

NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD OF EDUCATION

The Arizona State Board of Education held a regular meeting on April 22, 2013 at the Arizona Department of Education, 1535 West Jefferson Street, Room 417, Phoenix, Arizona. The meeting was called to order at 9:09 a.m.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

ROLL CALL

Members Present:

President Tyree
Superintendent Huppenthal
Mr. Jacks
Ms. Klein
Vice President Miller
Mr. Moore
Ms. Ortiz-Parsons

Members Absent:

Ms. Hamilton
Dr. Hart
Mr. Molera
Dr. Rottweiler

1. BUSINESS REPORTS

A. President's Report

President Tyree recognized Mr. Moore's six years of service on the State Board of Education, including his one year as President of the Arizona State Board. Ms. Klein thanked Mr. Moore personally for his great work on Race to the Top and all his outstanding contributions to the Board as well as all the children throughout the State.

B. Superintendent's Report

Superintendent Huppenthal intends to use the energy of the Common Core debate and harness it in a positive way. He stated he will be going out and engaging in this debate making sure that he is sending the signal that the Board and ADE are going to stay true to local controls and that these Arizona standards.

The presentation of the Arizona Poetry winners will be recognized at the May meeting as they were unable to attend today's meeting.

C. Board Member Reports

Mr. Moore addressed the Board and thanked all fellow board members for their support over the years as a Lay Member on the Board. He plans to stay actively involved in the leadership of Native American issues. He mentioned there is a vacancy on the WestEd Board for a member from this board. He stated he will remain a member of that Board for another 3 years as an at large member.

D. Director's Report

Mr. Yanez received notification this morning and updated the Board on the Craven lawsuit. This lawsuit was originally filed in September of 2009 by parents of Charter students challenging the

school finance system for Charter Schools. Oral arguments were held on March 22nd. A ruling granted the states motion on summary judgment on all grounds the effect of which the matter is dismissed and the courts find the school funding system constitutional.

Received updates regarding the flexibility request and the requirements related to both the graduation rate but also respect to Teacher Evaluation components. Mr. Yanez and his group will be reconvening with the stakeholders within the next two weeks to look at how to incorporate that growth component within the Framework and the Board will be receiving that recommendation at the May meeting.

Item 4D will be pulled from the agenda due to the fact that Mr. Sergio Aviega has given a written request to withdrawal his application for certification.

2. CONSENT AGENDA

- A. Consideration to approve Arizona State Board of Education minutes for March 25, 2013
- B. Consideration to approve the Contract Abstract for Mathematics and Science Partnerships Subgrant Award
- C. Consideration to accept funds for Arizona's Participation in the State Kindergarten Entry Assessment (KEA) Project and to authorize expenditures in accordance with the terms of the award pursuant to A.R.S. § 15-206 and 15-207
- D. Consideration to approve the Move On When Reading (MOWR) LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds
- E. Consideration to grant one year extensions for Professional Preparation Programs currently approved pursuant to R7-2-604 and R7-2-604.01
- F. Consideration to approve additional monies for teacher compensation for Fiscal Year 2013-2014 to districts that have submitted Statements of Assurance, pursuant to A.R.S. § 15-952 and 15-537
- G. Consideration to adopt the National Evaluation Systems (NES) Physical Education Subject Knowledge Exam pursuant to A.R.S. § 15-533(A)
- H. Consideration to accept and approve the optional Performance Incentive Program and Budget for Fiscal Year 2013-2014 for the following school districts pursuant to A.R.S. § 15-919:
 - 1. Joseph City Unified School District
 - 2. Sedona-Oak Creek Joint Unified School District
- I. Consideration to accept and approve Special Education Advisory Panel (SEAP) Annual Report for FY 2011-2012
- J. Consideration to accept the findings of fact, conclusions of law and recommendation of the

Professional Practices Advisory Committee to grant the applications for certification for the following individuals:

1. Rachael Lynn Quattro (Smith)
2. Katherine McGlynn

K. Consideration to accept the voluntary surrender of the teaching certificates held by Stephanie Rose Schaar (Haugen)

Superintendent Huppenthal made a motion to approve the consent agenda. Mr. Miller seconded. Agenda approved unanimously.

3. CALL TO THE PUBLIC

Phyllis Olen addressed the Board. Mrs. Olen spoke to the Board and asked the Board to consider changing the start date of all schools to a later date in September due to the hot summer weather.

GENERAL SESSION

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

Susie Cannata spoke to the Board regarding the following education bills that have gone before the legislative process. Bill action has been moving very slowly. Nothing new to report on the Budget.

2013 Bills Affecting the State Board of Education

Bill	SBE Duty Imposed or Affected
HB 2047: PUPIL ASSESSMENTS; AIMS TRANSITION Sponsors: Rep. Goodale and Boyer. ARS Title 15.	Removes AIMS and NRT testing references and replaces most references with <i>competency test adopted by SBE</i> to allow for the transition from AIMS to PARCC. Allows SBE to incorporate PARCC test results in the minimum course of study and Competency requirements for high school graduation. Contains delayed effective dates. [2/5 Passed House 50-9; assigned to Senate Ed and Government; DEAD, but see HB 2425]
HB 2071: ADE OPERATIONS Sponsor: Rep. Coleman. ARS Title 15.	Removes reference to “general equivalency development test” and pleases it with “an equivalency test adopted by the state board of education.” Signed by Governor – Chapter 11

<p>HB 2318: SCHOOLS WITHOUT FEDERAL FUNDING; EXEMPTIONS Sponsor: Rep. Farnsworth. ARS Title 15.</p>	<p>Exempts charters and schools in a school district that do not accept federal funding from federal rules, regs and statutes and state rules, regs and statutes funded by federal appropriations, including assessments, teacher and principal evaluations etc. <i>Senate Ed amendment adopted that states that the bill does not prohibit SBE from adopting state testing standards or implementing state assessments.</i></p> <p>[3/7 Passed House 36 to 23; 4/4/ Passed Senate 17 to 12; Free Conference Committee; awaiting final pass]</p>
<p>HB 2322: RULE MAKING RESTRICTIONS Sponsor: Rep. Farnsworth. ARS Title 41.</p>	<p>Prohibits agencies from adopting or amending rules in a way that would restrain or burden the free exercise of vested rights; stipulates that an agency may only adopt or amend a rule if it is strictly ministerial and consistent with the statutory delegation of authority. More.</p> <p>[3/4 Passed House 35 to 24; 4/15 Passed Senate on Recon.16 -13; 4/17 VETOED]</p>
<p>HB 2425: ELL TASK FORCE REPLACEMENT Sponsor: Rep. Goodale. ARS Title 15.</p>	<p>Repeals the ELL Task Force and gives its duties to the State Board of Education. <i>Senate Floor amendment adopted addressing AIMS and NRT issues.</i></p> <p>[Signed by Governor – Chapter 20]</p>
<p>HB 2496: SCHOOLS; PETITIONS; REGULATORY EXEMPTIONS Sponsor: Rep. Mesnard ARS Title 15.</p>	<p>Adds charters to the statute allowing for petitions for regulatory exemptions. Changes the criteria for those who can petition from having a letter grade of A for last three years to having an A for two of the last three years, and not having a C, D or F for the same three years. Makes granting of exemptions discretionary.</p> <p>[2/21 Passed House 36 to 23; 4/3 Passed Senate COW]</p>
<p>SB 1293: OUTCOME-BASED FUNDING Sponsor: Crandell ARS Title 15.</p>	<p>SBE shall establish a competitive application process for a pilot program for outcome based funding. “Simulated” pilot as amended.</p> <p>[Signed by Governor – Chapter 105]</p>
<p>SB 1320: SCHOOLS; CORRECTIONS; REPAYMENT PLANS Sponsor: Jackson ARS Title 15.</p>	<p>Amendment requires SBE to approve any request that budget correction be repaid over a period of years.</p> <p>[3/13 Passed Senate 20 to 9; passed House Ed; 3/27 FAILED in House Approps]</p>
<p>SB 1421: SCHOOL PERSONNEL; EPIPENS Sponsor: Lopez ARS Title 15.</p>	<p>Requires SBE to adopt rules before January 1, 2014.</p> <p>[2/28 Passed Senate by a vote of 25-3; awaiting House COW]</p>

<p>SB 1446: SCHOOLS; STUDENT LEVEL DATA Sponsor: Yee ARS Title 15.</p>	<p>Transfers responsibility for review and approval of the Arizona Education Learning and Accountability System from SBE to JLBC. [3/4 Passed Senate 28 to 0; ready for House floor action]</p>
<p>SB 1449: SCHOOLS; GRADUATION; PERSONAL FINANCE Sponsor: Yee. ARS Title 15.</p>	<p>Requires SBE to adopt competency standards for “personal finance and entrepreneurship.” [3/4 Passed Senate 24 to 4; 3/18 passed House Ed; waiting for Rules]</p>
<p>SB 1450: SCHOOL DISTRICTS; FERPA VIOLATIONS Sponsor: Yee. ARS Title 15.</p>	<p>Requires SBE to adjudicate complaints about FERPA violations. <i>Amendment was adopted that removes SBE from adjudication role, and only leaves SPI in that role.</i> [2/27 Passed Senate 29 to 0; 3/18 passed House Ed; waiting for hearing in House Rules]</p>

PRESENTATION AND DISCUSSION ONLY – NO ACTION

Superintendent Huppenthal spoke about the HB2425 legislation that would transfer the ELL task force’s duties over to the Board. The challenge that we have has to do with content as well as language. There are a lot of concerns that even though they are learning a valuable skill, they are not moving along in content that is needed for graduation of high school. The four hour block in ELL has been a spectacular success in Arizona. Students who are reclassified outscore their demographic peers and the students who don’t move out of the program appear to be having significant academic gain within the program. The fundamental of the four hour block comes from Kevin Clark’s principles. His work is fascinating and we are using his principles to teach not only English but many foreign languages and it has been a tremendous success.

- B. Presentation and discussion regarding rules necessary to implement laws 2013, First Regular Session, Chapter 20. The Board may take action to initiate rulemaking procedures for proposed rules R7-2-302.06 and R7-2-302.09

This is an information item only. Staff is not asking for action at this time. This is the AIMS transition plan. The original proposal was HB2047. That bill as drafted made all of the necessary amendments to Title 15 to transition away from AIMS and to incorporate the new assessments at high school in the transition plan that was adopted in December. As that bill moved forward, it was apparent we were not going to move that bill out of the Education Committee and the Senate. The bill was reduced to just its vital component. Part of the components that were taken out were timelines for when certain laws would become effective. The final bill that passed, HB2425, makes all the necessary changes but those changes will become effective as of the general effective date this year. There are two main issues with the timeline in HB2425. The first is the bill as passed would eliminate the AIMS graduation requirement for next year’s class which was not consistent with the original plan that the Board adopted. The second issue eliminated the alternative for demonstrating proficiency. When the Bill was reduced to this, it was known then that these were issues the Board would have to address through rulemaking.

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The rulemaking packet does two things. The rule package takes the existing augmentation rule and incorporates the alternative method into that. For next year, the existing alternative method for demonstrating proficiency pursuant to the Rule package would hold the status quo in all respects. There are a few items the Board will have to address at a later date. Specifics on the weight that the Board wants to prescribe will be addressed at a later date. Staff will be coming back at a later date with recommendation. Norm Reference Test requirements can still be named AIMS through Board policy for at least this year and next year.

- C. Presentation and discussion regarding the Arizona Education Learning and Accountability System. The Board may take action to approve the expenditure of funds, pursuant to A.R.S. § 15-249.

Mr. Mark Masterson addressed the Board regarding AELAS funding and gave a budget update. ADE IT prepared a quarterly progress report the third quarter of FY 2013. The report was delivered as prescribed with a progress report from independent, third party that is not affiliated with state government (Gartner Research, a leading global IT consulting firm).

AELAS is designed to follow the life cycle of a student from preschool to workforce, accumulating vital data so all education stakeholders are able to make informed decisions to prepare students for college and career readiness. Education Intelligence, the end result of these efforts, is real-time analytics that facilitates an increase in student growth and teacher efficacy. The transmission of student performance data, however, lags far behind the shift in enrollment and valuable instructional time is lost as a result. The Data Quality Campaign (DQC) has identified 10 Essential Elements of Statewide Longitudinal Data Systems to support effective data use as roadmaps for state policymakers. These elements promote the development of state longitudinal data systems that collect quality data and answer critical education questions to ensure policy discussions are informed by high-quality data.

ADE has modeled its AELAS plan to meet these objectives. At this time, Arizona has only achieved three elements in 2011 and four elements in 2012. Committed to make AELAS a best-in-class education data system, ADE consulted with the DQC's Co-Founder and Former Deputy Director to complete a thorough internal data quality audit and provide recommendations for a comprehensive data governance program. Implementing her recommendations will allow ADE to no longer barrage schools for data it already has, saving time, resources and frustration. When a student walks into the door, a school administrator will enter the information and demographics one time. ADE will publish a schedule of what data needs to be reported and when and why it will be collected. ADE staff can run reports and analyze data without contacting LEAs because the Department will already have what it needs in a safe, secure and accurate format.

ADE has also embarked on a two-year partnership with the Maricopa County Education Service Agency (MCESA) to pilot the following data systems: Evaluation; Assessments; Professional Development; Content Management; and Data Integration. These pilot systems serve as proofs of concept, allowing ADE to demonstrate ability to deliver systems as designed and as budgeted. This partnership is also focusing on creating a system architecture that meets the 10 DQC data elements and gathers requirements for the systems outlined in the AELAS Business Case (reviewed and commended by Gartner's Education division).

Project status updates

Begin to ensure accurate student payments

The SAIS Replacement team began streamlining a number of SAIS payment functions, eliminating six redundant processes. Processing this portion of SAIS payments will significantly reduce a two to three day manual process into an automated process. The team used the SAIS Assessment documents to begin this project, and the basic design will be incorporated into the final SAIS replacement design.

The AELAS Business Case demonstrated that nearly \$155 million is spent statewide solely on Student Information Systems (SIS). Additionally, smaller districts pay more per student. This quarter, the department assembled a group of SIS users to develop the requirements for an opt-in statewide SIS. The group will provide input on needed modules, services and reports.

The Identity Management Solution completed its initial release in February. In addition to its internal release, the new security protocol mandated by the Data Governance Commission has been employed with the release of the MCEA teacher tools. Work has also begun to implement the new security protocol with the existing SLDS pilot sites.

ADE has implemented the first recommendation of appointing a Data Officer and is working on an implementation plan for the remaining nine recommendations. The agency data officer has instituted a temporary moratorium on ad hoc data requests in order to clear the existing backlog and develop a consistent, measureable process for receiving, tracking and fulfilling incoming data requests.

Connecting Education, Leadership and Technology (CELT), an internationally-recognized IT company specializing in P-20 education, conducted an in-depth analysis of the department's AELAS Business Case as well as the vision and conceptual architecture for AELAS implementation. Funded by a grant from the Bill and Melinda Gates Foundation, CELT is facilitating a cross-state, collaborative effort to focus on developing recommended practices and business processes for collecting and validating linked teacher and student data like that found in AELAS. Additionally, 19 State Education Chief Information Officers also conducted a site visit at the department to review progress on the Race to the Top grant deliverables and reviewed the conceptual architecture and implementation plans. ADE IT is pleased with the feedback provided by these outside agencies and is incorporating best practices from other states.

LEAs representing more than 95 percent (590 LEAs) of the state's student population have begun the Student-Teacher-Course Connection (STC) process. Fortieth day certifications have been awarded to 493 LEAs, and 322 LEAs have received 100th-day certification. During this process, 561 LEAs have mapped to the Arizona Course Catalogue.

The SLDS/AzED3S team successfully launched the teacher dashboard pilot to eight additional LEAs. The department has received consistent, positive feedback about the project. The US Department of Education visited ADE IT in March to review the grant's progress and interview current pilot participants. The grant monitors indicated they were pleased with the department's progress to date and indicated that ADE IT is further along in its grant delivery than expected. The

demonstration version, with masked data, has been well-received with many LEAs expressing interest in becoming a pilot district.

Data Governance Commission Status Update

At the February 15, 2013 Data Governance Commission meeting, ADE IT provided an update on the progress of validating SAIS business rules with school business officers and shared progress on the MCEA Instructional Improvement System partnership. The Commission approved Technology Guidelines for PARCC Assessments Version 2.0 – December 2012 as the Arizona standards.

At the April 19, 2013 Data Governance Commission meeting, ADE IT presented the AELAS readiness plan. The Commission was briefed on the statewide Student Information System (SIS) concept and necessary funding to continue the requirements gathering process. This centralized, opt-in solution can substantially reduce costs provide a standardized way of reporting data to ADE.

Ms. Klein stated there have been a lot of positive responses from the field. She suggested doing an installment. Mr. Masterson asked the Board for 1/3 of the allocation and then after the Data Governance Commission meets again, come back to the Board with the additional amount. Mr. Yanez explained the duties of the Data Governance Commissions. Ultimate oversight rests with the Board. While the Board has overall authority to approve the plan, it recognized that the Board does not have the technical expertise so to provide that technical expertise the Data Governance Commission was created. There was a meeting but there was not a quorum at that last Commission meeting prior to the Board meeting. Typically the Commission makes a recommendation and that action comes before the Board for approval. Because there was no quorum, Mr. Yanez asked Mr. Masterson to come before the Board with a new proposal which is what he has done. Mr. Masterson stated this was the first time there has not been a quorum with the Data Governance Commission. Superintendent Huppenthal thanked Mr. Masterson for the presentation and stated given the understanding from the Board, this item would be on the Consent Agenda next month.

Superintendent Huppenthal moved to authorize \$800,000 equal expenditures related to the Arizona Education Learning and Accountability System, pursuant to A.R.S. 15-249. Seconded by Vice President Miller. Motion passed unanimously.

- D. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to deny the application for certification for Sergio Aviega

This item was pulled from the agenda due to the fact that Mr. Aviega withdrew his application.

- E. Presentation and discussion regarding development and implementation Plans for the assessments related to the Partnership for Assessment of Readiness for College and Careers (PARCC)

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Dr. Williams address the Board and gave an update regarding PARCC Assessment and the tools that can be used by administrators. Wendi Anderson took the Board through the steps used for these tools. Mr. Tyree asked if there was a minimum capacity. In the technology guidelines there are minimum specs for each of those devices. Minimum is two students per device but ideally it is one student per device. While they are looking forward to online assessment, there is work currently being done for schools that would need a paper assessment. Their group is working continually to address these issues for schools who will not be up and ready for online assessment by 2016. Wendi spoke about the administration guidance and three performance based task for ELA/Literacy: Literary Analysis, Narrative, Research Simulation. For Math, performance based includes both short-and extended-response questions. Math will be reported in terms of both scale and performance level. Dr. Williams said there is a fact sheet that is available to parents that is currently on the website similar to the fact sheet that is available to policy makers as well. Mr. Moore asked if there are prototype tests available now. Dr. Williams stated there will be practice tests available for the field as well as to students and will be online. Mr. Moore stated WEST-Ed had concerns noting that large school districts will be much more prepared for the transition than rural schools. Smaller schools may not have broadband capacity and in terms of ensuring this transition moves smoothly, Mr. Moore stated some teachers are concerned about that. Dr. Williams stated this is one of the concerns and have been travelling throughout the state and have been having on going conversations with smaller schools. This is one area that is a huge focus.

PRESENTATION AND DISCUSSION ONLY – NO ACTION

- F. Presentation, discussion and possible action to approve recommendations regarding the A-F Letter Grade Accountability System. Discussion may include, but is not limited to, small school definition and integration of a College and Career Readiness Index (CCRI) to include graduation rates and additional readiness indicators for 2014.

Dr. Giovannone addressed the Board regarding Pooling Data. Recommendation is to continue to pool 3 years of data with fewer than 30 FAY students in the current year. Last year's small school's model reflected the same components as the traditional school's model; however, it reflected pooled 3yrs of data rather than only current year data. This was done in order to increase observations on which to calculate letter grade determinations. It is generally acceptable that 30 test records provides enough statistical stability in order to make inferences based on statistics.

Dr. Giovannone and Dr. Metcalfe addressed the Board regarding College and Career Ready Indicators (CCRI). Dr. Metcalfe has been working with Dan Anderson at ABOR to look at data and to make sure there are indicators that we can pool from as well.

The presentation to the Board recommends an increase of 15% for graduation rate in 2014. In addition, this would add the CCR course participation and course completion and success. Mr. Miller asked if the definition of success has been defined. Staff is working with various stakeholders on what would be considered success on indicators. We are trying to vet this through the various stakeholders.

Any school with fewer than 30 test records in the fiscal year would be considered in the small schools model for accountability purposes. Based on 2012 data, 108 schools would require three years of data

pooling to obtain more than 30 test records.

All schools in Arizona are eligible to report data to this new application within ADE. STCC will give transcript like views of students' academic progress. The common codes in STCC will be identified and flagged. NSC data will be cleaned and matched to students and then schools. ADE is working with other states to systematically receive and use ASVAB data. The goal is to receive and report data for high schools; however, ADE does not receive this data directly from MEPS at this point.

Similar to R&E's process for qualifying an alternative school, a systematic evaluation of courses submitted for inclusion in the CCRI will meet these basic tenets. Relationship to postsecondary outcomes: Is the activity an indicator of a postsecondary outcome based on its established curriculum, evidence-based research, or course objectives? Data availability to ADE: Is the data reported in any database accessible to ADE's R&E division by the end of the fiscal year? Data integrity for accountability purposes: Are ADE's R&E and Information Technology divisions able to match data for students with a valid enrollment record at the school level?

Dr. Giovannone stated that all the indicators would have some kind of outcome based on established curriculum. Staff will report back to the Board on a regular basis. Recommendation of the Board is to incorporate a framework for the College and Career Readiness Index for implementation in 2014. Include a graduation rate weighted at 15% and postsecondary indicators at 10% for a total of 25% of the A-F Letter Grade Traditional model

Mr. Yanez stated it is important to put this conversation in context. In order to receive our waiver, the feds asked Arizona to add the grad rate by 20%. The committee was not receptive to a hard line. This is not exactly what was approved by the Department of Education.

Vice President Miller moved to accept the proposed modifications to the A-F accountability system regarding small school definition and pooling method for 2013, and to authorize staff to proceed with the development of a College and Career Ready Index to be implemented in 2014. Ms. Ortiz-Parson seconded the motion. Motion passed unanimously.

G. Board comments and future meeting dates. 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

Mr. Tyree

Superintendent spoke regarding Kevin Clark's actions and encouraged the members to go out and witness this themselves to see the level of foreign language being spoken by Non ELL. Superintendent Huppenthal spoke about having been working on an alternative class room design. It has been very successful. The whole classroom redesign motivates the students. It will be very fascinating to see more discussions on that.

Ms. Ortiz-Parson made the motion to adjourn. Mr. Moore seconded the motion. Meeting adjourned at 11:10.

6. ADJOURN