	6/30/18
Sophia Lenny	9/01/14	6/30/17
Patrice Robinson	9/01/15	6/30/18
Christopher Tiffany	9/01/15	6/30/18
Nancy K. Williams*	9/01/15	6/30/18
INDIVIDUALS WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Ron Denne Jr.	9/01/14	6/30/17
Leanne Murrillo	9/01/14	6/30/17
Mary Wennersten	9/01/16	6/30/19
TEACHERS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Lara Bruner	9/01/16	6/30/19
Judith Shideler	9/01/14	6/30/17
REPRESENTATIVES OF INSTITUTIONS OF HIGHER LEARNING THAT PREPARE SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Kathleen Puckett	9/01/16	6/30/19
STATE AND LOCAL EDUCATION OFFICIALS, INCLUDING OFFICIALS WHO CARRY OUT ACTIVITIES UNDER SUBTITLE B OF TITLE VII OF THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT (42 U.S.C. 11431 ET.SEQ.)	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
M. Diane Bruening, Ed.D.	9/01/15	6/30/18
ADMINISTRATORS OF PROGRAMS FOR CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Wendy Collison	9/01/16	6/30/19
REPRESENTATIVES OF STATE AGENCIES INVOLVED IN THE FINANCING OR DELIVERY OF RELATED SERVICES TO CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Edward O'Neill	9/01/14	6/30/17

EXECUTIVE SUMMARY

REPRESENTATIVE OF PUBLIC CHARTER SCHOOLS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Susan Douglas	6/30/14	6/30/17
REPRESENTATIVE OF PRIVATE SCHOOLS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Robert Gilmore	9/01/16	6/30/19
REPRESENTATIVES OF A VOCATIONAL, COMMUNITY, OR BUSINESS ORGANIZATION CONCERNED WITH THE PROVISION OF TRANSITION SERVICES TO CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Vacant	00/00/00	6/30/16
REPRESENTATIVE FROM THE STATE CHILD WELFARE AGENCY RESPONSIBLE FOR FOSTER CARE	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Vacant	00/00/00	06/30/15
REPRESENTATIVE FROM THE STATE JUVENILE DETENTION AGENCY	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Paul Johnson	9/01/16	6/30/19
REPRESENTATIVE FROM THE STATE ADULT CORRECTIONS AGENCY	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Vacant	9/1/16	6/30/19

Total Membership - 21

Parents or Individuals with a Disability - 9

* Also fulfills "Parents of Children with Disabilities" or "Individuals with Disability" category requirement.

** Also fulfills "Teacher" category requirement.

EXECUTIVE SUMMARY

Issue: Update on AELAS Development and Implementation

Action/Discussion Item

Information Item

Background and Discussion

ADE has entered its sixth year of development of the Arizona Education Learning and Accountability System (AELAS). The Department continues to contract with WestEd/CELT for quarterly, independent, third-party monitoring. WestEd/CELT recently completed their site visit from June 2016, conducting project reviews and attending several meetings vital to AELAS implementation. A full report from the WestEd/CELT visit detailing their observations and quarterly findings was provided to the Executive Director via email. The team will conduct its first quarterly review for FY17 the first week of October 2016.

During its June 2016 visit, the WestEd/CELT team commended the Department's comprehensive review of the existing business rules in SAIS, particularly the manner in which it was conducted to ensure broad stakeholder buy-in. Additionally, the team noted that AzEDS was achieving performance levels significantly higher than that of SAIS. IT's shift to cloud-based storage was also noted as a forward-looking approach to ensure system availability as well as capacity to handle higher transaction volumes.

After receiving the Board's approval of the spending plan, the Department received favorable review from the Joint Legislative Budget Committee to continue its AELAS program work for FY17. As noted in the May 2016 State Board report, IT will focus its efforts on the following areas:

- Ongoing AELAS support and operations
- Statewide Student Information System Implementation
- AzEDS development
- Limited School Finance refactoring discovery and design work for APOR, CHAR and Budget payment processes

As of September 7, 2016, 617 LEAs have successfully submitted at least one transaction to AzEDS. Additionally, every AzEDS-certified vendor has been able to successfully submit data for their customers. ADE IT is contacting those LEAs that have not submitted data to AzEDS or have not done so since the start of the school year to document the reason for non-submission and to provide technical expertise should it be needed. ADE has received millions of AzEDS transactions and has been able to exceed its goal of maintaining 500 millisecond monthly average response time for AzEDS transactions. Finally, the Statewide Student Information team has implemented 11 new LEAs for FY17 and provided technical support for AzEDS transition to its existing customers.

Contact Information:

Lisa Blyler, Deputy Associate Superintendent
(Mark Masterson, CIO/Associate Superintendent)

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Jason C. Callahan,
Case No. C-2013-180.

Action/Discussion Item

Information Item

Background and Discussion

Jason C. Callahan holds a Substitute Certificate which expires October 18, 2017.

On or about December 12, 2013, Mr. Callahan was arrested by Maricopa County Sheriff's Office during an undercover operation, in Tempe, Arizona, for Misdemeanor Prostitution.

On April 28, 2014, Mr. Callahan pled guilty to one count of prostitution.

During the investigation, Mr. Callahan was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Callahan chose to voluntarily surrender his certificate. On July 1, 2016, the Investigative Unit received Mr. Callahan's affidavit in which he surrendered his certificate(s).

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Jason C. Callahan, and that all states and territories be so notified.

Contact Information:

*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Carol D. London,
Case No. C-2016-293

Action/Discussion Item

Information Item

Background and Discussion

Carol D. London holds a Substitute certificate, which expires on September 2017 and a Provisional Cross Categorical Special Education, K-12 certificate, which expires on August 26, 2017.

Ms. London was employed by Union Elementary District ("District") at the Dos Rios Elementary School as a Special Education Teacher, from August 25, 2014 through May 19, 2016. Her resignation was effective May 19, 2016.

On or about June 27, 2016, the Investigative Unit received notification from the Georgia Professional Standards Commission Ethics Division Investigation Unit regarding Ms. London's pending certification application and arrest history disclosures. The Investigative Unit was informed that Ms. London had recently relocated and applied for certification in Georgia. Her application would require a review due to her prior criminal history, which included a 1989 Bank Robbery conviction and subsequent five-year federal incarceration. On three previous Arizona Department of Education applications, the prior Bank Robbery conviction and arrest was not disclosed.

The District was not aware of the prior criminal history.

During the investigation, Ms. London was informed that a complaint would be filed against her teaching certification. Subsequently, Ms. London chose to voluntarily surrender her certificate. On or about August 1, 2016, the Investigative Unit received Ms. London's affidavit in which she surrendered her certificates.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Carol D. London, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for John Frank Todorich, Case No. C-2012-058, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

John Frank Todorich held a Substitute certificate, which was scheduled to expire on July 1, 2099. He also held a Standard Secondary Education certificate, K-8 certificate and a Principal certificate, both of were scheduled to expire on July 6, 2018.

On September 10, 2012, Washington Elementary School District (“District”) notified the Arizona State Board of Education (“Board”) of allegations that Mr. Todorich was arrested on September 7, 2012, by Phoenix Police Department, on a charge of Luring a Minor for Sexual Exploitation. On September 7, 2012, Mr. Todorich was placed on administrative leave by the District.

On September 18, 2012, the Investigative Unit received an Arizona Department of Public Safety notification of suspension due to an arrest for Luring a Minor for Sexual Exploitation & Felony Molestation of a Child both of which are non-appealable offenses (ARS § 13-3554), in Phoenix, AZ; arresting agency was Phoenix Police Department.

Mr. Todorich subsequently surrendered all of his certificates and that surrender was approved at the January 27, 2014, State Board Meeting.

On or about June 8, 2016, John Frank Todorich was found guilty by an impaneled jury of three counts of Luring a Minor for Sexual Exploitation, a Class three Felony and Dangerous Crime Against Children; one count of Transporting Persons for Purpose of Prostitution or Other Immoral Purpose, a Class five Felony; one count of Sexual Conduct with a Minor, a Class two Felony and Dangerous Crime Against Children; one count of Child Prostitution, a Class two Felony and Dangerous Crime Against Children; one count of Attempt to Commit Child Prostitution, a Class three Felony and Dangerous Crime Against Children; and one count of Attempt to Commit Luring a Minor for Sexual Exploitation, a Class four Felony and Dangerous Crime Against Children. Mr. Todorich was sentenced to a term of imprisonment and is committed to the Arizona Department of Corrections. He will be placed on lifetime probation upon release and required to register as a sex offender.

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

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

Recommendation to the Board

It is recommended, that pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all certificates held by John Frank Todorich, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Kenne Michael Worthen, Case No. C-2015-034, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Kenne Michael Worthen held a Provisional Elementary Education, 1-8 certificate, which expired on April 3, 2016.

On April 24, 2015, the Investigative Unit received an Arizona Department of Public Safety Notification of Suspension due to an arrest for Felony Sexual Conduct with a Minor, a non-appealable offenses (A.R.S. § 13-3554), in Phoenix, AZ; arresting agency was Phoenix Police Department.

On or about April 27, 2016, Kenne Michael Worthen was found guilty by an impaneled jury of one count of Sexual Conduct with a Minor, a Class two Felony and Dangerous Crime Against Children; and two counts of Attempted Molestation of a Child, a Class three Felony and Dangerous Crime Against Children. On August 5, 2016, Mr. Worthen was sentenced to a term of imprisonment and is committed to the Arizona Department of Corrections. He will be placed on lifetime probation upon release and required to register as a sex offender.

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

Recommendation to the Board

It is recommended, that pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all certificates held by Kenne Michael Worthen, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Rogelio A. Hernandez, C-2016-130R

Action/Discussion Item

Information Item

Background and Discussion

Rogelio Hernandez held a Guidance Counselor certificate and a Standard Secondary Education certificate, both of which expired on January 8, 2016.

On May 7, 2012, the Investigative Unit received a report from Tucson Unified School District ("District") that during the thirty days preceding April 18, 2012, Mr. Hernandez used his district-issued computer to access pornographic websites for approximately eighteen hours. He submitted a letter of resignation on May 8, 2012.

On February 7, 2014, the Investigative Unit notified Mr. Hernandez that a complaint would be filed against his certificates. Mr. Hernandez entered into negotiations regarding a settlement agreement. He agreed to the terms of the proposed settlement agreement. The signed settlement agreement draft was received by the Investigative Unit on May 12, 2015.

On August 24, 2015, the State Board approved the proposed settlement agreement, which called for the suspension of Mr. Hernandez's certificates through the expiration date of January 8, 2016, with conditions.

On or about February 26, 2016, Mr. Hernandez applied for renewal of his certificate(s). On May 11, 2016, Mr. Hernandez was notified via mail that his application would require a PPAC review due to the disciplinary action taken against his teaching credentials by the State Board and he was asked to submit additional materials. On July 11, 2016, the Investigative Unit received the requested materials from Mr. Hernandez. Mr. Hernandez has met the conditions as noted in the settlement agreement.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee at its August 16, 2016 meeting, recommended by a vote of 4 to 0, that the Board approve Rogelio A. Hernandez's application for renewal of his Guidance Counselor, K-12, and Standard Secondary Education, 7-12, certificates.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to approve Rogelio

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

A. Hernandez's application for renewal of his Guidance Counselor, K-12, and Standard Secondary Education, 7-12 certificates.

EXECUTIVE SUMMARY

Issue: Consideration to approve Prescott Unified School District's request to surrender the Arizona Online Instruction approval for the district's PEAK (Providing Educational Avenues and Knowledge) online program.
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Action/Discussion Item

Information Item

Background and Discussion

Prescott Unified School Districts PEAK (Providing Educational Avenues and Knowledge) online program was approved at the June 28, 2010 State Board of Education meeting, based on three reviewers' recommendations.

On August 29, 2016, the State Board of Education received a letter from Prescott Unified School District requesting the surrender of the approval of the PEAK online program. The program is not currently operating and has no enrollment.

Recommendation to the Board

It is recommended that the Board approve the surrender of the approval of the Prescott Unified School District's PEAK (Providing Educational Avenues and Knowledge) online program.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Adoption of the Proposed Consensus Conceptual Design for the A-F School Accountability System

Action/Discussion Item

Information Item

Background and Discussion

At the August 29, 2016 Board meeting, Vice President Tim Carter introduced a conceptual framework for Arizona's new A-F School Accountability plan. Following the meeting, feedback was received from a number of individuals. Based on this feedback, a revised conceptual framework is being submitted to the Board for consideration. This revised version is mindful of ESSA requirements, as well as possible requirements from the regulations which are still being finalized. The revised model separates K-8 from 9-12 for further clarity and recognition of indicators unique to 9-12.

The indicators reflect the opportunity to measure the quality of a school and its effectiveness across a broader range than in the past, as recognized by both the Board's legislation on SB 1430 and ESSA. These indicators are intended to provide direction to the Board's ad hoc and the Department's technical advisory groups to further develop specific multiple measures of the indicators. The percentages are intended to provide guidance on weighting, reflective of the Board's values, of the various indicators. It is understood that these guiding weights are subject to change based on modeling by the Department's technical advisory groups, but that the embedded ranking of the indicators reflecting the Board's values in the consensus conceptual design should be maintained.

Recommendation to the Board

That the Board adopt the consensus conceptual design for the A-F school accountability system and direct the Board's ad hoc and the Department's technical advisory groups to further develop specific multiple measures of the indicators, model the results, and present a final draft proposal to the Board at a 2016 Board meeting.

Contact Information:

Tim Carter, Vice-President, State Board of Education
Dr. Karol Schmidt, Executive Director, State Board of Education

**CONSENSUS CONCEPTUAL DESIGN FOR
THE A-F SCHOOL ACCOUNTABILITY SYSTEM**

Guidance on weight	Indicators*	K-8	ESSA
40%	Proficiency, Statewide Assessment	X	X
40%	Growth, Statewide Assessment	X	X
10%	Proficiency and Growth, English Language	X	X
10%	Acceleration / Readiness Measures	X	X

Guidance on weight	Indicators*	9-12	ESSA
40%	Proficiency, Statewide Assessment	X	X
20%	Growth, Statewide Assessment	X	
15%	High School Graduation Rate	X	X
15%	College and Career Readiness	X	X
10%	Proficiency and Growth, English Language	X	X

*Bottom 25% - include as a subgroup in all measures where no duplication is involved

Conceptual considerations:

- **A menu of assessments is preferred.**
- **Multiple criteria/measures are important.**
- **Multiple indicators are important.**
- **While conforming to federal and state law, local decision making should be preserved and multiple options available.**

EXECUTIVE SUMMARY

Issue: Proposed Conceptual Design for the A-F Accountability System

Action/Discussion Item

Information Item

Background and Discussion

This proposed conceptual design is being submitted by the Arizona Career and College Task Force, which is chaired by Vice President Tim Carter, and was formed to provide recommendations to the Board regarding ways to improve career development for Arizona students. The Task Force grew out of a March 21 presentation that the Global Pathways Institute made to the Board. The Task Force includes 18 members, including several current or former Board members, representatives from ADE, several superintendents and other business leaders. The conceptual design for the new A-F accountability system grew out of meetings the Task Force held on July 26 and August 25, and is unanimously supported by the Task Force. The conceptual design was formally submitted by Vice President Carter. The Task Force believes the proposed conceptual design would make it easier for parents and other stakeholders to understand a school's letter grade, while re-enforcing Arizona's commitment to preparing students for college and career. The design would equally value college and career readiness.

Recommendation to the Board

It is recommended that the Board approve the Conceptual Design as a Framework for Arizona's new A-F Accountability System. The Ad-Hoc A-F Committee would then be charged with recommending the metrics that will be used to measure school performance.

Contact Information:

Jim Zaharis, Vice President, Greater Phoenix Leadership

DRAFT:
A Conceptual Design of A-F School Accountability
Arizona Career and College Ready Task Force

Weight	Criteria	K-12	ESSA Required
25%	Proficiency, Statewide Assessment	X	X
25%	Growth, Statewide Assessment	X	*K-8
25%	College Readiness	X	
25%	Career Readiness	X	

Conceptual Considerations:

- A menu of assessments is desirable and multiple criteria/measures are important.
- Multiple indicators are important.
- While conforming to federal and state law, local decision making should be preserved at every opportunity.
- Different metrics for college and career readiness will be used for K-8 and High School.
- In accordance with ESSA, Proficiency and Growth on the Statewide Assessment, ELL Proficiency and Growth, and high school graduation rate must be afforded “substantial” weight individually and “much greater” weight in the aggregate.
- This framework would provide flexibility to grade schools on their success in achieving their mission, recognizing that schools often have very different missions.

Rationale for Changes to the conceptual design presented to the Board by Vice President Carter on August 22, 2016:

The rationale for the proposed changes to the Initial Proposal is that having four criteria would create an accountability system that will be less complex and therefore more easily understood by parents, students, educators and policy makers. This proposal does not eliminate any of the Criteria in the initial proposal, but would include high school graduation rate, ELL proficiency and growth, and bottom 25% as sub-indicators/measures within the four broad criteria. This design recognizes the importance of both proficiency and growth of students relative to the Arizona College and Career Ready Standards and equally values college readiness and career readiness.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to initiate rulemaking procedures for a proposed rule R7-2-217 regarding the State Seal of Biliteracy Program.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-258 establishes the State Seal of Biliteracy Program (Program) which recognizes students who have attained a high level of proficiency in one or more foreign languages, in addition to English. Students must demonstrate foreign language proficiency through an assessment method or an alternative evidence model. Students must also successfully complete English Language Arts requirements for graduation or receive a passing score on the most recent end-of course statewide English Language Arts assessment. Students who meet all the requirements of the Program will have the State Seal of Biliteracy affixed to the student's diploma and notated on the student's transcripts.

Pursuant to statute, the State Board of Education (Board) must approve a list of language proficiency assessments using researched-based methodology to determine a student's proficiency in a language other than English.

The Arizona Department of Education (Department) will establish guidelines and procedures to assist school districts and charter schools in the administration of the Program. The Department will be responsible for annual reporting of Program participation and will create the Seal of Biliteracy for the Program.

The Department, in collaboration with the Board of Education's staff, has drafted Administrative Code R7-2-317 based on feedback from stakeholders in order to administer the Program.

Recommendation to the Board

It is recommended that the Board open rulemaking on a proposed rule R7-2-317, State Seal of Biliteracy Program.

Contact Information: Carol Lippert, Associate Superintendent of High Academic Standards for Students and Ashley Berg, Associate Superintendent of Policy Development and Government Relations

Article 3. Curriculum Requirements and Special Programs

R7-2-317 State Seal of Biliteracy Program

A. Definitions:

1. For purposes of this rule, “foreign language” means any language other than English.

B. School districts and charter schools in this state may choose to participate in the State Seal of Biliteracy Program (Program) which recognizes students who have attained a high level of proficiency in one or more foreign languages, in addition to English. School districts and charter schools participating in the Program may award the State Seal of Biliteracy to any high school student who graduates from a school operated by the school district or charter school and who meets the requirements of subsection 1 or 2, and subsection 3.

1. Assessment Method. To demonstrate language proficiency through the assessment method, the student must attain the required score on a language assessment as adopted by the State Board of Education, upon recommendation by the Arizona Department of Education, for purposes of demonstrating language proficiency for the Program in the four domains of speaking, writing, listening, and reading.

2. Alternative evidence model. A school district or charter school may choose to award the State Seal of Biliteracy through an alternative evidence method.

a. An alternative evidence method may be used in any of the following circumstances:

i. No standardized assessment exists for the targeted foreign language;

ii. Evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate as determined by the student’s Individualized Education Program team; or

iii. The standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening and reading.

b. Any alternative evidence method used shall consist of a student portfolio that contains evidence of experience in the targeted foreign language, as well as work samples, test results and other accomplishments that demonstrate proficiency, as established in the guidelines developed by the Arizona Department of Education, in the targeted foreign language in the four domains of speaking, writing, listening and reading. Student portfolios shall comply with guidelines adopted by the Department.

c. A school district or charter school that uses an alternative evidence model must notify the Arizona Department of Education.

3. To be eligible to be awarded the State Seal of Biliteracy, each student shall also demonstrate proficiency in English by meeting the following requirements:

a. The student must successfully complete all English Language Arts requirements for graduation, pursuant to A.A.C. R2-7-302, with an overall grade point average in those classes of 2.0 or higher on a 4.0 scale, or the equivalent; and

b. The student receives a passing score in English Language Arts on the state assessment.

- C. By October 1 of each year, the Arizona Department of Education shall make an electronic facsimile of the State Seal of Biliteracy available to each school district or charter school participating in the Program. Each participating school district or charter school shall identify each student who has met the requirements of the Program, affix the State Seal of Biliteracy to the student's diploma upon graduation, and shall note the receipt of the State Seal of Biliteracy on the transcript of the student.
- D. The Arizona Department of Education shall post on its website by July 1 of each year, the list of acceptable language assessments and the score to be achieved on each, as approved by the Board, which qualifies the student as proficient in a foreign language. The Arizona Department of Education shall ensure that all approved assessments are aligned to the Arizona world and native languages standards adopted by the Board.
- E. Each school district and charter school that chooses to participate in the Program shall meet the following requirements:
 - 1. Notify the Arizona Department of Education of its intent to participate in the Program at least 30 days prior to issuing the seal by filling out the form provided on the Arizona Department of Education's website.
 - 2. Designate at least one individual to serve as coordinator of the Program and provide that individual's name and contact information to the Arizona Department of Education.
 - 3. Using a format prescribed by the Arizona Department of Education, submit a report no later than 30 days after the end of the school year with the total number of students awarded the State Seal of Biliteracy, the number of seals for each targeted foreign language and the method used to determine proficiency in the foreign language.
 - 4. Make available to parents and students information regarding the Program and the name and contact information for the coordinator of the Program.
- F. The Arizona Department of Education shall establish guidelines and procedures to assist school districts and charter schools in the administration of the Program.

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and possible action to close rulemaking procedures for proposed amendments to rules R7-2-603 regarding Professional Administrative Standards

Action/Discussion Item

Information Item

Background and Discussion

The Council of Chief State School Officers (CCSO) published the first standards for educational leaders in 1996, which were updated in 2008, known as the Interstate School Leaders Licensure Consortium (ISLLC) standards. Following rulemaking, the Board adopted the ISLLCs with some revisions, as the Professional Administrative Standards at its December, 2011 meeting. Since adoption by the Board, these standards have served as the foundation for the principal evaluation framework. In addition, the Board has required that administrative preparation programs align to Board-adopted Professional Administrative Standards.

In 2015, the ISSLCs were revised, and the Professional Standards for Educational Leaders (PSEL) were released. At the August 2016 Board meeting, Dr. Robyn Conrad Hansen, past president of the National Association of Elementary School Principals, and former principal in the Gilbert School District, presented a white paper on the development of the PSELs, including involvement of Arizonans in the process. In addition, input from the field of administrative preparation programs was received, which uniformly requested that the Board open rulemaking and adopt the PSEL standards.

The Board opened rulemaking at the August 2016 meeting. A public hearing was held on September 19, 2016.

Recommendation to the Board

It is recommended that the Board close rulemaking record and adopt the proposed amendments to R7-2-603, Professional Administrative Standards.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

R7-2-603. Professional Administrative Standards

A. The standards presented in this Section shall be the basis for approved administrative preparation programs, described in R7-2-604. The Arizona Administrator Proficiency Assessment shall assess proficiency in the standards as a requirement for certification of supervisors, principals, and superintendents, as set forth in R7-2-616.

~~B. Standard 1: Supervisors, principals and superintendents promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Supervisors, principals and superintendents: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:~~

~~1. Collaboratively develop and implement a shared vision and mission. Develop an educational mission for the school to promote the academic success and well-being of each student.~~

~~2. Collect and use data to identify goals, assesses organizational effectiveness, and promote organizational learning. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.~~

~~3. Create and implement plans to achieve goals. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.~~

~~4. Promote continuous and sustainable improvement. Strategically develop, implement, and evaluate actions to achieve the vision for the school.~~

~~5. Monitor and evaluate progress and revises plans. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.~~

~~6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.~~

~~7. Model and pursue the school's mission, vision, and core values in all aspects of leadership.~~

~~C. Standard 2: Supervisors, principals and superintendents promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~

~~Supervisors, principals and superintendents: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:~~

~~1. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.~~

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~~2. Create a comprehensive, rigorous, and coherent curricular program. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~

~~3. Create a personalized and motivating learning environment for students. Place children at the center of education and accept responsibility for each student's academic success and well-being.~~

~~4. Supervise instruction. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.~~

~~5. Develop assessment and accountability systems to monitor student progress. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.~~

~~6. Develop the instructional and leadership capacity of staff. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.~~

~~7. Maximize time spent on quality instruction.~~

~~8. Promote the use of the most effective and appropriate technologies to support teaching and learning.~~

~~9. Monitor and evaluate the impact of the instructional program.~~

~~D. Standard 3: Supervisors, principals and superintendents promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Supervisors, principals and superintendents: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Effective leaders:~~

~~1. Monitor and evaluate the management and operational systems. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.~~

~~2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.~~

~~3. Promote and protect the welfare and safety of students and staff. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.~~

~~4. Develop the capacity for distributed leadership. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.~~

~~5. Ensure teacher and organizational time is focused to support quality instruction and student learning. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with~~

EXECUTIVE SUMMARY

race, class, culture and language, gender and sexual orientation, and disability or special status.

6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.

8. Address matters of equity and cultural responsiveness in all aspects of leadership.

~~E. Standard 4: Supervisors, principals and superintendents promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.~~

~~Supervisors, principals and superintendents: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective leaders:~~

~~1. Collect and analyze data and information pertinent to the educational environment. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.~~

~~2. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.~~

~~3. Build and sustain positive relationships with families and caregivers. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.~~

~~4. Build and sustain productive relationships with community partners. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.~~

~~5. Promote the effective use of technology in the service of teaching and learning.~~

~~6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.~~

~~7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.~~

~~F. Standard 5: Supervisors, principals and superintendents promote the success of every student by acting with integrity, fairness, and in an ethical manner. Supervisors, principals and superintendents: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:~~

EXECUTIVE SUMMARY

~~1. Ensure a system of accountability for every student's academic and social success. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.~~

~~2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.~~

~~3. Safeguard the values of democracy, equity, and diversity. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.~~

~~4. Consider and evaluate the potential moral and legal consequences of decision-making. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.~~

~~5. Ensure that individual student needs inform all aspects of schooling. Cultivate and reinforce student engagement in school and positive student conduct.~~

~~6. Infuse the school's learning environment with the cultures and languages of the school's community.~~

~~G. Standard 6: Supervisors, principals and superintendents promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Supervisors, principals and superintendents: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:~~

~~1. Stay informed on local, district, state, and national decisions affecting student learning. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.~~

~~2. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.~~

~~3. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.~~

~~4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.~~

~~5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.~~

EXECUTIVE SUMMARY

6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

H. Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

8. Encourage faculty-initiated improvement of programs and practices.

I. Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders:

1. Are approachable, accessible, and welcoming to families and members of the community.

2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

EXECUTIVE SUMMARY

5. Create means for the school community to partner with families to support student learning in and out of school.

6. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

7. Develop and provide the school as a resource for families and the community.

8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

9. Advocate publicly for the needs and priorities of students, families, and the community.

10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

J. Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Effective leaders:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

4. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

5. Protect teachers' and other staff members' work and learning from disruption.

6. Employ technology to improve the quality and efficiency of operations and management.

7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

10. Develop and manage productive relationships with the central office and school board.

11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

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K. Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

1. Seek to make school more effective for each student, teachers and staff, families, and the community.
2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

EXECUTIVE SUMMARY

Issue: Presentation and discussion of the proposed agreement between the State Board of Education, the Arizona Department of Education and the Council for the Accreditation of Educator Preparation

Action/Discussion Item

Information Item

Background and Discussion

Based on requests from the field, a proposed state partnership is sought between the Council for the Accreditation of Educator Preparation (CAEP), the State Board of Education and the Arizona Department of Education regarding approval and accreditation of educator preparation programs. The proposed state partnership is designed to promote excellence and continuous improvement in educator preparation by combining the benefits of meeting standards for national accreditation with those of maintaining state program approval. In addition, the proposed agreement aims to align the approval process around state expectations, ensure thorough reviews for national accreditation of educator preparation providers and save both the state's and provider's time and expense by eliminating duplication of effort.

A focus group of education preparation providers is scheduled for September 20, 2016 for input.

Recommendation to the Board

This item is presented for information only and no action is requested at this time.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Mark McCall, Deputy Associate Superintendent for Educator Excellence, ADE

**Arizona State Board of Education,
Arizona Department of Education, and the
Council for the Accreditation of Educator Preparation
Partnership Agreement
_____, 2016**

In order to promote excellence in educator preparation by coordinating Arizona approval and national accreditation reviews of Educator Preparation Providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP), the Arizona State Board of Education (SBE), and the Arizona Department of Education (ADE) enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in Arizona.

- I. Standards for National Accreditation of Educator Preparation Providers
 - a. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.
 - b. Arizona Educator Preparation Program rules (R7-2-604, R7-2-604.01, R7-2-604.02, R7-2-604.03 and R7-2-604.04) play a central role in the CAEP/Arizona accreditation process.
- II. Process of National Accreditation for Educator Preparation Providers
 - a. The process required for national accreditation by CAEP is outlined in the CAEP policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint Accreditation Review Team site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.
 - b. Terms of accreditation shall be for six years. EPP accreditation status is subject to CAEP/Arizona policies, including the annual payment of CAEP fees and submission of an annual report as required.
- III. Standards and Processes for Program Review
 - a. The EPP may choose from among any of the three program review options listed in Section III(e) below that have been approved by the SBE

upon recommendation of the ADE. Under this partnership agreement, EPPs will submit a self-study following the instructions for the selected program review process, including disaggregated data by content area.

- b. The SBE is authorized to approve all programs and make the final decision by using information provided as part of the accreditation and program review process and recommendation from the ADE.
- c. As evidence of quality, CAEP accepts the decisions of national accrediting organizations for specialized professional program areas that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current accreditation must be presented by the EPP.
- d. EPPs will choose from among the program review options listed in III (e) for each certification/endorsement area and may choose different options for different certifications/endorsements, e.g., Educational Leadership; Elementary Education, Secondary Education, Teaching Intern, etc.
- e. For purposes of the SBE program approval, the SBE and the ADE recognize the following program review options:
 - i. **CAEP Program Review with National Recognition:** CAEP Program Review with National Recognition applies Specialized Professional Associations (SPA) standards in the review process and can result in national recognition. The ADE's staff on behalf of the SBE will examine the program review report and will provide a recommendation to the SBE for the final decision on Arizona approval.
 - ii. **CAEP Program Review with Feedback:** CAEP Program Review with Feedback, based on disaggregated data reported in the Self-Study, provides information to EPPs, the ADE, states, and accreditation teams.
 - iii. **Arizona Program Review by the SBE:** The ADE conducts program reviews for purposes of making recommendations to the SBE consistent with the provisions of Arizona Administrative Code R7-2-604, R7-2-604.01, R7-2-604.02, R7-2-604.03 and R7-2-604.04. The ADE provides procedures, forms, and instructions on the program review process that leads to final program approval by the SBE.

IV. Accreditation Review Team Composition: The Accreditation Review Team is appointed by CAEP, in consultation with the SBE and ADE, according to the guidelines and policies for each selected accreditation pathway on options III (e)(i) and (ii). EPPs may select a single pathway for all programs or select different pathways for each program an EPP offers. The accreditation pathways include the Continuous Improvement Pathway, Inquiry Brief Pathway, or Transformation Initiative Pathway. The ADE and CAEP will conduct a joint Accreditation Review Team site review. The following conditions apply to all teams:

- a. All members of review teams must have successfully completed Accreditation Review Team member training.
- b. A P-12 practitioner shall be a member of each Accreditation Review Team.
- c. The AEA (Arizona Education Association) may appoint an observer for the Accreditation Review Team site visit review at AEA's expense.
- d. The EPP will assume all expenses - including travel, lodging and meals, and the periodic evaluation fee - for Accreditation Review Team members. Accreditation Review Team activities will be conducted according to the CAEP and the SBE protocols.
- e. The ADE will assume all expenses – including travel, lodging and meals – for the state consultant and other ADE support staff to facilitate the Accreditation Review Team site review.
- f. The Accreditation Review Team operates as a single team with shared responsibilities and equal roles in all aspects of the review, which might include co-chairs or CAEP chairperson.
- g. The Accreditation Review Team report will be shared with the SBE and the ADE.
- h. To assure EPPs and the public that Accreditation Review Team site reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, Accreditation Review Team members will adhere to the CAEP's Code of Conduct.

V. Other Terms and Conditions

- a. CAEP will collaborate with the ADE to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, the ADE and the ADE staff may participate in all trainings. The registration fee for

one ADE staff member will be waived for one annual CAEP Conference; however the ADE staff member must assume all other expenses. CAEP will assume all expenses for one ADE staff member to attend the annual CAEP Clinic, including a registration fee. Additional ADE staff are welcome to register and attend at their own expense. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to the CAEP's policies regarding fees and expenses for training.

- b. The SBE and ADE will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System (AIMS); the SBE and ADE staff will be supplied with login information, passwords and technical support.
- c. The ADE will notify CAEP of a "Change in Status" within 30 days of action taken by the SBE, or a CAEP-accredited EPP.
- d. Arizona EPPs seeking CAEP accreditation or holding CAEP accreditation status will pay annual CAEP dues.
- e. The ADE is responsible for its annual CAEP membership dues. Final accreditation decisions are posted on the three websites: CAEP, ADE, and SBE. CAEP sends a letter with the official accreditation decision to the SBE and ADE. Additionally, CAEP provides written notice of all accreditation decisions to the U.S. Department of Education, all accrediting agencies recognized by the U.S. Department of Education, and the Council for Higher Education Accreditation, and the public (via the websites).
- f. The partnership agreement shall be for an initial period of six years (September 26, 2016 through September 25, 2022) and may be modified by the three parties during that time, if deemed to be necessary.
- g. The terms of this agreement have been reached by mutual consent and have been read and understood by the persons whose signatures appear below. The parties agree to comply with the terms and conditions of the plan as set forth herein.

Council for the Accreditation of Educator Preparation

State Board of Education

Arizona Department of Education

EXECUTIVE SUMMARY

Issue: Update regarding the ADE Standards Development Process for Arizona Science and Social Studies Standards.
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Action/Discussion Item

Information Item

Background and Discussion

The Arizona Department of Education (ADE), specifically the K-12 Academic Standards Section/High Academic Standards for Students Division, presented a formal process for the development of standards at the May 2014 State Board of Education meeting. That process was subsequently approved by the State Board in May 2014 and used for the development of the Foreign and Native Languages Standards (adopted 5/18/15), Arts Standards (adopted 5/18/15), and the Physical Education Standards (adopted 5/18/15).

During the next several months, ADE will convene educators, content experts, and other stakeholders from across Arizona to begin the standards development process for Science Standards and Social Studies Standards. Throughout the process, there will be opportunities for broad engagement by these groups, in addition to opportunities for public feedback.

The timeframes associated with this process may be extended or shortened based on the scope of the task, breadth of implementation, and other statewide education initiatives. During this process, the State Board will be updated as requested and the general public would be encouraged to attend meetings to learn more about the process and the progress.

Recommendation to the Board

Information item only. No action is needed.

Contact Information:

Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards
Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

Issue: Recommendation on Response to Request for Proposals for School District Receivership Services

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-103(E), the Board is responsible for developing and adopting a list of qualified receivers to be appointed by the Board for the purpose of managing a school district placed in receivership.

On August 5, 2016, the State of Arizona issued a Request for Proposal (RFP) for School District Receivership Services which closed on August 29, 2016.

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

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

Recommendation to the Board

It is recommended that the Board approve the ADOA recommendation for the qualified receivers to provide school district receivership services consistent with A.R.S. § 15-103.

Contact Information:

Megan Lukehart, Statewide Procurement Manager, ADOA – State Procurement Office
Dr. Karol Schmidt, Executive Director, State Board of Education