



## Arizona State Board of Education

### **AMENDED AGENDA**

#### **NOTICE OF PUBLIC MEETING**

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Monday, April 24, 2017, at 9:00 A.M. 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 Boards may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to **A.R.S. § 38-431.03(A)(3)**, the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice concerning any item on this agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 21 day of April, 2017.

Arizona State Board of Education

By: \_\_\_\_\_

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

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Monday, April 24, 2017

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, NATIONAL ANTHEM,  
PRAYER 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. Updated priorities for 2017
2. Selection of SBE representative for WestEd Board of Directors
3. Update on dyslexia policies

B. Superintendent's Report

1. 2017 Milken Educator for Arizona – Timothy Thomas, Principal at Rogers Ranch School in Laveen Elementary School District
2. Counselor of the Year – Tracey Pressley, Lake Havasu High School
3. Update regarding Department activities

C. Board Member Reports

1. Update regarding Speak Up, Be Safe and Childhelp
2. Update regarding K-12 computer science education

D. Executive Director's Report

1. Update on NASBE activities
2. Update on the Menu of Assessments

2. CONSENT AGENDA: All items on this Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.

A. Approval of the revised Structured English Immersion (SEI) curricular framework for SEI endorsements

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- B. Approval of the capital transportation adjustments for the purchase of transportation vehicles pursuant to A.R.S. §15-963
- C. Approval of the extension of the Arizona Carl D. Perkins State Plan and Funding for fiscal year 2018
- D. Approval of the following special education educator preparation programs leading to Arizona educator certification:
  - 1. Pima Community College, Post Baccalaureate Teacher Certification Program, Mild to Moderate
  - 2. University of Phoenix, Alternative Pathway, Mild to Moderate
- E. Approval of the following elementary education educator preparation programs leading to Arizona educator certification:
  - 1. University of Phoenix, Master of Arts in Education, Elementary Education
  - 2. Scottsdale Community College, Scottsdale Teacher Education Partnership (STEP), Elementary Education
- F. Approval of the following secondary education educator preparation programs leading to Arizona educator certification:
  - 1. Prescott College, Bachelor's Degree, Secondary Education
  - 2. Prescott College, Post-Baccalaureate Degree, Secondary Education
  - 3. Prescott College, Master's Degree, Secondary Education
  - 4. University of Arizona South, Masters of Education (M.Ed.), Secondary Education
- G. Approval of additional monies for Teacher Compensation for the fiscal year 2017-2018
- H. Approval to authorize the Arizona Department of Education (ADE) to enter into an agreement with the United States Department of Agriculture (USDA) to receive and expend a National Farm to School Network grant from the TIDE Center
- I. Approval of school district applications for the Arizona On-Line Instruction Program, pursuant to A.R.S. § 15-808:
  - 1. Amphitheater Unified School District - K-12

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#### 2. Blue Ridge Unified School District - 9-12

- J. Acceptance of the resignation of M. Diane Bruening from the Special Education Advisory Panel

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

#### 4. GENERAL SESSION

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

- B. Presentation, discussion and action regarding the A-F School Accountability Plan for 2016-2017

#### BB. Presentation and discussion of ESSA Long-Term Goals and Measures of Interim Progress

- C. Presentation and discussion on rulemaking procedures for Board rules R7-2-300 and R7-2-302 regarding minimum course of study for common schools and high schools

- D. Presentation, discussion and possible action to initiate rulemaking procedures for the proposed Board rule R7-2-318 regarding the K-3 Reading Program

- 5. CONSENT AGENDA – CERTIFICATION ENFORCEMENT ACTIONS: All items on this Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.

- A. Approval of the voluntary surrender of the educator certificates held by:

1. Geoffrey Begaye
2. Adam Chrestman
3. Katelyn Elms
4. Theodore Finkbeiner
5. Alexis Gonzalez
6. Joel Gordon
7. Molly McNamara

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8. Rogelio Villa Ramirez
9. Charles Schubert

B. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by William Regis Wall Jr.

#### 6. GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS

A. Presentation, discussion and possible action to approve the Negotiated Settlement Agreements for:

1. Jeffrey Canto
2. Jorge Castillo
3. Patrick O'Boyle
4. Desiree Timeche

B. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendations of the Professional Practices Advisory Committee to approve the applications for certification of:

1. Lesley Ann Belan
2. William Castle
3. Marian Carr Dawley
4. Terrance Geneeha

C. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the suspension of the certificate held by Imelda Garcia

D. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the revocations of certificates held by:

1. Cardenas Redsteer
2. Eddie Rodriguez
3. Liliya Souslova

7. 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

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

**EXECUTIVE SUMMARY**

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**Issue:** SEI Curricular Framework Revision

Action/Discussion Item

Information Item

**Background and Discussion**

All teachers in SEI Classrooms must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

The Structured English Immersion (SEI) curricular framework, which outlines the requirements of coursework leading to the SEI endorsement, was approved by the State Board in 2005 and has not been updated or reviewed since that time. Many changes have occurred in the last 12 years to impact the relevance of this framework, including the adoption of the SEI model and changes to the requirements for teacher certification. The Office of English Language Acquisition Services has worked with English language learner practitioners, representatives from higher education and stakeholders to develop a revised SEI curricular framework.

**Recommendation to the Board**

It is recommended that the Board adopt the revised SEI curricular framework.

**Contact Information:**

Kate Wright, Deputy Associate Superintendent, OELAS, Migrant, Homeless  
Carol Lippert, Associate Superintendent, High Academic Standards

# SEI Course Frame Works Revision

## SEI Foundations

### Legal and Historical Foundations (2 hours)

- Explain how the following legal cases impacted the policies and laws governing language instruction in Arizona: Lau v. Nichols, Castaneda v. Pickard, Flores v. Arizona, and Plyler v. Doe.
- Explain how federal laws and requirements, including the Every Student Succeeds Acts (ESSA), Title III, Title VI, and Office for Civil Rights/Department of Justice resolutions, impact accountability, assessment, funding, and identification in EL education in Arizona.
- Explain how state laws and policies, including Proposition 203, House Bill 2010, House Bill 2064, and Move On When Reading (for elementary only) impact language acquisition methodology, student grouping, and the time frame to achieve language proficiency.
- Explain the demographic composition of the PK -12 EL population in Arizona.
- Discuss the current societal trends and issues in the education of ELs.

### Structured English Immersion (3 hours)

#### Terminology Used in Arizona

- Define English Learner (EL).
- Define SEI as it is used in Arizona, including the distinctions between Structured English Immersion and Sheltered English Instruction.
- Define English Language Development (ELD) and its relevance to the instruction of ELs in Arizona.

#### Identification and Assessment

- Explain the process used to determine EL program eligibility including the use of the Home Language Survey and Arizona's English language proficiency assessment.
- Differentiate the uses of Arizona's English language proficiency assessment for placement and reassessment.
- Identify the standard accommodations available to ELs for assessment.
- Recognize that students may qualify for other services (ESS, Gifted) in addition to being identified as an EL.

#### Models/Structure

- Discuss the differences between Structured English Immersion classrooms, Bilingual classrooms, and Individual Language Learner Plans.
- Discuss components of EL program models in Arizona including time allocations, grouping, use of native language, integration of content, and SEI Model refinements.

#### English Language Proficiency (ELP) Standards

- Explain the development of the ELP Standards, the alignment of the ELP Standards to English Language Arts Standards, and connections to other academic content.
- Explore the format of the ELP Standards with respect to Stages, Proficiency Level Descriptors, Standards, Concepts, Sub-Concepts, Proficiency Levels, Performance Indicators, and the Glossary.

## Language Development

### Language Acquisition Theories (3 hours)

- Explain current and historical theories of language acquisition as they apply to English learners (Behaviorist Theory, Nativist Theory, Social Interactionist Theory, Cognitive Theory, etc.).

### Elements of Language (6 hours)

- Define each element of language: phonetics, phonology, morphology, lexicon, semantics, syntax, and pragmatics.
- Describe relationships between the elements of language within verbal and written expressions.



## **Language Domains (6 hours)**

- Examine a Stage of the ELP Standards to determine connections between the elements of language and Reading, Writing, Vocabulary, Standard English Conventions (Grammar), and Listening and Speaking
- Discuss how the skills found in ELP Standards apply to other content areas.

## **Instructional Elements (Elementary Only)**

### **Instructional Strategies for Academic English Development (13 hours)**

#### **Universal Design for Learning**

- Define elements of engagement (why), representation (what), and action and expression (how), and describe how they allow teachers to consider the learning needs of all students when planning lessons.

#### **Reading Instruction Aligned with the ELP Standards**

- Explore foundational reading skills as they apply to elementary ELs.
- Explore reading comprehension skills as they apply to elementary ELs.
- Explore reading strategies that help elementary ELs access grade level content area text.
- Explore the development of a lesson aligned to the Reading Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Writing Instruction Aligned with the ELP Standards**

- Explore foundational writing skills as they apply to elementary ELs.
- Explore writing application skills as they apply to elementary ELs.
- Explore writing strategies that help elementary ELs to develop written language complexity.
- Explore the development of a lesson aligned to the Writing Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Listening and Speaking Instruction Aligned with the ELP Standards**

- Explore receptive oral language skills as they apply to elementary ELs.
- Explore productive oral language skills as they apply to elementary ELs.
- Explore receptive and productive strategies that help elementary ELs to engage in academic discourse.
- Explore the development of a lesson aligned to the Listening and Speaking Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Grammar Instruction Aligned with the ELP Standards**

- Explore grammatical skills as a foundation of language for elementary ELs.
- Explore strategies that allow elementary ELs to apply their knowledge of syntax to create and understand communication in various contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

#### **Vocabulary Instruction Aligned with the ELP standards**

- Explore word study skills as they apply to elementary ELs.
- Explore strategies that help elementary ELs to utilize academic vocabulary in multiple contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

## **Differentiation (3 hours)**

- Consider the needs (language level, skill, etc.) of learners that would require differentiation of instruction.
- Explore appropriate strategies to differentiate instruction based on the needs of learners.

### **Assessment (3 hours)**

- Differentiate between types of assessments (e.g., diagnostic, formative, and summative).
- Review models of data collection used to document progress in language development.
- Analyze various forms of assessment data to make instructional decisions for ELs.

### **Diversity of ELs (2 hours)**

- Explain who long term ELs (LTEL) are and various factors influencing their English language acquisition.
- Explain who Recent Arrivals (RAEL) are and various factors influencing their language acquisition.
- Explain who Students with Interrupted Formal Education (SIFE) are and various factors influencing their language acquisition.
- Discuss special populations (Refugee, Migrant, Immigrant, and Native American) of ELs as relevant to LTEL, RAEL, and SIFE subgroups.

### **Culturally Relevant Instruction (4 hours)**

#### **Cultural Influences on Teaching and Learning**

- Define cultural competence and explain its role in the instruction of ELs.
- Describe the role of culture in student learning.
- Explore strategies for supporting cultural diversity within instruction.
- Describe the appropriate selection of curriculum, materials, and assessments for all language learners, accounting for proficiency, age, and heritage.

#### **Inclusive Environment**

- Describe how school and classroom environment influences language acquisition and the steps necessary to create an inclusive environment.
- Discuss the importance of understanding the social, emotional, and cultural needs of students when establishing classroom routines and procedures.

#### **Home and School Connections**

- Describe how family and community practices (funds of knowledge) may influence language learning.
- Describe effective family engagement practices including communication, family involvement, and providing intentional strategies for families of ELs.
- Describe inclusive community engagement practices.
- Explore the development of a lesson aligned to the Writing Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Listening and Speaking Instruction Aligned with the ELP Standards**

- Explore receptive oral language skills as they apply to secondary ELs.
- Explore productive oral language skills as they apply to secondary ELs.
- Explore receptive and productive strategies that help secondary ELs to engage in academic discourse.
- Explore the development of a lesson aligned to the Listening and Speaking Domain of the ELP Standards that includes the use of grade level appropriate materials.

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- Consider the needs (language level, skill, etc.) of learners that would require differentiation of instruction.
- Explore appropriate strategies to differentiate instruction based on the needs of learners.
- Explore balancing language and content needs with age-appropriate instruction.

### **Assessment (3 hours)**

- Differentiate between types of assessments (diagnostic, formative, and summative).
- Review models of data collection in order to document progress in language development.
- Analyze assessment data to make instructional decisions.

### **Diversity of ELs (2 hours)**

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- Discuss additional considerations needed for secondary ELs as relevant to LTEL, RAEL, and SIFE subgroups.

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- Describe how family and community practices (funds of knowledge) may influence language learning.
- Describe effective family engagement practices, including communication, family involvement, and providing intentional strategies for families of ELs.
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## **Instructional Elements (Secondary Only)**

### **Instructional Strategies for Academic English Development (13 hours)**

#### **Universal Design for Learning**

- Define elements of engagement (why), representation (what), and action and expression (how), and describe how they allow teachers to consider the learning needs of all students when planning lessons.

### **Reading Instruction Aligned with the ELP Standards**

- Explore foundational reading skills as they apply to secondary ELs.
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- Explore appropriate strategies to differentiate instruction based on the needs of learners.
- Explore balancing language and content needs with age-appropriate instruction.

### **Assessment (3 hours)**

- Differentiate between types of assessments (e.g., diagnostic, formative, and summative).
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- Describe the role of culture in student learning.
- Explore strategies for supporting cultural diversity within instruction.
- Describe the appropriate selection of curriculum, materials, and assessments for secondary language learners, accounting for proficiency, age, and heritage.

### **Inclusive Environment**

- Describe how school and classroom environments influence language acquisition and the steps necessary to create an inclusive environment.
- Discuss the importance of understanding the social, emotional, and cultural needs of students when establishing classroom routines and procedures.

### **Home and School Connections**

- Describe how family and community practices (funds of knowledge) may influence language learning.
- Describe effective family engagement practices including communication, family involvement, and providing intentional strategies for families of ELs.
- Describe inclusive community engagement practices.

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# SEI Course Frame Works Revision – Elementary

## SEI Foundations

### Legal and Historical Foundations (2 hours)

- Explain how the following legal cases impacted the policies and laws governing language instruction in Arizona: Lau v. Nichols, Castaneda v. Pickard, Flores v. Arizona, and Plyler v. Doe.
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- Discuss the current societal trends and issues in the education of ELs.

### Structured English Immersion (3 hours)

#### Terminology Used in Arizona

- Define English Learner (EL).
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#### English Language Proficiency (ELP) Standards

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## Language Development

### Language Acquisition Theories (3 hours)

- Explain current and historical theories of language acquisition as they apply to ELs (Behaviorist Theory, Nativist Theory, Social Interactionist Theory, Cognitive Theory, etc.).

### Elements of Language (6 hours)

- Define each element of language: phonetics, phonology, morphology, lexicon, semantics, syntax, and pragmatics.
- Describe relationships between the elements of language within verbal and written expressions.

## **Language Domains (6 hours)**

- Examine a Stage of the ELP Standards to determine connections between the elements of language and Reading, Writing, Vocabulary, Standard English Conventions (Grammar), and Listening and Speaking.

## **Instructional Elements**

### **Instructional Strategies for Academic English Development (13 hours)**

#### **Universal Design for Learning**

- Define elements of engagement (why), representation (what), and action and expression (how), and describe how they allow teachers to consider the learning needs of all students when planning lessons.

#### **Reading Instruction Aligned with the ELP Standards**

- Explore foundational reading skills as they apply to elementary ELs.
- Explore reading comprehension skills as they apply to elementary ELs.
- Explore reading strategies that help elementary ELs access grade level content area text.
- Explore the development of a lesson aligned to the Reading Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Writing Instruction Aligned with the ELP Standards**

- Explore foundational writing skills as they apply to elementary ELs.
- Explore writing application skills as they apply to elementary ELs.
- Explore writing strategies that help elementary ELs to develop written language complexity.
- Explore the development of a lesson aligned to the Writing Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Listening and Speaking Instruction Aligned with the ELP Standards**

- Explore receptive oral language skills as they apply to elementary ELs.
- Explore productive oral language skills as they apply to elementary ELs.
- Explore receptive and productive strategies that help elementary ELs to engage in academic discourse.
- Explore the development of a lesson aligned to the Listening and Speaking Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Grammar Instruction Aligned with the ELP Standards**

- Explore grammatical skills as a foundation of language for elementary ELs.
- Explore strategies that allow elementary ELs to apply their knowledge of syntax to create and understand communication in various contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

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- Explore strategies that help elementary ELs to utilize academic vocabulary in multiple contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

## **Differentiation (3 hours)**

- Consider the needs (language level, skill, etc.) of learners that would require differentiation of instruction.
- Explore appropriate strategies to differentiate instruction based on the needs of learners.

### **Assessment (3 hours)**

- Differentiate between types of assessments (e.g., diagnostic, formative, and summative).
- Review models of data collection used to document progress in language development.
- Analyze various forms of assessment data to make instructional decisions for ELs.

### **Diversity of ELs (2 hours)**

- Explain who long term ELs (LTEL) are and various factors influencing their English language acquisition.
- Explain who Recent Arrivals (RAEL) are and various factors influencing their language acquisition.
- Explain who Students with Interrupted Formal Education (SIFE) are and various factors influencing their language acquisition.
- Discuss special populations (Refugee, Migrant, Immigrant, and Native American) of ELs as relevant to LTEL, RAEL, and SIFE subgroups.

### **Culturally Relevant Instruction (4 hours)**

#### **Cultural Influences on Teaching and Learning**

- Define cultural competence and explain its role in the instruction of ELs.
- Describe the role of culture in student learning.
- Explore strategies for supporting cultural diversity within instruction.
- Describe the appropriate selection of curriculum, materials, and assessments for all language learners, accounting for proficiency, age, and heritage.

#### **Inclusive Environment**

- Describe how school and classroom environment influences language acquisition and the steps necessary to create an inclusive environment.
- Discuss the importance of understanding the social, emotional, and cultural needs of students when establishing classroom routines and procedures.

#### **Home and School Connections**

- Describe how family and community practices (funds of knowledge) may influence language learning.
- Describe effective family engagement practices including communication, family involvement, and providing intentional strategies for families of ELs.
- Describe inclusive community engagement practices.



# SEI Course Frame Works Revision – Secondary

## SEI Foundations

### Legal and Historical Foundations (2 hours)

- Explain how the following legal cases impacted the policies and laws governing language instruction in Arizona: Lau v. Nichols, Castaneda v. Pickard, Flores v. Arizona, and Plyler v. Doe.
- Explain how federal laws and requirements, including the Every Student Succeeds Acts (ESSA), Title III, Title VI, and Office for Civil Rights/Department of Justice resolutions, impact accountability, assessment, funding, and identification in EL education in Arizona.
- Explain how state laws and policies, including Proposition 203, House Bill 2010, and House Bill 2064 impact language acquisition methodology, student grouping, and the time frame to achieve language proficiency.
- Explain the demographic composition of the PK -12 EL population in Arizona.
- Discuss the current societal trends and issues in the education of ELs.

### Structured English Immersion (3 hours)

#### Terminology Used in Arizona

- Define English Learner (EL).
- Define SEI as it is used in Arizona, including the distinctions between Structured English Immersion and Sheltered English Instruction.
- Define English Language Development (ELD) and its relevance to the instruction of ELs in Arizona.

#### Identification and Assessment

- Explain the process used to determine EL program eligibility including the use of the Home Language Survey and Arizona's English language proficiency assessment.
- Differentiate the uses of Arizona's English language proficiency assessment for placement and reassessment.
- Identify the standard accommodations available to ELs for assessment.
- Recognize that students may qualify for other services (ESS, Gifted) in addition to being identified as an EL.

#### Models and Structure

- Discuss the differences between Structured English Immersion classrooms, Bilingual classrooms, and Individual Language Learner Plans.
- Discuss components of EL program models in Arizona including time allocations, grouping, use of native language, integration of content, and SEI Model refinements.

#### English Language Proficiency (ELP) Standards

- Explain the development of the ELP Standards, the alignment of the ELP Standards to the English Language Arts Standards, and connections to other academic content.
- Explore the format of the ELP Standards with respect to Stages, Proficiency Level Descriptors, Standards, Concepts, Sub-Concepts, Proficiency Levels, Performance Indicators, and the Glossary.

## Language Development

### Language Acquisition Theories (3 hours)

- Explain current and historical theories of language acquisition as they apply to secondary ELs (Behaviorist Theory, Nativist Theory, Social Interactionist Theory, Cognitive Theory, etc.).

### Elements of Language (6 hours)

- Define each element of language: phonetics, phonology, morphology, lexicon, semantics, syntax, and pragmatics.
- Describe relationships between the elements of language within verbal and written expressions.

## **Language Domains (6 hours)**

- Examine a Stage of the ELP Standards to determine connections between the elements of language and Reading, Writing, Vocabulary, Standard English Conventions (Grammar), and Listening and Speaking
- Discuss how the skills found in ELP Standards apply to other content areas.

## **Instructional Elements**

### **Instructional Strategies for Academic English Development (13 hours)**

#### **Universal Design for Learning**

- Define elements of engagement (why), representation (what), and action and expression (how), and describe how they allow teachers to consider the learning needs of all students when planning lessons.

#### **Reading Instruction Aligned with the ELP Standards**

- Explore foundational reading skills as they apply to secondary ELs.
- Explore reading comprehension skills as they apply to secondary ELs.
- Explore reading strategies that help secondary ELs access grade level content area text.
- Explore the development of a lesson aligned to the Reading Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Writing Instruction Aligned with the ELP Standards**

- Explore foundational writing skills as they apply to secondary ELs.
- Explore writing application skills as they apply to secondary ELs.
- Explore writing strategies that help secondary ELs to develop written language complexity.
- Explore the development of a lesson aligned to the Writing Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Listening and Speaking Instruction Aligned with the ELP Standards**

- Explore receptive oral language skills as they apply to secondary ELs.
- Explore productive oral language skills as they apply to secondary ELs.
- Explore receptive and productive strategies that help secondary ELs to engage in academic discourse.
- Explore the development of a lesson aligned to the Listening and Speaking Domain of the ELP Standards that includes the use of grade level appropriate materials.

#### **Grammar Instruction Aligned with the ELP Standards**

- Explore grammatical skills as a foundation of language for secondary ELs.
- Explore strategies that allow secondary ELs to apply their knowledge of syntax to create and understand communication in various contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

#### **Vocabulary Instruction Aligned with the ELP standards**

- Explore word study skills as they apply to secondary ELs.
- Explore strategies that help secondary ELs to utilize academic vocabulary in multiple contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

## **Differentiation (3 hours)**

- Consider the needs (language level, skill, etc.) of learners that would require differentiation of instruction.
- Explore appropriate strategies to differentiate instruction based on the needs of learners.
- Explore balancing language and content needs with age-appropriate instruction.

### **Assessment (3 hours)**

- Differentiate between types of assessments (e.g., diagnostic, formative, and summative).
- Review models of data collection used to document progress in language development.
- Analyze various forms of assessment data to make instructional decisions for ELs.

### **Diversity of ELs (2 hours)**

- Explain who long term ELs (LTEL) are and various factors influencing their English language acquisition.
- Explain who Recent Arrivals (RAEL) are and various factors influencing their language acquisition.
- Explain who Students with Interrupted Formal Education (SIFE) are and various factors influencing their language acquisition.
- Discuss special populations (Refugee, Migrant, Immigrant, and Native American) of EL as relevant to LTEL, RAEL, and SIFE subgroups.
- Discuss additional considerations needed for secondary ELs as relevant to LTEL, RAEL, and SIFE subgroups.

### **Culturally Relevant Instruction (4 hours)**

#### **Cultural Influences on Teaching and Learning**

- Define cultural competence and explain its role in the instruction of ELs.
- Describe the role of culture in student learning.
- Explore strategies for supporting cultural diversity within instruction.
- Describe the appropriate selection of curriculum, materials, and assessments for secondary language learners, accounting for proficiency, age, and heritage.





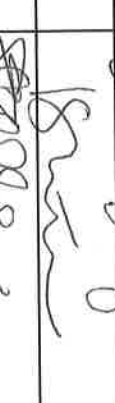









#### **Inclusive Environment**

- Describe how school and classroom environments influence language acquisition and the steps necessary to create an inclusive environment.
- Discuss the importance of understanding the social, emotional, and cultural needs of students when establishing classroom routines and procedures.






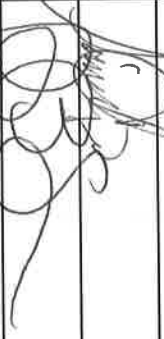
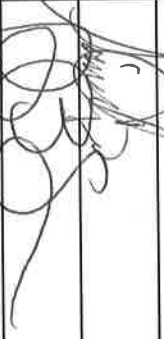

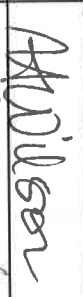



#### **Home and School Connections**

- Describe how family and community practices (funds of knowledge) may influence language learning.
- Describe effective family engagement practices including communication, family involvement, and providing intentional strategies for families of ELs.
- Describe inclusive community engagement practices.

**SEI Course Framework Revision Workgroup**  
**January 18, 2017**

	Last Name	First Name	Organization	Email	Signature
1	Ashley	Lisa	Northern Arizona University	<a href="mailto:lisa.ashley@nau.edu">lisa.ashley@nau.edu</a>	
2	Claypool	Sally	Phoenix Union High School District	<a href="mailto:claypool@phoenixunion.org">claypool@phoenixunion.org</a>	
3	Combs	Mary Carol	University of Arizona	<a href="mailto:combs@email.arizona.edu">combs@email.arizona.edu</a>	
4	Duarte	Inna	Roosevelt Elementary District	<a href="mailto:inna.duarte@rsd.k12.az.us">inna.duarte@rsd.k12.az.us</a>	
5	Duarte	Julie	Tempe Union High School District	<a href="mailto:duarte.julie@gmail.com">duarte.julie@gmail.com</a>	
6	Escobar	Alexandra	University of Phoenix	<a href="mailto:alexandra.escobar@phoenix.edu">alexandra.escobar@phoenix.edu</a>	
7	Fagan	Erin	Sedona-Oak Creek Unified District	<a href="mailto:fagan@sedonak12.org">fagan@sedonak12.org</a>	
8	Foster	Kristel	Sunnyside Elementary District	<a href="mailto:kristelf@susd12.org">kristelf@susd12.org</a>	
9	George	SarahBeth	Creighton Elementary District	<a href="mailto:sgeorge@creightonschools.org">sgeorge@creightonschools.org</a>	
10	Gilpatrick	Marjaneh	Grand Canyon University	<a href="mailto:marjaneh.gilpatrick@grcu.edu">marjaneh.gilpatrick@grcu.edu</a>	
11	Hogan	Amy	Ottawa University	<a href="mailto:amy.hogan@ottawa.edu">amy.hogan@ottawa.edu</a>	
12	Huseby	Jayne	Amphitheater Unified District	<a href="mailto:jhuseby@amphi.com">jhuseby@amphi.com</a>	
13	Krauss	Virginia	Rio Salado College	<a href="mailto:virginia.krauss@riosalado.edu">virginia.krauss@riosalado.edu</a>	
14	Laing	Joel	Glendale Union High School District	<a href="mailto:joel.laing@guhdsdaz.org">joel.laing@guhdsdaz.org</a>	

**SEI Course Framework Revision Workgroup  
January 18, 2017**

15	Lindberg	Julia	Sunnyside Elementary District	julial@susd12.org	
16	Lockard	Louise	Northern Arizona University	louise.lockard@nau.edu	
17	Long	Katy	Grand Canyon University	katy.long@gcu.edu	
18	Norris	Jan	Paradise Valley Unified District	janorris@pvschools.net	
19	Pickel	Alice		apickel1@gmail.com	
20	Ramirez	Pablo	Arizona State University	pablo.c.ramirez@asu.edu	
21	Sandigo	Alma	Northern Arizona University	alma.sandigo@nau.edu	
22	Stratton	Angela	Rio Salado College	angela.stratton@riosalado.edu	
23	White	Lisala	Yuma Elementary District	fandwhite@hotmail.com	
24	Wilson	Nancy	Gilbert Unified District	nancy.wilson@gilbertschools.net	
25	Wolfbrandt	Myrna	University of Phoenix	myrna.wolfbrandt@phoenix.edu	
26	Means	Kim	GUHSD	kimberly.means@guhscd.org	
27					
28					
29					

**SEI Course Provider List**

updated 4/4/17

<b>Agency/Person Name</b>	<b>Confirmed</b>
<b>Able Consulting</b>	<b>Yes</b>
<b>Arizona K-12 Center</b>	<b>Yes</b>
<b>Beig, Jabbar</b>	<b>Yes</b>
<b>Castillo, Marsha</b>	<b>Yes</b>
<b>Celaya, PhD., Jesus Raul</b>	<b>Yes</b>
<b>Citron, Kendra</b>	<b>Yes</b>
<b>Contreras, Denice</b>	<b>Yes</b>
<b>Conwell, Chandra</b>	<b>Yes</b>
<b>De La Rosa-Hampton, Veronica</b>	<b>Yes</b>
<b>Educational Training Specialist</b>	<b>Yes</b>
<b>Gigliotti, Matthew</b>	<b>Yes</b>
<b>Godinez, Arlynn</b>	<b>Yes</b>
<b>Gomez Conrado</b>	<b>Yes</b>
<b>Granillo, Marcy</b>	<b>Yes</b>
<b>Grijalva, Giovanna</b>	<b>Yes</b>
<b>Guererro, Amanda</b>	<b>Yes</b>
<b>Gunzel, Trina</b>	<b>Yes</b>
<b>Hegstad, Glenda Dr.</b>	<b>Yes</b>
<b>Kaplan, Suzanne</b>	<b>Yes</b>
<b>Klein, Kari</b>	<b>Yes</b>
<b>Loman, Casey</b>	<b>Yes</b>
<b>Oreshack, Nancy</b>	<b>Yes</b>
<b>Thompson, Cheryl</b>	<b>Yes</b>
<b>Torres, Julie</b>	<b>Yes</b>
<b>All In-state Universities</b>	<b>Yes</b>
<b>Arizona Department of Education</b>	<b>Yes</b>

**EXECUTIVE SUMMARY**

**Issue:** Approval for the attached Small School Districts to receive the indicated 2017 state aid and budget capacity due to the Capital Transportation Adjustment for Small School Districts pursuant to 15-963

Action/Discussion Item

Information Item

**Background and Discussion**

In accordance with A.R.S. § 15-963 school districts may apply to the state board of education for a capital transportation adjustment for the purchase of a transportation vehicle if the district meets all of the following requirements:

- 1. Has a student count of fewer than six hundred in kindergarten programs and grades one through twelve.**
- 2. Transports as eligible students at least one-third of the total student count of the school district.**
- 3. Has an approved daily route mileage per eligible student transported of more than 1.0, computed as prescribed in section 15-945, subsection A, paragraph 4.**

Once approved, the district is authorized to increase their budgeted District Additional Assistance by this SBE approved dollar amount.

School Finance has verified that the districts included in the attached have applied for this transportation adjustment; the dollar amount calculated is based on SBE previously approved business rules and, pursuant to A.R.S § 15-963 (c), that the dollar amount does not exceed 20% of the total amount which a county may budget for that fiscal year in all small district service program funds as provided in section A.R.S. § 15-365, subsection F. School Finance unit staff has reviewed all requests and has verified that each listed District's request **does meet state requirements.**

**Recommendation to the Board**

It is recommended that the Board approve the attached adjustments for the Capital Transportation adjustment pursuant to A.R.S. § 15-963.

**Contact Information:**

Chelsea Jemison, School Finance Financial Analyst  
Lyle Friesen, School Finance Director

County	Entity ID	CTDS	District	Amount Requested	Transportation Need	County Small School Payment Total	Allowable 20.00%	Total Average Daily Miles	Total Average Transported Students	% of County	FY2017 Small School Transportation Award
Apache	4160	010306000	Concho Elementary District	\$60,000.00	20 student bus or 9 student van	\$52,102.24	\$10,420.45	2066	292	100.00%	\$10,420.45
Cochise	4169	020202000	Bisbee Unified District	\$150,000.00	1-3 Buses	\$	\$27,383.62	604	325	50.30%	\$13,775.03
	4171	020214000	Bowie Unified District	\$10,000.00	30 passenger bus	\$	\$27,383.62	205	19	8.20%	\$2,266.54
	4185	020412000	Elfrida Elementary District	\$29,514.27	bus payment	\$	\$27,383.62	158	58	10.56%	\$2,890.68
	4186	020422000	Pearce Elementary District	\$10,877.28	special needs van	\$	\$27,383.62	141	62	10.41%	\$2,849.81
	4190	020522000	Valley Union High School District	\$86,625.00	Cummins ISB13 54 Passenger 2016 Bluebird School Bus	\$	\$27,383.62	482	55	20.46%	\$5,601.56
											\$27,383.62
Coconino	4193	030202000	Williams Unified District	\$186,000.00	International 77 passenger school bus	\$	\$13,813.08	518	227	63.38%	\$8,754.92
	4199	030310000	Maine Consolidated School District	\$99,999.00	School Bus	\$	\$13,813.08	354	110	36.62%	\$5,058.16
											\$13,813.08
Gila	4215	040333000	Tonto Basin Elementary District	\$41,305.35	2nd year lease to own for bus	\$	\$11,510.90	204	25	100.00%	\$11,510.90
											\$11,510.90
La Paz	4511	150404000	Quartzsite Elementary District	\$13,000.00	24 passenger bus	\$	\$12,184.08	337	225	73.72%	\$9,982.53
	4514	150430000	Salome Consolidated Elementary District	\$140,000.00	new bus	\$	\$12,184.08	125	77	26.28%	\$3,201.55
											\$12,184.08
Maricopa	4250	070371000	Sentinel Elementary District	\$116,556.00	Bus for pupil transportation	\$	\$21,931.35	268	39	16.56%	\$3,631.57
	4251	070375000	Morrison Elementary District	\$100,000.00	new school bus	\$	\$21,931.35	371	125	30.40%	\$6,666.62
	4275	070449000	Palo Verde Elementary District	\$130,000.00	Replacement 84 passenger school bus	\$	\$21,931.35	437	311	53.04%	\$11,633.16
											\$21,931.35
Mohave	4374	080209000	Littfield Unified District	\$98,658.85	pay off bus purchase	\$	\$20,840.90	336	293	74.83%	\$15,584.21
	4376	080412000	Topock Elementary District	\$200,000.00	84 PASSENGER GAS BUS	\$	\$20,840.90	107	104	25.17%	\$5,246.69
											\$20,840.90
Navajo	4392	090206000	Heber-Overgaard Unified District	\$27,981.98	FY2015 IC Ce School Bus	\$	\$10,420.45	416	362	100.00%	\$10,420.45
											\$10,420.45
Pinal	4435	110100000	Mary C O'Brien Accommodation District	\$150,000.00	Air conditioned handicap accessible bus	\$	\$21,931.35	831	204	31.93%	\$7,001.65
	4438	110203000	Ray Unified District	\$24,594.26	We are planning to purchase a 2017 Blue Bird Bus.	\$	\$21,931.35	388	218	21.76%	\$4,773.08
	4440	110215000	Superior Unified School District	\$70,000.00	small passenger bus	\$	\$21,931.35	133	124	10.21%	\$2,239.84
	4452	110433000	Picacho Elementary District	\$38,000.00	12-15 passenger van	\$	\$21,931.35	183	166	13.79%	\$3,025.32
	4454	110540000	Santa Cruz Valley Union High School District	\$5,000.00	van	\$	\$21,931.35	489	183	22.30%	\$4,891.46
											\$21,931.35
Cruz	4459	120328000	Santa Cruz Elementary District	\$150,000.00	pay off two buses	\$48,736.33	\$9,747.27	395	152	61.75%	\$6,018.61
	4461	120425000	Sonolita Elementary District	\$68,300.00	16 passenger bus	\$48,736.33	\$9,747.27	480	42	38.25%	\$3,726.66
											\$9,747.27
Yavapai	4472	130240000	Seligman Unified District	\$270,000.00	2 full size buses	\$	\$27,383.62	857	86	22.26%	\$6,095.55
	4473	130243000	Mayer Unified School District	\$25,792.87	4th payment on a 5 year purchase of a bus	\$	\$27,383.62	855	351	38.48%	\$10,536.62
	4479	130317000	Congress Elementary District	\$32,440.00	LEASE PURCHASED A BUS IN 2016	\$	\$27,383.62	162	59	6.83%	\$1,870.33
	4480	130323000	Kirkland Elementary District	\$151,000.00	new school bus	\$	\$27,383.62	241	51	7.90%	\$2,164.85
	4481	130326000	Beaver Creek Elementary District	\$15,000.00	REPLACE A 92 BUS WITH A NEWER ONE	\$	\$27,383.62	256	184	16.36%	\$4,480.42
	4484	130350000	Canon Elementary District	\$104,621.43	School Bus	\$	\$27,383.62	152	84	8.17%	\$2,236.05
											\$27,383.62
Yuma	4503	140417000	Mohawk Valley Elementary District	\$120,000.00	Bus	\$	\$9,208.72	254	125	100.00%	\$9,208.72
											\$9,208.72
						\$983,878.94	\$196,775.79				\$196,775.79



**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the extension of the Arizona Carl D. Perkins State Plan and Funding-FY2018

Action/Discussion Item

Information Item

**Background and Discussion**

The Carl D. Perkins Career and Technical education Act of 2006 (Perkins IV), 20 U.S.C. 2301 et seq., as amended by Public Law 109-270, was scheduled to end September 30, 2013. Continued funding was authorized by the Office of Career, Technical, and Adult Education (OCTAE) and Congress is not expected to reauthorize or replace the Act for at least another year. Therefore, OCTAE is requesting that states that wish to continue participation under the Act submit a request to extend their current plan for program year eleven grant awards due to the absence of Congressional action.

The extension request is being made under the provisions of Section 422(a) of the General Education Provisions Act (GEPA) which allows for an automatic authorization of an appropriation of one additional Federal fiscal year.

A formal letter requesting an extension is requested as one of the items required under the guidance contained in the attached February 14, 2017 Program Memorandum.

No formal amendments will be made to the current Arizona State Plan. An updated budget for 2017-2018 will be submitted once the notification of the grant award is received along with the new Performance Measures targets and updates.

**Review and Recommendation of State Board Committee**

Not applicable.

**Recommendation to the Board**

It is recommended that the Board approve the submission of the Arizona State Plan extension request letter for the current Carl D. Perkins plan and funding for the period July 1, 2017 through September 30, 2018.

**Contact Information:**

Marilyn Gardner, CTE Fiscal Director, Career and Technical Education  
Carol Lippert, Associate Superintendent, High Academic Standards for Students




UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

FEB 14 2017

PROGRAM MEMORANDUM—FY 2017-4

TO: State Directors of Career and Technical Education

FROM: Kim R. Ford   
Deputy Assistant Secretary  
Delegated the Duties of the Assistant Secretary for Career, Technical, and  
Adult Education

SUBJECT: Guidance for the Submission of Perkins IV State Plan Revisions, Budgets, and  
Performance Levels for Fiscal Year (FY) 2017 (program year eleven) Grant  
Awards—OMB Approval Number: 1830-0029

I am pleased to provide our office's requirements for each eligible agency to receive a program year eleven grant award, beginning July 1, 2017, under Title I of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), 20 U.S.C. 2301 et seq., as amended by Public Law 109-270. We are issuing this guidance as we await a final appropriation from Congress for fiscal year (FY) 2017.

Perkins State Plan Requirements

Your State must prepare the following:

- Request to Extend State Plan. Each eligible agency must prepare a brief cover letter, indicating that it wishes to extend its Perkins IV State Plan and transmit the items listed below. This request must be in writing and signed by a State official who is authorized to act on behalf of the eligible agency.
- Revisions to the State Plan. Each eligible agency must prepare revisions, if any, to its State plan.
- Updated Budget. Each eligible agency must prepare a budget for program year eleven. Until Congress passes the final FY 2017 appropriation, States are encouraged to use their final estimated FY 2016 allocations for planning purposes.

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[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

- State Proposed Performance Levels. Each eligible agency must prepare proposed performance levels for each of the core indicators of performance described in section 113(b) of Perkins IV for program year eleven. Proposed performance levels must take into account the following factors described in section 113(b)(3)(A)(vi) of Perkins IV:
  - (I) how the levels of performance involved compare with the State-adjusted levels of performance established for other States, taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided; and
  - (II) the extent to which such levels of performance promote continuous improvement on the indicators of performance by such State.

It is important to note that under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), States will no longer have annual measurable objectives (AMOs), which many States used to set their performance levels for the Perkins core indicators of academic attainment in reading/language arts (1S1) and academic attainment in mathematics (1S2). Furthermore, we anticipate that many States will not have their State plans under ESSA, including their long-term goals, measurements of interim progress, and indicators for academic achievement approved prior to the start of the 2017-18 school year.

As in past years, your State's Regional Accountability Specialists (RASes) will schedule conversations with you to discuss and reach an agreement on your proposed levels, which will be codified in your State's Final Agreed-Upon Adjusted Performance Levels (FAUPL) form. Once your FAUPL is complete, you will be asked to confirm and attest to those levels.

Please note that your performance levels are not final until this office has approved your levels and incorporated them into your Perkins IV State Plan, which is completed when we issue your State's July 1, 2017, Perkins IV Grant Award Notification (GAN).

### Submission Process

States must submit the items listed above to the Perkins State Plan Portal, with one exception. States that included Perkins as part of a Workforce Innovation and Opportunity Act (WIOA) Combined State Plan will be redirected to the WIOA State Plan Portal via the Perkins Portal to submit any revisions to the Perkins-specific portion of its WIOA Combined State plan.<sup>1</sup> Once

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<sup>1</sup> States should be aware that if revisions to the Perkins-specific portion of a Combined State Plan will impact the Combined State Plan as a whole, or the integration and administration of the core and other Combined State Plan partner programs at the State level, then States must go through the public review and comment requirements that applied to the development of the original Combined State Plan. See 20 CFR 676.145(c)(2)(ii).

those revisions are made, States will be directed back to the Perkins State Plan Portal to submit the remaining items. The Perkins State Plan Portal is available at: <https://perkins.ed.gov>.

### Submission Timeline

States must complete and certify their submission by **Wednesday, April 26, 2017**.

### State Plan Training Sessions

On-line training sessions for State staff regarding the Perkins State Plan submission process for the upcoming year will be held as follows:

February 28, 2017, 1:00 pm EST

March 2, 2017, 11:00 am EST

The agenda, related materials, and Web connection information is posted to the Calendar on the Perkins Collaborative Resource Network (PCRN) at <http://cte.ed.gov>.

### Transmission of Hard Copy Documents

In addition to the electronic submission of documents to the Perkins State Plan Portal, your State must submit a hard copy of an original signature on the request for extension and any additional documentation bearing an original signature within five working days of your State's Web portal submission to the following address:

Edward R. Smith, Chief  
Program Administration Branch  
Division of Academic and Technical Education  
Office of Career, Technical, and Adult Education  
U. S. Department of Education  
Potomac Center Plaza  
550 12<sup>th</sup> Street, SW, Room 11060  
Washington, DC 20202-7241

Please feel free to contact your Perkins Program Administration Liaison (PAL) or RAS if you have questions regarding your submission. A State-by-State listing of these staff members is available on the PCRN at <http://cte.ed.gov/contact.cfm>.

We look forward to continuing to work with you to improve career and technical education for young people and adults throughout our nation.

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of recommendations to approve or deny special educator preparation programs leading to Arizona educator certification

Action/Discussion Item  
2D1,2

Information Item

**Background and Discussion**

Educator preparation programs seeking Board approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.
3. Clinical Practices and Partnerships: Evidence that candidates have ample, authentic opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom. Evidence that field and capstone experiences take place in education settings that are appropriate for the certificate candidates are seeking with appropriate support from the preparation program and the local education agency.

Arizona State Board of Education Rule R7-2-604 states:

R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

R7-2-604.02 (G): "The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval." This is dependent upon a biennial review as described in R7-2-604.02 (K).

R7-2-604.02 (K): "Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years." The biennial report is submitted in years two and four of the current approval period and describes any substantive changes to courses, seminars,

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit

## **EXECUTIVE SUMMARY**

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modules, assessments, field experiences or capstone experiences. The report will also include relevant data which includes stakeholder surveys and completer data.

R7-2-604.01 (A): "Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experience and a capstone experience."

The following educator preparation programs have met the standards and are being recommended for program approval through April 30, 2023:

- Pima Community College, Post Baccalaureate Teacher Certification Program, Mild to Moderate
- University of Phoenix, Alternative Pathway- Special Education Mild-Moderate

### **Recommendation to the Board**

It is recommended that the Board approve the special educator preparation programs listed above through April 30, 2023.

### **Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit

**EXECUTIVE SUMMARY**

Professional Preparation Institution	Pima Community College	
Educator Preparation Program	Post-Degree Mild-Moderate Teacher Certification	
Date submitted	1-Sep-16	
Type of Approval	Initial Program Approval	
Program Pathway	Both	
Certificate	Special Education - Mild-Moderate Special Education	
Program Summary Date	24-Feb-17	
		Initial Score
<b>Organizational Structures and Systems Domain 1</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.00
		<b>Organizational Structures and Systems Domain Score</b>
<b>Instructional Impact Domain 2</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	4.00
	Content Knowledge Worksheet	2.00
	Content Knowledge Matrix	2.22
Data Literacy Component	Data Literacy Worksheet	2.33
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.40
		<b>Instructional Impact Domain Score</b>
<b>Clinical Practice &amp; Partnerships Domain 3</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.40
Field Experience Component	Field Experience Worksheet	2.25
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.00
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.00
		<b>Clinical Practice &amp; Partnerships Domain Score</b>
		<b>Program Score</b>
		<b>2.18</b>

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
 Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit

**EXECUTIVE SUMMARY**

Professional Preparation Institution	University of Phoenix	
Educator Preparation Program	Alternative Pathway-Special Education Mild-Moderate	
Date submitted	1-Sep-16	
Type of Approval	Initial Program Approval	
Program Pathway	Alternative	
Certificate	Special Education - Mild-Moderate Special Education	
Program Summary Date	16-Mar-17	
		Initial Score
<b>Organizational Structures and Systems Domain 1</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.40
<b>Organizational Structures and Systems Domain Score</b>		<b>2.08</b>
<b>Instructional Impact Domain 2</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	4.60
	Content Knowledge Worksheet	2.40
	Content Knowledge Matrix	2.44
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	2.57
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.00
<b>Instructional Impact Domain Score</b>		<b>2.57</b>
<b>Clinical Practice &amp; Partnerships Domain 3</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	2.00
	Field Experience Matrix	2.35
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.00
Capstone Component	Capstone Experience Worksheet	2.10
	Capstone Remediation Plan	2.00
<b>Clinical Practice &amp; Partnerships Domain Score</b>		<b>2.08</b>
<b>Program Score</b>		<b>2.24</b>

- Education Preparation Program Scoring**
- All worksheets and matrices within each domain are scored on a 0-3 scale.
  - Scores for each domain are averaged to determine a domain score.
  - Domain scores are then averaged to determine the program score.
  - A score of 2.0 equals a “meets”.
  - The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
 Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit



**EXECUTIVE SUMMARY**

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**Issue:** Consideration of recommendations to approve or deny elementary educator preparation programs leading to Arizona educator certification

Action/Discussion Item

Information Item

**Background and Discussion**

Educator preparation programs seeking Board approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.
3. Clinical Practices and Partnerships: Evidence that candidates have ample, authentic opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom. Evidence that field and capstone experiences take place in education settings that are appropriate for the certificate candidates are seeking with appropriate support from the preparation program and the local education agency.

Arizona State Board of Education Rule R7-2-604 states:

R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

R7-2-604.02 (G): "The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval." This is dependent upon a biennial review as described in R7-2-604.02 (K).

R7-2-604.02 (K): "Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years." The biennial report is submitted in years two and four of the current approval period and describes any substantive changes to courses, seminars,

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## **EXECUTIVE SUMMARY**

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modules, assessments, field experiences or capstone experiences. The report will also include relevant data which includes stakeholder surveys and completer data.

R7-2-604.01 (A): "Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experience and a capstone experience."

The following educator preparation programs have met the standards and are being recommended for program approval through July 31, 2023:

- University of Phoenix, Master of Arts in Education- Elementary Education
- Scottsdale Community College, Scottsdale Teacher Education Partnership (STEP) Elementary education

### **Recommendation to the Board**

It is recommended that the Board approve the elementary educator preparation programs listed above through July 31, 2023.

### **Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit

**EXECUTIVE SUMMARY**

Professional Preparation Institution	University of Phoenix	
Educator Preparation Program	Master of Arts in Education-Elementary Education	
Date submitted	Decemebr 1, 2016	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Elementary Education	
Reviewer Name	22-Mar-17	
		Score
<b>Organizational Structures and Systems Domain 1</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.33
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.40
<b>Organizational Structures and Systems Domain Score</b>		<b>2.15</b>
<b>Instructional Impact Domain 2</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	5.50
	Content Knowledge Worksheet	2.20
	Content Knowledge Matrix	2.22
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.00
<b>Instructional Impact Domain Score</b>		<b>2.56</b>
<b>Clinical Practice &amp; Partnerships Domain 3</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	2.00
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.33
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.00
<b>Clinical Practice &amp; Partnerships Domain Score</b>		<b>2.06</b>
<b>Program Score</b>		<b>2.25</b>

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**Contact Information:**

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**EXECUTIVE SUMMARY**

Professional Preparation Institution	Scottsdale Community College	
Educator Preparation Program	Scottsdale Teacher Education Partnership (STEP)- Elementary Education	
Date submitted	12/1/2016	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Elementary Education	
Program Summary Date	22-Mar-17	
		Initial Score
<b>Organizational Structures and Systems Domain</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.17
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.00
<b>Organizational Structures and Systems Domain Total Score</b>		<b>2.03</b>
<b>Instructional Impact Domain</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	3.88
	Content Knowledge Worksheet	1.75
	Content Knowledge Matrix	2.00
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.00
<b>Instructional Impact Domain Total Score</b>		<b>2.23</b>
<b>Clinical Practice &amp; Partnerships Domain</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	2.13
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.00
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.00
<b>Clinical Practice &amp; Partnerships Domain Total Score</b>		<b>2.02</b>
<b>Total Score</b>		<b>2.10</b>

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of recommendations to approve or deny secondary educator preparation programs leading to Arizona educator certification

Action/Discussion Item

Information Item

**Background and Discussion**

Educator preparation programs seeking Board approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.
3. Clinical Practices and Partnerships: Evidence that candidates have ample, authentic opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom. Evidence that field and capstone experiences take place in education settings that are appropriate for the certificate candidates are seeking with appropriate support from the preparation program and the local education agency.

Arizona State Board of Education Rule R7-2-604 states:

R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

R7-2-604.02 (G): "The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval." This is dependent upon a biennial review as described in R7-2-604.02 (K).

R7-2-604.02 (K): "Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years." The biennial report is submitted in years two and four of the current approval period and describes any substantive changes to courses, seminars, modules, assessments, field experiences or capstone experiences. The report will also include relevant data which includes stakeholder surveys and completion data.

**EXECUTIVE SUMMARY**

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R7-2-604.01 (A): “Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experience and a capstone experience.”

The following educator preparation programs have met the standards and are being recommended for program approval through January 31, 2023:

- Prescott College, Bachelor’s Degree, Secondary Education
- Prescott College, Post-Baccalaureate Degree, Secondary Education
- Prescott College, Master’s Degree, Secondary Education
- University of Arizona South, Masters of Education (M.Ed.), Secondary Education

**Recommendation to the Board**

It is recommended that the Board approve the secondary educator preparation programs listed above through January 31, 2023.

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit

**EXECUTIVE SUMMARY**

Professional Preparation Institution	Prescott College	
Educator Preparation Program	Bachelor of Arts and Post Baccalaureate in Secondary Education	
Date submitted	9/24/2016	
Type of Approval	Initial Program Approval	
Program Pathway	Both	
Certificate	Secondary Education	
Final Program Summary Date	3/15/2017	
		Final Score
<b>Organizational Structures and Systems Domain</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.00
<b>Organizational Structures and Systems Domain Total Score</b>		2.00
<b>Instructional Impact Domain</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	3.75
	Content Knowledge Worksheet	2.00
	Content Knowledge Matrix	2.00
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.25
	Technology Integration Matrix	2.00
<b>Instructional Impact Domain Total Score</b>		2.29
<b>Clinical Practice &amp; Partnerships Domain</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	2.00
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.00
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.00
<b>Clinical Practice &amp; Partnerships Domain Total Score</b>		2.00
<b>Total Score</b>		2.10

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**Contact Information:**

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 Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit

**EXECUTIVE SUMMARY**

Professional Preparation Institution	Prescott College	
Educator Preparation Program	Master of Arts in Secondary Education	
Date submitted	9/30/2016	
Type of Approval	Initial Program Approval	
Program Pathway	Both	
Certificate	Secondary Education	
Program Summary Date	2/20/2017	
		Final Score
<b>Organizational Structures and Systems Domain</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.00
<b>Organizational Structures and Systems Domain Total Score</b>		<b>2.00</b>
<b>Instructional Impact Domain</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	3.80
	Content Knowledge Worksheet	2.00
	Content Knowledge Matrix	2.00
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	1.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.00
<b>Instructional Impact Domain Total Score</b>		<b>2.11</b>
<b>Clinical Practice &amp; Partnerships Domain</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.20
Field Experience Component	Field Experience Worksheet	2.00
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.00
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.00
<b>Clinical Practice &amp; Partnerships Domain Total Score</b>		<b>2.03</b>
<b>Total Score</b>		<b>2.05</b>

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**Contact Information:**

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 Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit



**EXECUTIVE SUMMARY**

Professional Preparation Institution	University of Arizona South	
Educator Preparation Program	Masters of Education in Secondary Education	
Date submitted	12/19/2016	
Type of Approval	Initial Program Approval	
Program Pathway	Both	
Certificate	Secondary Education	
Program Summary Date	22-Mar-17	
		Initial Score
<b>Organizational Structures and Systems Domain</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.70
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.00
<b>Organizational Structures and Systems Domain Total Score</b>		<b>2.14</b>
<b>Instructional Impact Domain</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	3.60
	Content Knowledge Worksheet	2.00
	Content Knowledge Matrix	2.00
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	1.90
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.00
<b>Instructional Impact Domain Total Score</b>		<b>2.21</b>
<b>Clinical Practice &amp; Partnerships Domain</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	2.00
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.00
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.00
<b>Clinical Practice &amp; Partnerships Domain Total Score</b>		<b>2.00</b>
<b>Total Score</b>		<b>2.12</b>

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
 Keith Snyder, Deputy Associate Superintendent- Title II and Certification Unit

**EXECUTIVE SUMMARY**

**Issue:** Consideration to Approve Additional Monies for Teacher Compensation for the Fiscal Year 2017-2018 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 2017-2018 relating to A.R.S. §15-952 and §15-537 and grant approval to the local governing boards seeking continuous approval for 2017-2018 as listed below.

ID	CTDS	County	Name
4161	010307000	Apache	Alpine Elementary District
4158	010224000	Apache	Chinle Unified
4160	010306000	Apache	Concho Elementary
4163	010323000	Apache	McNary Elementary
4159	010227000	Apache	Red Mesa Unified
4155	010210000	Apache	Round Valley Unified District
4156	010218000	Apache	Sanders Unified District

**Contact Information:**

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**EXECUTIVE SUMMARY**

4153	010201000	Apache	St Johns Unified District
4162	010309000	Apache	Vernon Elementary District
4154	010208000	Apache	Window Rock Unified District
4187	020453000	Cochise	Ash Creek Elementary District
79226	020209000	Cochise	Benson Unified School District
4169	020202000	Cochise	Bisbee Unified District
4171	020214000	Cochise	Bowie Unified District
4179	020345000	Cochise	Double Adobe Elementary District
4174	020227000	Cochise	Douglas Unified Elementary District
4185	020412000	Cochise	Elfrida Elementary District
4167	020100000	Cochise	Fort Huachuca Accommodation School District
4181	020355000	Cochise	McNeal Elementary District
4176	020323000	Cochise	Naco Elementary
4180	020349000	Cochise	Palominas Elementary District
4186	020422000	Cochise	Pearce Elementary District
4188	020364000	Cochise	Pomerene Elementary District
4172	020218000	Cochise	San Simon Unified
4175	020268000	Cochise	Sierra Vista Unified District
4173	020221000	Cochise	St David Unified District
4168	020201000	Cochise	Tombstone Unified District
4190	020522000	Cochise	Valley Union High School
4170	020213000	Cochise	Willcox Unified School District
4192	030201000	Coconino	Flagstaff Unified District
4195	030206000	Coconino	Fredonia-Moccasin Unified District
4194	030204000	Coconino	Grand Canyon Unified District
4193	030202000	Coconino	Williams Unified District
87600	040149000	Gila	Gila County Regional
4212	040241000	Gila	Hayden-Winkelman Unified District
4209	040210000	Gila	Payson Unified District
4214	040312000	Gila	Pine Strawberry Elementary District
4210	040220000	Gila	San Carlos Unified
4215	040333000	Gila	Tonto Basin Elementary
4213	040305000	Gila	Young Elementary District
4224	050316000	Graham	Bonita Elementary District
4221	050207000	Graham	Fort Thomas Unified District
4217	050199000	Graham	Graham County Special Services
4220	050206000	Graham	Pima Unified District
4222	050305000	Graham	Solomon Elementary School District
4219	050204000	Graham	Thatcher Unified District

**Contact Information:**

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Keith Snyder, Deputy Associate Superintendent – Title II and Certification

**EXECUTIVE SUMMARY**

4231	060322000	Greenlee	Blue Elementary District
4227	060199000	Greenlee	Greenlee Accommodation
4230	060218000	Greenlee	Morenci Unified District
4515	150576000	La Paz	Bicentennial Union High
4510	150227000	La Paz	Parker Unified School District
4511	150404000	La Paz	Quartzsite Elementary District
4514	150430000	La Paz	Salome Consolidated Elementary District
4512	150419000	LaPaz	Wenden Elementary
4289	070516000	Maricopa	Agua Fria Union High School
4249	070363000	Maricopa	Aguila Elementary District
4280	070468000	Maricopa	Alhambra Elementary
4274	070447000	Maricopa	Arlington Elementary District
4272	070444000	Maricopa	Avondale Elementary District
4268	070431000	Maricopa	Balsz Elementary District
4269	070433000	Maricopa	Buckeye Elementary District
4284	070501000	Maricopa	Buckeye Union High School District
4282	070483000	Maricopa	Cartwright Elementary
4244	070293000	Maricopa	Cave Creek Unified District
4242	070280000	Maricopa	Chandler Unified District
4263	070414000	Maricopa	Creighton Elementary District
4243	070289000	Maricopa	Dysart Unified School District
90912	070801113	Maricopa	East Valley Institute of Technology (EVIT)
4247	070298000	Maricopa	Fountain Hills Unified
4273	070445000	Maricopa	Fowler Elementary District
4238	070224000	Maricopa	Gila Bend Unified District
4239	070241000	Maricopa	Gilbert Unified District
4271	070440000	Maricopa	Glendale Elementary District
4285	070505000	Maricopa	Glendale Union High School District
4248	070260000	Maricopa	Higley Unified School District
4259	070405000	Maricopa	Isaac Elementary
4276	070459000	Maricopa	Laveen Elementary District
4266	070425000	Maricopa	Liberty Elementary
4281	070479000	Maricopa	Litchfield Elementary District
4235	070204000	Maricopa	Mesa Unified District
4253	070386000	Maricopa	Mobile Elementary District
4251	070375000	Maricopa	Morristown Elementary District
4252	070381000	Maricopa	Nadaburg Unified School District
4262	070408000	Maricopa	Osborn Elementary District
4255	070394000	Maricopa	Paloma School District

**Contact Information:**

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence

Keith Snyder, Deputy Associate Superintendent – Title II and Certification

**EXECUTIVE SUMMARY**

4241	070269000	Maricopa	Paradise Valley Unified District
4283	070492000	Maricopa	Pendergast Elementary District
4237	070211000	Maricopa	Peoria Unified School District
4256	070401000	Maricopa	Phoenix Elementary District
4286	070510000	Maricopa	Phoenix Union High School District
4245	070295000	Maricopa	Queen Creek Unified District
4257	070402000	Maricopa	Riverside Elementary District
4279	070466000	Maricopa	Roosevelt Elementary District
4254	070290000	Maricopa	Saddle Mountain Unified School District
4240	070248000	Maricopa	Scottsdale Unified District
4250	070371000	Maricopa	Sentinel Elementary District
4287	070513000	Maricopa	Tempe Union High School District
4264	070417000	Maricopa	Tolleson Elementary District
4288	070514000	Maricopa	Tolleson Union High School District
4277	070462000	Maricopa	Union Elementary District
4260	070406000	Maricopa	Washington Elementary School District
4236	070209000	Maricopa	Wickenburg Unified District
4261	070407000	Maricopa	Wilson Elementary District
4378	08041500	Mohave	Bullhead City School District
4370	080214000	Mohave	Colorado City Unified District
4381	080502000	Mohave	Colorado River Union High School District
4371	080303000	Mohave	Hackberry School District
79598	080220000	Mohave	Kingman Unified School District
4379	080416000	Mohave	Mohave Valley Elementary District
4373	080306000	Mohave	Owens-Whitney Elementary District
4369	080208000	Mohave	Peach Springs Unified District
4376	080412000	Mohave	Topock Elementary District
4377	080313000	Mohave	Yucca Elementary District
4397	090232000	Navajo	Blue Ridge Unified District
4395	90225000	Navajo	Cedar Unified District
4389	090203000	Navajo	Holbrook Unified District
4396	090227000	Navajo	Kayenta Unified District
4386	090199000	Navajo	Navajo County Accommodation District
4390	090204000	Navajo	Pinon Unified District
4393	090210000	Navajo	Show Low Unified District
4391	090205000	Navajo	Snowflake Unified District
4394	090220000	Navajo	Whiteriver Unified School District
4387	090201000	Navajo	Winslow Unified School District
4409	100215000	Pima	Ajo Unified District

**Contact Information:**

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence

Keith Snyder, Deputy Associate Superintendent – Title II and Certification

**EXECUTIVE SUMMARY**

4418	100351000	Pima	Altar Valley Elementary District
4406	100210000	Pima	Amphitheater Unified District
4412	100240000	Pima	Baboquivari Unified District
4410	100216000	Pima	Catalina Foothills Unified District
4416	100339000	Pima	Continental Elementary District
4405	100208000	Pima	Flowing Wells Unified District
4401	100100000	Pima	Pima Accommodation District
89380	100811000	Pima	Pima County JTED
4411	100230000	Pima	Sahuarita Unified District
4414	10033500	Pima	San Fernando Elementary District
4407	100213000	Pima	Sunnyside Unified District
4413	100220000	Pima	Vail Unified District
4446	110404000	Pinal	Casa Grande Elementary District
4453	110502000	Pinal	Casa Grande Union High School District
79385	110801000	Pinal	Central Arizona Valley Inst. of Technology
4442	110221000	Pinal	Coolidge Unified District
4437	110201000	Pinal	Florence Unified School District
4445	110344000	Pinal	J O Combs Unified School District
4441	110220000	Pinal	Maricopa Unified School District
4435	110100000	Pinal	Mary C O'Brien Accommodation District
4444	110302000	Pinal	Oracle Elementary District
4452	110433000	Pinal	Picacho Elementary District
4438	110203000	Pinal	Ray Unified District
4454	110540000	Pinal	Santa Cruz Valley Union High School District
4451	110424000	Pinal	Stanfield Elementary District
4440	110215000	Pinal	Superior Unified School District
4450	110422000	Pinal	Toltec Elementary District
4457	120201000	Santa Cruz	Nogales Unified District
4460	120406000	Santa Cruz	Patagonia Elementary District
4459	120328000	Santa Cruz	Santa Cruz Elementary District
4458	120235000	Santa Cruz	Santa Cruz Valley Unified District
4471	130231000	Yavapai	Ash Fork Unified District
4468	130220000	Yavapai	Bagdad Unified District
4481	130326000	Yavapai	Beaver Creek Elementary District
4470	130228000	Yavapai	Camp Verde Unified District
4484	130350000	Yavapai	Canon Elementary District
4474	130251000	Yavapai	Chino Valley Unified District
4486	130403000	Yavapai	Clarkdale-Jerome Elementary District
4479	130317000	Yavapai	Congress Elementary District

**Contact Information:**

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence  
 Keith Snyder, Deputy Associate Superintendent – Title II and Certification

**EXECUTIVE SUMMARY**

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4487	130406000	Yavapai	Cottonwood-Oak Creek Elementary District
4482	130335000	Yavapai	Hillside Elementary District
4488	130504000	Yavapai	Mingus Union High School District
4467	130209000	Yavapai	Sedona-Oak Creek Joint Unified District
4472	130240000	Yavapai	Seligman Unified District
4485	130352000	Yavapai	Yarnell Elementary District
79379	130199000	Yavapai	Yavapai Accommodation School District
4506	140550000	Yuma	Antelope Union High School District
4501	140413000	Yuma	Crane Elementary District
4505	140432000	Yuma	Gadsden Elementary District
4500	140411000	Yuma	Somerton Elementary District
4504	140424000	Yuma	Wellton Elementary District
4507	140570000	Yuma	Yuma Union High School District

**Contact Information:**

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence

Keith Snyder, Deputy Associate Superintendent – Title II and Certification

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve a contract between the State Board and the National Farm to School Network (fiscal awards with Tides Center) for the award of Core Partner for Arizona for Fiscal Years 2017-2019 to Arizona Department of Education, Health and Nutrition Services Division.

Action/Discussion Item

**Contract Abstract****Background and Brief Explanation of Contract****Award Received: Core Partner Level 2 (high need)**

The National Farm to School Network (NFSN), a project of Tides Center, celebrates 10 years of tremendous growth and maturity for farm to school in 2017. This first decade of NFSN's efforts have focused on developing a strong network of partnerships across sectors, building awareness about farm to school, and increasing activities at the state and regional levels through training, capacity building, and policy advocacy. Arizona Department of Education (ADE), Health and Nutrition Services Division (HNS) applied for and received a level 2 Core Partner award in the amount of \$12,000 over the course of three years.

Core Partners are recognized leaders in the farm to school and Early Child Education (ECE) movement, with a featured contact listing on the NFSN website through which stakeholders can connect with directly. Core Partners will have opportunities to engage with NFSN on project-based funding partnerships, development of information and resources, content and design of national farm to school and ECE campaigns or events, and strategic discussions about the growth and evolution of farm to school, farm to ECE, and NFSN. Relevant requests for speaking engagements, events, and media queries will be directed to Core Partners, and they will have access to support and assistance from a network of peer partners, national staff, NFSN Advisory Board, and farm to school and ECE stakeholders across the country.

**Level 2 Core Partner Scope of Work** (by category)

Farm to School and Early Child Education (ECE) activities:

- Serve as point of contact for NFSN in Arizona;
- Respond to inquiries for assistance in your state including those from the NFSN website;
- Track and report emerging and relevant farm to school and ECE research and data;
- Represent NFSN at events and in social media, and actively seek out these opportunities;
- Disseminate NFSN information to and from key stakeholders in a timely manner (best practices, innovations, and learnings), including National Farm to School

Contact Information:

Melissa Conner, Associate Superintendent, Health & Nutrition Services Division



## **EXECUTIVE SUMMARY**

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Month;

- Engage in the NFSN listserv;
- Develop or expand a farm to school and ECE network comprised of key stakeholders;
- In partnership with NFSN, develop a targeted activity plan to address barriers to farm to school and ECE implementation, including funding opportunities for long-term sustainability;
- Track and report on local and state policies; identify and address policy opportunities and barriers;
- Facilitate agency engagement towards the goal of establishing coordinator positions/responsibilities for farm to school and ECE; and
- Provide trainings and technical assistance on farm to school and ECE to various stakeholder groups.

National Alignment:

- Participate in at least one NFSN topical call per month (e.g., policy, farm to ECE);
- Attend mandatory NFSN Annual Meetings;
- Complete NFSN required reporting of activities and an annual survey to assess partnership and NFSN's collective impact and;
- Submit progress reports on targeted activity plan.

### **Name of Contracting Party(ies)**

There are no contracted parties to this award. There will be, however; beneficiaries to this awarded contract. All schools or agencies that participate in the National School Lunch Program, Child and Adult Care Food Program, Summer Food Service Program and/or any other USDA Federal Child Nutrition Program under the agency's administration and that also choose to participate in the Arizona Farm to School Program.

### **Contract Amount**

The Arizona Department of Education (ADE), Health and Nutrition Services Division (HNS) applied and were awarded a state-focused award of \$12,000 to continue their work in connecting farm to school development.

### **Source of Funds**

National Farm to School Network RFA for Core Partner 2017-2019. The financial agent for this non-profit is the Tide Center.

### **Responsible Unit at the Department of Education**

Melissa Conner, Health and Nutrition Services Division, Associate Superintendent

### **Dates of Contract**

Funds will be available from April 1, 2017 until June 30, 2019

## **EXECUTIVE SUMMARY**

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### **Previous Contract History**

HNS has no previous contract history with the National Farm to School Network (NFSN).

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

This award has the potential to increase local purchasing among 1,000 sponsors of the USDA Federal Child Nutrition Programs. The impact to students that participate in this program is difficult to measure.

### **Evaluation Plan**

- HNS will keep track of expenditures out of this grant both for sending the farm to school and school garden specialist to the annual meeting (a requirement of this grant) as well as any needs to meet the deliverables outlined earlier in this grant including, but not limited to training and technical assistance in the area of farm to school program development. In addition, there is an annual progress report required to NSFN as part of the grant requirements.

### **Recommendation to the Board**

According to ARS 15-206A, it is recommended that the Board authorize the Arizona Department of Education (ADE) to enter into an agreement with the United States Department of Agriculture (USDA) to allow the Arizona Department of Education (ADE) to accept receipt of the above funds and authorizes the appropriate expenditures of these funds in accordance with the terms and conditions of the program.



February 15, 2017

Dear NFSN Core Partner,

Congratulations on being selected to serve as an NFSN Core Partner for 2017-2019! This memo outlines next steps to get you started in your role. For your convenience, action items are underlined, and key deadlines are listed at the end of this document.

### **Confirming Your Role as NFSN Core Partner**

We will be working to issue grants and payments in the coming weeks. Please respond to the email notification you received with this memo (reply to [rfa@farmtoschool.org](mailto:rfa@farmtoschool.org)) to confirm your interest in serving as Core Partner by February 23, 2017. This will allow us to move forward with processing your grant award and payment. If we need additional information to process your award, we will be in touch with you. As a reminder, NFSN is a project of the Tides Center. Grant awards and payments will be issued by Tides Center.

### **Level 1 and Level 2 Awards**

Your notification email indicates if your state/Washington, D.C./U.S. Territory was selected for a Level 1 (\$4,000) or Level 2 (\$12,000) grant, or if you opted out of receiving funding. The scopes of work for each are outlined below (pulled directly from the original Request for Applications). Please review the scope of work for the Level for which you were selected. If you were selected for a Level 2 award but cannot or do not want to participate at this level, please let us know as soon as possible but no later than February 23, 2017 so we can reallocate resources to other partners in need of additional support.

#### **Level 1 Scope of Work**

Level 1 Core Partner Scope of Work is expected to add minimal new activities to your workload; rather, the Scope of Work elevates and aligns work that is already underway. The Scope of Work related to Level 1 Core Partners equates to up to two hours per week, which may fluctuate with important milestones and events. Level 1 Scope of Work includes:

- Farm to school and ECE activities
  - Serve as a point of contact for NFSN in the state, Washington, D.C., or U.S. Territory;
  - Respond to queries for assistance in the state, Washington, D.C., or U.S. Territory, including inquiries through the NFSN website;
  - Track and report emerging and relevant farm to school and ECE research and data;
  - Represent NFSN at events and in the media, and actively seek out these opportunities;
  - Disseminate NFSN information to and from key stakeholders in a timely manner (best practices, innovations, and learnings), including for National Farm to School Month; and
  - Engage in the NFSN listserv.
- National alignment
  - Participate in at least one NFSN topical call per month (e.g., policy, farm to ECE);
  - Attend mandatory NFSN Annual Meetings; and
  - Complete NFSN required reporting of activities and an annual survey to assess the partnership and NFSN's collective impact.



## **Level 2 Scope of Work**

Core Partners receiving Level 2 grants are expected to undertake activities in addition to the Level 1 scope of work. The goal of Level 2 Scope of Work is to facilitate rapid growth of farm to school and ECE in high-need states, D.C., and U.S. Territories. Level 2 Core Partners will be responsible for the development of robust networks, establishment of supportive policies and agency supported coordinator positions, identification of barriers and opportunities for moving the needle on farm to school and ECE adoption, and sharing of best practices and successful strategies from other states. Level 2 Scope of Work includes:

- Farm to school and ECE activities
  - Same as Level 1;
  - Develop or expand a farm to school and ECE network comprised of key stakeholders;
  - In partnership with NFSN, develop a targeted activity plan to address barriers to farm to school and ECE implementation, including funding opportunities for long-term sustainability;
  - Track and report on local and state policies; identify and address policy opportunities and barriers;
  - Facilitate agency engagement towards the goal of establishing coordinator positions/responsibilities for farm to school and ECE; and
  - Provide trainings and technical assistance on farm to school and ECE to various stakeholder groups.
- National alignment
  - Same as Level 1; and
  - Submit progress reports on targeted activity plan.

## **Additional Partners in Your State/D.C./Territory**

Due to a high volume of interest, not all applicants were selected to serve as Core Partners. These organizations have been notified and have been provided contact information to reach out to their respective selected Core Partner. If there were multiple applications in your state/D.C./Territory, the notification email accompanying this memo includes the name(s) and contact information of organization(s) that were not selected. We encourage you to reach out to these other applicant organizations as soon as possible to explore ways to understand their expertise and to engage them in future farm to school and ECE work. For example, you may choose to identify them as a Supporting Partner (see below).

As indicated in the Request for Applications, each state/D.C./Territory may have up to four Supporting Partners. Some of you have already identified four Supporting Partners, while others referenced partners important to the work in your applications that were not listed as official Supporting Partners due to lack of time to get letters of support or for other reasons. Given the importance of partnerships to the farm to school and ECE movement and to NFSN, we are providing you additional time to add any more Supporting Partner(s) (for up to a total of four). For example, if you already have two Supporting Partners identified in your application, you can add up to two more. If you would like to add Supporting Partner(s), complete this [form](#) by February 28, 2017.



## On-Boarding Action Items and Important Dates

**Register for NFSN Orientation:** All Core Partners and Supporting Partners are required to attend an NFSN Orientation webinar to learn about NFSN's structure and staff, Core and Supporting Partner scopes of work and expectations, communications channels, and available resources and opportunities. Please register for any one of the following and please pass this information on to your Supporting Partner(s).

- Thursday, March 9, 2017 2:30-4:00pm ET - <https://attendee.gotowebinar.com/register/2579335912180289027>
- Wednesday, March 15, 2017 2:00-3:30pm ET - <https://attendee.gotowebinar.com/register/7211263939676012545>
- Thursday, March 16, 2017 11:30-1:00pm ET - <https://attendee.gotowebinar.com/register/3771621032574180865>

**Register for the 2017 NFSN Annual Meeting:** NFSN's 2017 Annual Meeting will be held May 2-3, 2017 in Denver, Colorado. All Core Partners are expected to attend; one Supporting Partner from each state is invited to attend. Preliminary information about the Annual Meeting is available at [farmtoschool.org/annualmeeting](http://farmtoschool.org/annualmeeting), and additional information will be added as it becomes available. Please register for the Annual Meeting via this form (link also on website) by April 3, 2017, and please pass this information along to one Supporting Partner you wish to invite to the event. Due to space constraints, NFSN cannot accommodate more than one Supporting Partner per state/D.C./Territory.

**Sign NFSN State/D.C./Territory Logo Guidelines:** All Core Partners must read and sign the NFSN State Logo Guidelines, which can be [downloaded here](#). Return signed guidelines to NFSN Communications Associate Anna Mullen at [anna@farmtoschool.org](mailto:anna@farmtoschool.org) by February 28, 2017 and your state logo file will be emailed to you. Supporting Partners are encouraged (though not required) to use the NFSN State Logo, so please forward the guidelines form to your Supporting Partner(s). Any Supporting Partner that plans to use the NFSN State Logo must also return the signed guidelines to [anna@farmtoschool.org](mailto:anna@farmtoschool.org) by February 28, 2017.

**Update Your NFSN State/D.C./Territory Page:** All states, Washington, D.C., and U.S. Territories have their own NFSN webpage ([farmtoschool.org/our-network](http://farmtoschool.org/our-network)), which includes the Core Partner's contact information, a brief description of state/D.C./Territory farm to school and ECE activities, and links to state/D.C./Territory-specific websites and resources. Please submit updated information for your page using this form by February 28, 2017. Pages will be updated on a rolling basis as we receive updated information.

**NFSN Partners Listserv:** All Core Partners and Supporting Partners will be added to the [partners@farmtoschool.org](mailto:partners@farmtoschool.org) listserv / Google Group. This listserv will be used by NFSN staff to send important information, opportunities, and action items. Core Partners and Supporting Partners are encouraged to use this listserv to ask questions, seek resources, solicit feedback, and dialogue with one



another. This listserv is for NFSN Core Partners, Supporting Partners, and staff only. The listserv will be activated by March 1. No action is required on your part.

**Sign up for NFSN's ECE Listserv:** All Core Partners and Supporting Partners working on farm to early care and education (ECE) should sign up for NFSN's Farm to ECE listserv / Google Group [here](#) by February 28, 2017. Contact NFSN Farm to ECE Associate Lacy Stephens at [lacy@farmtoschool.org](mailto:lacy@farmtoschool.org) with questions, or if you have difficulty signing up.

**Join Upcoming Calls:** All Core Partners are required to participate in at least one NFSN topical call per month beginning in April (March is focused on orientations), and Supporting Partners are encouraged (though not required) to participate. Here are several upcoming NFSN calls to put on your calendar:

**NFSN Policy Group Calls** (monthly) - every third Thursday of the month, from 2-3pm ET. These calls include discussions on a variety of state and federal policy issues, and often feature guest speakers. *Participation in these calls is not lobbying.* The next NFSN Policy Group call will be held Thursday, February 16, 2017, 2-3pm ET. This month's call will include a guest speaker from the U.S. Senate Agriculture Committee, discussing Senator Stabenow's Urban Agriculture bill, as well as the upcoming Farm Bill reauthorization. Call in at (712) 775-7031; 265-384-662. Contact NFSN Interim Policy Director Helen Dombalis at [helen@farmtoschool.org](mailto:helen@farmtoschool.org) with any questions.

**NFSN Farm to Early Care and Education Webinars** (quarterly) - April 12, July 12, and October 11, from 3:30-5pm ET. The next webinar will be Wednesday, April 12, 2017, 3:30-5pm ET. Join us to hear from presenters who are leading the way in building statewide farm to ECE networks. Presenters will share a variety of models and lessons for success. [Register here](#). Contact NFSN Farm to ECE Associate Lacy Stephens at [lacy@farmtoschool.org](mailto:lacy@farmtoschool.org) with any questions.

Stay tuned to the [partners@farmtoschool.org](mailto:partners@farmtoschool.org) listserv for additional calls, as they become available.

### Communicating About Your New Role

Stay tuned to the [partners@farmtoschool.org](mailto:partners@farmtoschool.org) listserv (launching March 1) for tools and resources to help you communicate about your new role as an NFSN Core Partner. This will include the NFSN Communications Guide and a toolkit with a sample press release and language for sharing the news about your selection as an NFSN Core Partner. In the meantime, any communications-related questions can be sent to NFSN Communications Associate Anna Mullen at [anna@farmtoschool.org](mailto:anna@farmtoschool.org).

### Summary of Action Items and Key Deadlines

Below is a summary of action items and key deadlines:

- February 16: NFSN monthly policy call, 2-3pm ET
- ASAP (if applicable): contact partner applicants that were not selected to serve as Core Partner in your state/D.C./Territory
- By February 23: confirm your role as Core Partner (send to [rfa@farmtoschool.org](mailto:rfa@farmtoschool.org))
- By February 23 (if applicable): deadline to decline Level 2 funding if you cannot or do not want it



- By February 28: return signed state logo guidelines (send to [anna@farmtoschool.org](mailto:anna@farmtoschool.org)); required for Core Partners; encouraged for Supporting Partners
- By February 28: complete [form](#) for webpage updates
- By February 28: [sign up](#) for farm to ECE listserv (Core and Supporting Partners working on farm to ECE)
- By February 28: complete [form](#) for any additional Supporting Partner(s) you want to add
- March 9, 15, and 16: orientations (all Core Partners and Supporting Partners required to attend one)
- March 16: NFSN monthly policy call, 2-3pm ET
- By April 3: NFSN Annual Meeting [registration](#) deadline (all Core Partners required to attend; up to one Supporting Partner per state/D.C./Territory invited to attend)
- April 12: [NFSN Farm to ECE webinar](#), 3:30-5pm ET
- April 20: NFSN monthly policy call, 2-3pm ET
- May 2-3: NFSN Annual Meeting in Denver, Colorado

If you have any questions about getting started as an NFSN Core Partner, please contact [rfa@farmtoschool.org](mailto:rfa@farmtoschool.org), and we will respond as soon as possible.

We look forward to working with you!

Helen Dombalis and the NFSN Team

**EXECUTIVE SUMMARY**

<b>Issue:</b> Consideration to approve school district applications to participate in the Arizona Online Instruction program
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Action/Discussion Item       Information Item

**Background and Discussion**

In 2009, the legislature established the Arizona Online Instruction (AOI) Program. Similar to the previously created Technology Assisted Project Based Instruction (TAPBI) program, AOI allows the State Board of Education and the State Board for Charter Schools to select schools to provide online instruction to Arizona students. Unlike TAPBI there is no statutory limit on the number of AOI schools each board can approve.

In 2010, the Board approved the application and evaluation criteria for interested school districts. In September of 2016, staff opened the application process for the 2017-2018 school year.

During this round, the Board received three applications from school districts around the state. Each application was scored by evaluators from Rio Salado College and then asked to perform a demonstration of the AOI program. Two applicants have completed the process. Based on the results of these evaluations, staff recommends that the AOI applications for the following districts be approved:

<b>Amphitheater Unified School District</b> Amphitheater (“Amphi”) Academy Online Grades K-12	<b>Blue Ridge Unified School District</b> Blue Ridge High School Online Grades 9-12
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**Recommendation to the Board**

It is recommended that the Board approve school district applications to participate in the Arizona Online Instruction program.

**Contact Information:**

Dr. Karol Schmidt, Executive Director



**EXECUTIVE SUMMARY**

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**Issue:** Special Education Advisory Panel (SEAP) Resignation from Membership

Action/Discussion Item

Information Item

**Background and Discussion**

On March 6, 2017, M. Diane Bruening tendered her resignation from the Special Education Advisory Panel effective June 30, 2017.

**Recommendation to the Board**

It is recommended that the Board accept the resignation of M. Diane Bruening from the Special Education Advisory Panel effective June 30, 2017.

**Contact Information:**

Alissa Trollinger, Deputy Associate Superintendent

Mike Mannelly, Associate Superintendent

**ITEM 4A MATERIAL  
WILL BE PROVIDED  
AT THE  
APRIL 24, 2017  
BOARD MEETING**

**EXECUTIVE SUMMARY**

Issue: Presentation, discussion and possible action to adopt a K-8 and 9-12 A-F School Accountability Plan for 2016-2017 school year

Action/Discussion Item                       Information Item

**Background and Discussion**

Pursuant to A.R.S. § 15-241(as amended by SB 1430), the State Board of Education is charged with final approval of criteria for each school and school district local education agency (“LEA”) classification label used to determine A through F letter grades. In addition, the Board is to determine multiple measures of academic performance or other academically relevant indicators of school quality that are appropriate to assess the educational impact of a school during the academic year.

The A-F School Accountability Ad Hoc Advisory Committee (“Committee”) met 15 times between its creation and April, 2017. Its work was guided by the Principles of Agreement (previously adopted by the Board on October 27, 2014), the requirements of SB 1430 codified as ARS §15-241 and the flexibility afforded by the Every Student Succeeds Act (ESSA).

In addition, the Accountability Advisory Group (AAG), facilitated by the Arizona Department of Education, provided technical assistance to the committee and recommendations. The AAG consisted of assessment, accountability and data administrators from a variety of LEAs, charter schools and the Arizona Charter Schools Association.

At its April 13, 2017 meeting, the Committee recommended the following K-8 plan, as amended on April 18, 2017 with the inclusion of additional acceleration/readiness measures:

Category	Component	Weight	Points/Percentage
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) 3 Years FAY	30%	30%
Growth	SGP/SGT on ELA, Math	25%	50%
		25%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
Acceleration/Readiness	Grades 5, 6, 7, 8 HS Math EOC combined, decrease Grade 3 ELA MP, decrease Chronic Absenteeism, Inclusion of students with high incident and low incident disabilities in general education; improved growth of subgroups	10%	10%

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

**EXECUTIVE SUMMARY**

The Committee also approved two recommendations on 9-12, with the differences between the models highlighted in yellow below:

Category	Component	Weight	Points/Percentage
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) 1 Year FAY	40%	40%
Growth	SGP/SGT on ELA, Math	10%	20%
		10%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Readiness Indicators	Student level scoring On a variety of self-reported data	15%	15%
High School Graduation Rate	4 year rate	10	15%
	5 year rate	8	
	6 year rate	5	
	7 year rate	1	

Category	Component	Weight	Points/Percentage
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) 1 Year FAY	30%	30%
Growth	SGP/SGT on ELA, Math	10%	20%
		10%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Readiness Indicators	Student level scoring On a variety of self-reported data	20%	20%
High School Graduation Rate	4 year rate	10	20%
	5 year rate	8	
	6 year rate	5	
	7 year rate	1	

**Contact Information:**

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

**EXECUTIVE SUMMARY**

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The Committee also recommended annual review of the A-F School Accountability plans.

Details regarding the development of the A-F Accountability recommendations are set forth in the attached report.

**Recommendation to the Board**

It is recommended that the Board adopt the recommended K-8 plan for A-F School Accountability and adopt a recommended 9-12 plan for A-F School Accountability for the 2016-2017 school year.

**Contact Information:**

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

# ARIZONA A-F SCHOOL ACCOUNTABILITY

## REPORT ON PROPOSED RECOMMENDATIONS

APRIL, 2017



Arizona State Board of Education

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## Background

In 2014, the state suspended A-F school letter grading for two years to allow for a transition to higher standards and new assessments, as well as new legislation that provided the State Board with clear authority to update its school letter grading calculation.

ARS §15-241 as amended in the 2016 legislative session by SB 1430 provides:

D. The annual achievement profile for schools and local education agencies shall include, at a minimum, the following academic performance indicators:

1. Multiple measures of academic performance or other academically relevant indicators of school quality that are appropriate to assess the educational impact of a school during the academic year as determined by the state board of education.
2. Academic progress on statewide assessments adopted pursuant to section 15-741 in English language arts and mathematics.
3. Academic progress on the English language learner assessments administered pursuant to section 15- 756, subsection B and sections 15-756.05 and 15-756.06.
4. Progress toward college and career readiness for all schools and local education agencies that offer instruction in any of grades nine through twelve.

E. Subject to final adoption by the state board of education, the department shall determine the criteria for each school and local education agency classification label using a researched-based methodology. The methodology developed in collaboration with a coalition of qualified technical and policy stakeholders, at a minimum, shall include the performance of pupils at all achievement levels, account for pupil mobility, account for the distribution of pupil achievement at each school and local education agency and include longitudinal indicators of academic performance. For the purposes of this subsection, "researched-based methodology" means the systematic and objective application of statistical and quantitative research principles to calculate the indicators used to determine A through F letter grades.

Pursuant to A.R.S. § 15-241, the State Board of Education is charged with final approval of criteria for each school and school district local education agency classification label used to determine A through F letter grades. In addition, the Board is to determine multiple measures of academic performance or other academically relevant indicators of school quality that are appropriate to assess the educational impact of a school during the academic year.

Subsequent to the enactment of SB 1430, the State Board of Education authorized the formation of an A-F School Accountability Ad Hoc Advisory Committee. The purpose of this committee was to:

- Ensure transparency in policy development by providing a public forum for discussion on accountability policy recommendations to the Board
- Discuss and propose multiple measures of academic performance or other academically relevant indicators of school quality



- Discuss and propose policy recommendations related to criteria for school and LEA classification labels used to determine A through F letter grades

In August, 2016, the Committee was seated with the following representatives:

- 3- SBE Members: Tim Carter, Cal Baker, Dr. JD Rottweiler
- 1- Charter School Representative: Michael Henderson
- 2- Educational Policy Representatives: Janice Palmer, Katie Fischer\*
- 1- Member from the Governor’s Office: Dawn Wallace
- 2- Teachers (K-8 and 9-12): Foster Leaf, April Coleman
- 2- Parent Representatives (K-8 and 9-12): Pearl Esau Chang, Mitra Khazai
- 2- Superintendents: Roger Jacks, Dr. Paul Tighe

\*Whitney Chapa subsequently replaced Katie Fisher

The A-F School Accountability Ad Hoc Advisory Committee (“Committee”) met 15 times between its creation and April, 2017. Its work was guided by the Principles of Agreement (previously adopted by the Board on October 27, 2014 attached as Appendix A), the requirements of SB 1430 codified as ARS §15-241 and the flexibility afforded by the Every Student Succeeds Act (ESSA).

In addition, the Accountability Advisory Group (AAG), facilitated by the Arizona Department of Education, provided technical assistance to the committee and recommendations. The AAG consisted of assessment, accountability and data administrators from a variety of LEAs, charter schools and the Arizona Charter Schools Association.

To further guide the Committee’s work, SBE adopted the following conceptual framework regarding A-F School Accountability at its September, 2016 meeting:

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

<b>Guidance on weight</b>	<b>Indicators</b>	<b>K-8</b>	<b>ESSA</b>
40%	Proficiency, Statewide Assessment	X	X
40%	Growth, Statewide Assessment	X	X
10%	Proficiency and Growth, English Language Learners	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 Learners	X	X

**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.
- In general, the students shall be the unit of analysis.
- With the use of end of course assessments, no single high stakes exam shall be required.
- The weights are guidance and may be altered by the ad hoc committee as potentially approved by the State Board of Education.
- Proficiency shall be the primary criteria.
- One A-F accountability system shall be designed that meets both federal and state requirements.
- A review of the issue of character as a component shall be considered.
- The bottom 25% shall be removed as a separate subgroup and the calculation shall be included as a growth calculation.

At the December 14, 2016 special meeting, the Board rejected a “floating weight’ for proficiency and growth and fixed the weights as follows:

K-8 40% proficiency, 40% growth  
 9-12 40% proficiency, 20% growth

In addition, the Board voted unanimously in answering “NO” on the following policy questions:

- ***Can a school receive an A ranking if 50% of its students are not proficient?***
- ***Can a school receive an A ranking if 50% of its students are not making growth?***

## Work of the Committee

During the course of numerous meetings between August 2016 and April 2017, the Committee identified a number of measures for the indicators set forth in the consensus conceptual design previously adopted by the Board. These measures were modelled by ADE and feedback was offered by the AAG. In the ensuing months, an iterative process was followed, with further refinements in measures and modeling. Measures considered but not included in the recommendations of the Committee for the 2016-2017 plan can be found in Appendix B.

At its February 22, 2017 meeting, the Committee recommended that the Board receive public feedback on the K-8 and 9-12 working draft components for A-F School Accountability. A report compiling the working draft components was presented and accepted by the Board at its February 2017 meeting and can be found at <https://azsbe.az.gov/f-school-letter-grades>.


In summary, these working draft components explored two measures on growth for K-8 including a combination of Student Growth Percentiles (SGP) and Student Growth to Target (SGT) or the Florida model on scaled scores. The remaining measures on other indicators were constant. Two options on bonus points were also included, based on enrollment of special education students at or above 80% of state average of students receiving special education, and performance in academic areas other than English language arts, math and science.

For 9-12, the working draft components explored four measures on growth including SGP ELA, Percent Proficient Change Algebra 2; SGP on ELA, Math; Florida Model Percentage Gains on ELA, Math; or SGP on ELA, SGT Math. In addition, two measures for the College and Career Readiness Indicator were proposed: student level scoring or student level scoring aggregated to school level with scoring based on an increase from one year to the next on each indicator. The remaining measures on other indicators were constant. An option on bonus points was also included, based on enrollment of special education students at or above 80% of state average of students receiving special education. In addition, bonus points related to the College and Career Readiness Indicator were proposed based on a mix of college and career ready indicators and/or for increases in postsecondary and military enrollment.


During the month of March, 2017, a survey was posted for public feedback and public hearings were conducted throughout the State. The survey results and feedback from the public hearings can be found at <https://azsbe.az.gov/f-school-letter-grades>.

At its March 27, 2017, the Committee considered the purposes of A-F, and identified the following themes: 1) fairness and equity; 2) student-level focus; 3) transparency, ease of understanding, and ease of communication; and 4) incentives to action. The Committee voted to remove further consideration of bonus points for performance in academic areas other than English language arts, math and science. At the April 10th meeting, the results of the public hearings and survey were shared with the Committee. Based on the feedback, additional revisions were suggested, followed by additional modelling.

At the April 13, 2017 meeting, the Committee approved the following K-8 recommendation:

<h2 style="text-align: center;">K-8 Recommendation from the Ad Hoc</h2> 			
Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) 3 Years FAY	30%	30%
Growth	SGP/SGT on ELA, Math	25% SGP 25% SGT	50%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
Acceleration /Readiness	Grades 5, 6, 7, 8 HS EOC combined, Grade 3 ELA MP, Chronic Absenteeism,	10%	10%

At a follow up meeting, the Committee approved the following additions to the Acceleration/Readiness Indicator as highlighted below:

<h2 style="text-align: center;">K-8 Recommendation from the Ad Hoc</h2> 			
Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) 3 Years FAY	30%	30%
Growth	SGP/SGT on ELA, Math	25% SGP 25% SGT	50%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
Acceleration /Readiness	Grades 5, 6, 7, 8 HS EOC combined, Grade 3 ELA MP, Chronic Absenteeism, <b>Inclusion of students with high incident and low incident disabilities in general education; improved growth of subgroups</b>	10%	10%

The Committee also approved two recommendations on 9-12, with the differences between the models highlighted below:

## 9-12 Recommendation #1 from Advisory Ad Hoc



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3)	40%	40%
Growth	SGP/SGT on ELA, Math	10% SGP 10% SGT	20%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	<b>Student level scoring</b> On a variety of self reported data	15%	15%
Graduation Rate	4-year	10	15%
	5-year	8	
	6-year	5	
	7-year	1	

## 9-12 Recommendation #2 from Advisory Ad Hoc



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3)	30%	30%
Growth	SGP/SGT on ELA, Math	10% SGP 10% SGT	20%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	<b>Student level scoring</b> On a variety of self reported data	20%	20%
Graduation Rate	4-year	10	20%
	5-year	8	
	6-year	5	
	7-year	1	

The Committee also recommended annual review of the A-F School Accountability plans.

## **GLOSSARY**

### ***AZELLA***

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.

Source: <http://www.azed.gov/assessment/azella/>

### ***AzMERIT***

Arizona's Measure of Educational Readiness to Inform Teaching (AzMERIT) is the statewide achievement test for Arizona students. Students in grades 3 through 8 take an annual assessment in English language arts and mathematics at their grade level. Students taking high school level English language arts courses and Algebra I, Geometry and Algebra II take the appropriate AzMERIT end of course exam.

### ***COLLEGE AND CAREER READINESS***

Students graduating from high school are ready for college or a career, possessing the knowledge and skills needed for success after high school, either in further education or in a job.

### ***ENGLISH LANGUAGE LEARNERS***

State law defines an "English learner" or "limited English proficient student" as a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. ARS § 15-751 (4)

### ***GROWTH***

Student growth measures student achievement over a period of time.

### ***K-8 ACCELERATION /READINESS MEASURES***

- Decreasing the percentage of Grade 3 AzMERIT English language arts students who are minimally proficient from prior year to current year
- Increasing the percentage of 5<sup>th</sup> – 8<sup>th</sup> grade students accelerating in high school math courses and passing the AzMERIT high school math tests
- Decreasing the number of students who are chronically absent (more than 18 days a year per academic year)
- Inclusion of students with low incident disabilities in general education
- Inclusion of students with high incident disabilities in general education
- Improved academic performance of subgroups

**PROFICIENCY**

Proficiency is a measure of academic achievement.

**STUDENT GROWTH PERCENTILE (SGP)**

A growth measure calculated by comparing individual student growth performance to a peer-based cohort of other students' growth performance.

**STUDENT GROWTH TO TARGET (SGT)**

A growth measure calculated by measuring a student gains in performance over 3 years relative to targeted or expected growth in performance.

**STUDENT LEVEL**

Student level data is computed based on an individual student's performance.

**SCHOOL WIDE**

School wide data is computed by compiling and averaging a school's collective scores and then comparing the performance over a number of years to the prior year's performance or to the state average.

## **A-F School Accountability Ad Hoc Advisory Committee Members**

Tim Carter, Ad Hoc Chair, Arizona State Board of Education Vice-President

Calvin Baker Ad Hoc Co Chair, Arizona State Board of Education Member

Dr. J.D. Rottweiler, Arizona State Board of Education Member

Katie Fischer/Whitney Chapa, Educational Policy Representative

April Coleman, 9-12 Teacher

Pearl Chang Esau, K-8 Parent

Michael Henderson, Charter School Representative

Mitra Khazai, 9-12 Parent

Roger Jacks, School Superintendent

Foster Leaf, K-8 Teacher

Janice Palmer, Educational Policy Representative

Dr. Paul Tighe, School Superintendent

Dawn Wallace, Governor's Office



## APPENDIX A

### Principles of Agreement

ADOPTED OCTOBER 27, 2014

#### Philosophical Agreements:

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

#### Technical Agreements:

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

#### Implementation Agreements:

1. In order to ensure that each new measure captures the intent, the state should pilot portions of the achievement profile.
2. The state should verify the achievement profile to comply with technical requirements and/or statutes and State Board of Education rules.

3. The state will present the achievement profile and other agreed to measures of school quality to parents, educators, and policy makers in a timely, informative, and easy to understand format. This includes releasing formula or other updates to how the annual profiles are determined prior to the start of the school year the profile will reflect.
4. A coalition of technical and policy stakeholders must be consulted to create, evaluate and refine the methodologies used in the achievement profile to ensure transparency, feedback from the field and community, and compliance with Agreements.

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## **APPENDIX B**

Additional measures considered by the Committee but not included in 2016-2017 plan recommendations:

Attendance

Character education

Civics test requirement

Co-curricular activities

Community service/ service learning

Cultural coursework/competency

Discipline rates

Dropout rate

Emotional learning

Engagement

Extra-curricular activities

GED

Mentored capstone project

On track to graduate

Peace corps/religious missions

PE/Health education

Promotion rates

Scholarships

Student employment

## APPENDIX C

### College and Career Readiness Rubric

Indicator Points	Indicators
1.25	Earns a Grand Canyon Diploma or International Baccalaureate Diploma- <b>Blue</b>
1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence – <b>Red</b>
.5 per exam	Passing score on AzMERIT Algebra 2 or ELA 11 - <b>Blue</b>
.35 per exam	Meets cut score on ACT English, math, reading or science exam- <b>Blue</b>
.5 per exam	Meets cut score on SAT English or math exam - <b>Blue</b>
.5 per exam	Meets cut score on any AP exam - <b>Blue</b>
.3	Completes the FAFSA - <b>Red</b> or <b>Blue</b>
.5 per course	Passes a college level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment) - <b>Red</b>
.5 per course	Passes a college level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment) – <b>Blue</b>
.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) – <b>Red</b>
.5	Meets benchmarks for ASVAB - <b>Red</b>
.5	Meets benchmarks for ACT WorkKeys - <b>Red</b>
.35 per exam	Meets cut score on ACCUPLACER, ALEKS, COMPASS (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam - <b>Blue</b>
.5 per exam	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam - <b>Blue</b>
.5 per credential, certificate, or license	Earns an Industry-Recognized Credential, Certificate, or License - <b>Red</b>  <b>No more than one point may be awarded in this indicator.</b>
1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours - <b>Red</b>
1	Meet all 16 Arizona Board of Regents program of study requirements - <b>Blue</b>

## SCORING

- School A-F labels are based on a 100 point scale. Of the 100 A-F points, 15 points can be generated by College and Career Readiness.
- A school's CCR A-F Point total will be determined by averaging the CCR A-F points from that year's graduates.
- A student who accumulates 1 Indicator Point will generate 7.5 CCR A-F Points.
- A student who accumulates 2 Indicator Points will generate 15 CCR A-F Points.
- A student who accumulates less than 1.0 Indicator points will generate no CCR points.
- A student who accumulates 1 point of **Red** Indicators AND 1 point of **Blue** Indicators will generate 2 bonus CCR A-F points.
- A school that increases the percent or has 85% of post-secondary enrollment and/or military service of prior year's graduates will generate 1 bonus point.

The indicator points in this document are based on 15 CCR points.

If the SBE approves a different value for CCR, the scoring will be scaled accordingly

## APPENDIX D

### COLLEGE AND CAREER READINESS RUBRIC CREDENTIALS: Recommendations on Credentials to Include in the A-F System for 2016-17 Developed by the Arizona Career and College Ready Task Force

#### Credentials Recommended for Possible Inclusion in A-F in the Current School Year

*The following are credentials that the Task Force identified as worth of consideration for use in the first year. All of these credentials met one of two criteria. They are widely or nationally recognized as valuable to an industry, or they are licenses required by the State of Arizona to work in that field. These credentials are listed by CTE Program of Study.*

1. Aircraft Mechanics: FAA Certifications in Airframe Mechanic or Power Plant Mechanic
2. Automotive Collision Repair and Automotive Technologies: ASE Student Certifications (There are many different certifications, ranging from paint and refinishing to engine repair, brakes, and electrical/electronic systems.
3. Business Management and Administrative Services: A “bundle” of certifications showing digital literacy, such as the Microsoft Office Specialist (including Excel, PowerPoint and Word)
4. Cabinetmaking, Carpentry: NCCER Carpentry/Cabinetmaking certifications
5. Cosmetology: Arizona Board of Cosmetology/ Licensed Aesthetician
6. Dental Assisting: Dental Assisting National Board certification
7. Diesel Engine Repair: ASE Medium/Heavy Truck Student Certification
8. Early Childhood Education: Child Development Associate Credential
9. Education Professions: Certifications required to work as a para-professional
10. Electronic Technologies: FCC License
11. Emergency Medical Services: National Registry of Emergency Medical Technicians/ EMT/ EMR or State of Arizona certification
12. HVAC: NCCER HVAC certifications
13. Heavy Equipment Operators: NCCER Heavy Equipment Operators
14. Laboratory Assisting: American Society of Phlebotomy Technicians or National Phlebotomy Association/Certified Phlebotomy Technician
15. Law, Public Safety and Security: Arizona Department of Public Safety/Security Guard Certificate
16. Mechanical Drafting: Autodesk Certified user, including AutoCAD
17. Nursing Services: CNA or LNA
18. Pharmacy Support Services; Pharmacy Technician Certification Board/ Certified Pharmacy Technicians
19. Therapeutic Massage: Registered Massage Therapist; Arizona State Board of Massage Therapy/ Licensed Massage Therapist
20. Welding Technologies: American Welding Society Certification (AWSC)

## SCORING

- A student would receive 0.5 points for each credential/ certificate or license earned
- A student could earn a maximum of 1.0 points in this category

DRAFT

**EXECUTIVE SUMMARY****Issue:** ESSA Long-Term Goals and Measures of Interim Progress Action/Discussion Item Information Item**Background and Discussion**

The Every Student Succeeds Act of 2015 (ESSA) requires that states set long-term goals and measures of interim progress (MIPs) for statewide achievement on the English language arts and mathematics assessments, proficiency rates for English language learners, and graduation rates for all students. These proposed goals and interim measures must be included as part of the state's ESSA plan. For all three areas, Arizona proposes setting long-term goals that are ambitious and attainable for schools. Additionally, the planning teams are making every effort to ensure that these goals align with other state-wide improvement efforts to create one coherent and strategic system of goals for the state. The supporting documentation outlines Arizona's proposed plan and next steps.

**Recommendation to the Board**

This item is for informational purposes only. No Board action is required.

**Contact Information:**

Kelly Koenig, Associate Superintendent, Student Achievement and Educator Excellence

Carol Lippert, Associate Superintendent, High Academic Standards for Students



## Part One – English Language Arts and Mathematics

Arizona proposes setting long-term achievement goals that are ambitious and attainable for all schools. The long-term goals for academic achievement focus on student growth as well as student proficiency on our state-wide assessments for English language arts and mathematics. Because our state-wide assessment is given every year, from the third grade to the junior year, long-term goals and measures of interim progress (MIPs) have been created for every tested grade level. Additionally, because it is important to track the achievement of all students while simultaneously encouraging the growth of individual groups of students, goals that address a wide variety of student subgroups have also been created. By separating out groups of students, both the State Education Agency (SEA) and the Local Educational Agencies (LEAs) will be better equipped to direct services and supports where they are most needed. Failure to do so will result in a continuing pattern of wide achievement gaps among student subgroups. To this end, the team created additional subgroups, beyond those required by ESSA, titled Algebra 1 Prior to High School, Geometry Prior to High School, and Algebra 2 Prior to High School to better track the exceptional work that our LEAs are doing with advanced learners and to recognize their efforts in this area. Scores reported at the subgroup level allow the SEA to discover LEAs who are having great successes with students. In this manner, the SEA can facilitate peer-to-peer learning networks in the support of student academic achievement. Because some of our student groups lag far behind others, they will have to grow at a significantly greater rate to close proficiency gaps. Creating a peer-to-peer network will assist LEAs in achieving these rapid growth rates through Arizona specific, evidence-based practices to bring a more equitable educational opportunity to all students.

The work of setting long-term goals and MIPs requires the expertise of many. The creation of Arizona's goal-setting methodology began last year through a multi-sector, collaborative process involving business, community, educators, policy-makers, and parents. The Arizona Education Progress Meter, <http://education.azgovernor.gov/edu/progress>, utilized data and statistical procedures to develop goals for multiple facets of education. Important to this ESSA State Plan is their work in the area of 3<sup>rd</sup> grade reading and 8<sup>th</sup> grade mathematics. Two working groups met for just over one year to lay a foundation for goals in these two areas. Both teams looked at a variety of data sources to build goal recommendations: AzMERIT ELA and Mathematics results, Move on When Reading trends, NAEP assessment data, as well as other nationally recognized assessments. Additionally, each team used psychometricians from our state universities to assist in validating goal choices. Though this work focused on 3<sup>rd</sup> grade reading and 8<sup>th</sup> grade mathematics, it created a firm foundation for work on the remainder of the grade levels. By linking the Progress Meter to the ESSA long-term goals and MIPs, Arizona ensures a coherent system of goals that will be supported by the entire state rather than a disjointed set of initiatives which serves to cause confusion, fractures funding, and derails improvement initiatives. This alignment is essential to the success of these goals and will ultimately lend to the coherence of school funding. As Arizona continues, through both federal and state funds, to fine tune funding streams for our LEAs, the committee felt it important to recognize the need for consistent funding. Through consistent and reliable funding, innovative strategies to support all learners can be developed and sustained. Additionally, consistent and reliable funding assists LEAs in building a strong cadre of teachers and leaders to fully support learners within our Arizona schools and to accelerate the closing of proficiency gaps.

Several assumptions guided the work of both the Progress Meter teams and the ESSA long-term goals/MIPs team: focus on equity for all students, strategies must accompany goals in order to accelerate outcomes, initiative alignment is imperative, target goals will be adjusted when more longitudinal data is available, and goals are intended to define an aspirational end point rather than model projections of current progress. Additionally, specific criteria were put into

## Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

place to guide the formation of long-term goals and MIPs: ambitious, attainable, proficiency gaps close, and all LEAs show growth including those above the target indicator. To encourage growth in our top-performing groups of students, the team, as further outlined below, is recommending a final proficiency measure of “at least” 90%. Because some of our subgroups are already close to 90% proficiency, the “at least” designation indicates that growth beyond 90% proficiency is expected when attainable. Our current reality indicates that half of LEAs are below the state average; therefore, aggressive improvement is of vital importance. It is important to note, however, that Arizona has only two years of data for their state-wide assessments. Psychometrically speaking, this is not adequate data to predict trends. Therefore, these long-term goals and MIPs will need to be reevaluated as additional state-wide data is received to ensure that our criteria of ambitious and attainable are met.

### Methodology:

Arizona will use the same methodology for creating long-term goals and MIPs for both ELA and mathematics. Additionally, the methodology is designed to be highly transparent so that schools and communities will be able to clearly understand expectations as they ramp up over the next few years. Finally, MIPs are set for every three years to allow districts and schools time to implement strategies to support improvement efforts before they are compared against interim measures. In future years, when more data is available, the team is highly interested in considering additional growth measures. Specifically, the team would like to recognize those students who, although not at full proficiency, are on-track to meet proficiency within a certain period of time. In this manner, schools who work with high numbers of underachieving students will be recognized for their work in accelerating achievement. Until we have more data, however, developing an “on-track” measure is not possible.

### Proficiency Gap Reduction Strategy:

1. 2016 state-wide English Language Arts and mathematics assessment data will be set as the baseline year. As 2015 was the first year of our new state-wide assessment administration, this year was not set as the baseline year. Due to the new test format, adjusted test administration procedures, and movement to online testing, the first year was viewed as a pilot year and thus not a good choice for a baseline year.
2. Long-Term Goal #1: By 2027-2028, close proficiency gaps by at least 50%.
  - a. The proficiency gap is defined as the difference between 90% proficiency and baseline subgroup proficiency.
  - b. This gap divided in half forms the expected growth percentage for each subgroup.
  - c. MIPs set for every three years, provide LEAs with benchmarks to meet expected growth percentages.
  - d. Note that not all subgroups will end at equal levels of proficiency. Due to the wide gap in proficiency levels between sub-groups, the team determined that while requiring all subgroups to be at the same level of proficiency at the end of long-term goal #1 is ambitious, it would not meet our criteria of attainability.
  - e. Subgroups who close the proficiency gap by 50% prior to 2027-2028 must continue to show proficiency gains; thus, the rationale for setting an “at least” measure for this goal.
    - i. Incentives are likely to be built into the statewide accountability system to reward schools who make faster progress toward these goals.
    - ii. School and district report cards will display progress toward these goals on an annual basis.
3. Long-Term Goal #2: By 2039-2040, all subgroups must reach at least 90% proficiency on ELA and mathematics state-wide assessments.

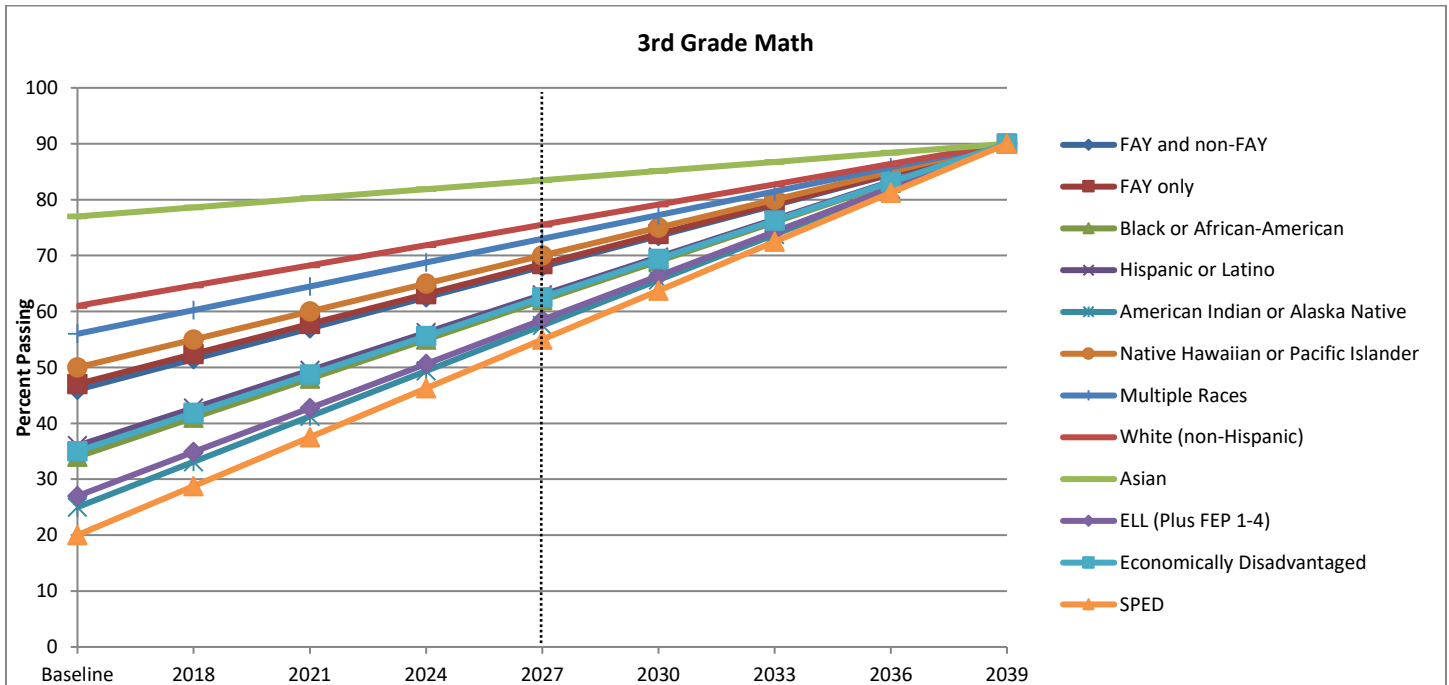
## Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

- a. Continue setting MIPs every three years until all subgroups reach 90% proficiency.
- b. Subgroups who meet 90% proficiency prior to 2039-2040 must continue to show improvement gains; thus, the rationale for setting an “at least” measure for this goal.

The following data tables and charts provide examples of the MIPs that need to be met by schools to close the proficiency gap by 50% in 2027 and, ultimately, achieve an overall proficiency of 90% by 2039. Though not all grade levels are included in these examples, all tested grades will have similar data tables and charts.

**3rd Grade Math**

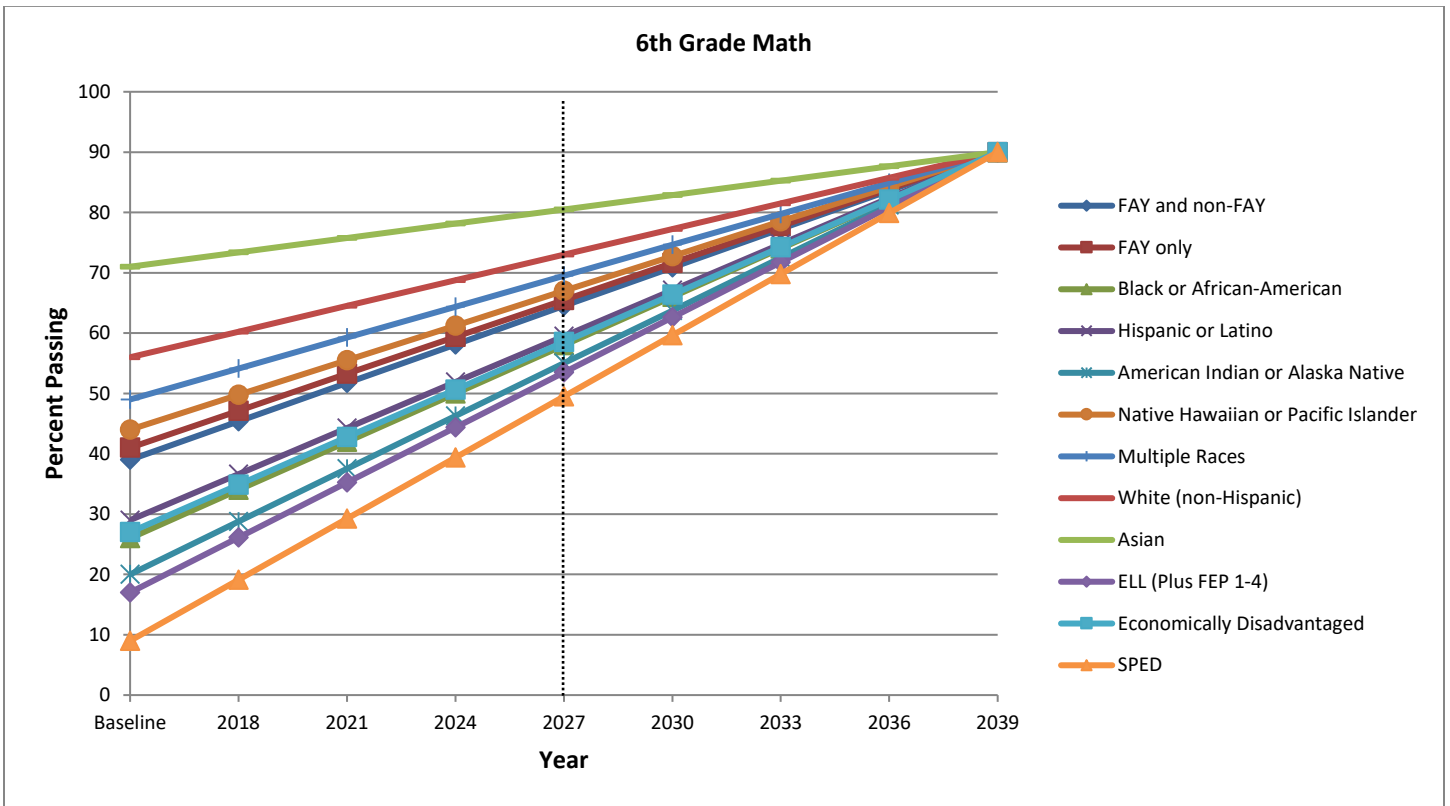
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY and non-FAY</b>	46	52	57	63	68	74	79	85	90
<b>FAY only</b>	47	52	58	63	69	74	79	85	90
<b>Black or African-American</b>	34	41	48	55	62	69	76	83	90
<b>Hispanic or Latino</b>	36	43	50	56	63	70	77	83	90
<b>American Indian or Alaska Native</b>	25	33	41	49	58	66	74	82	90
<b>Native Hawaiian or Pacific Islander</b>	50	55	60	65	70	75	80	85	90
<b>Multiple Races</b>	56	60	65	69	73	77	82	86	90
<b>White (non-Hispanic)</b>	61	65	68	72	76	79	83	86	90
<b>Asian</b>	77	79	80	82	84	85	87	88	90
<b>ELL (Plus FEP 1-4)</b>	27	35	43	51	59	66	74	82	90
<b>Economically Disadvantaged</b>	35	42	49	56	63	69	76	83	90
<b>SPED</b>	20	29	38	46	55	64	73	81	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

6th Grade Math

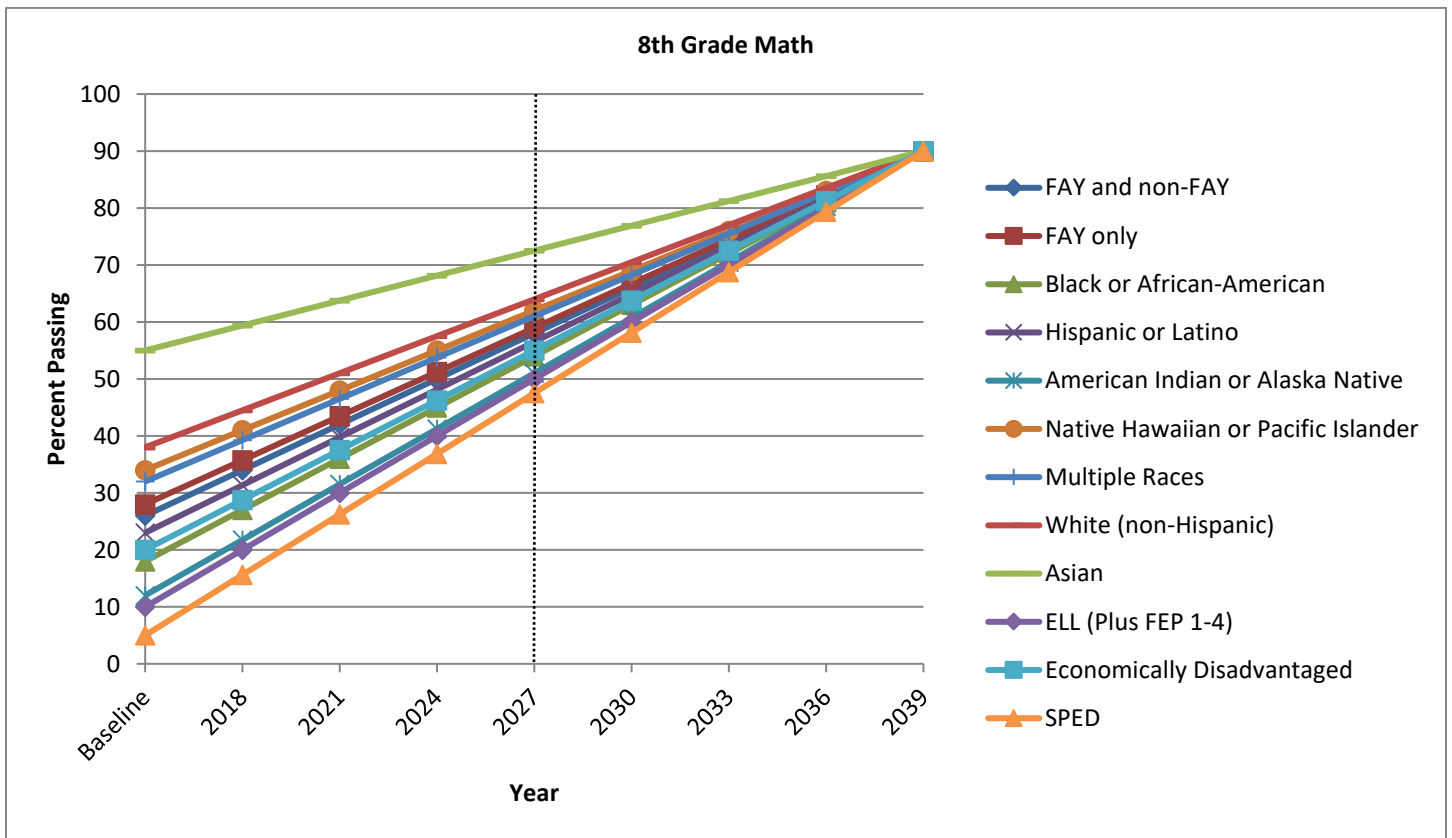
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	39	45	52	58	65	71	77	84	90
FAY only	41	47	53	59	66	72	78	84	90
Black or African-American	26	34	42	50	58	66	74	82	90
Hispanic or Latino	29	37	44	52	60	67	75	82	90
American Indian or Alaska Native	20	29	38	46	55	64	73	81	90
Native Hawaiian or Pacific Islander	44	50	56	61	67	73	79	84	90
Multiple Races	49	54	59	64	70	75	80	85	90
White (non-Hispanic)	56	60	65	69	73	77	82	86	90
Asian	71	73	76	78	81	83	85	88	90
ELL (Plus FEP 1-4)	17	26	35	44	54	63	72	81	90
Economically Disadvantaged	27	35	43	51	59	66	74	82	90
SPED	9	19	29	39	50	60	70	80	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

8th Grade Math

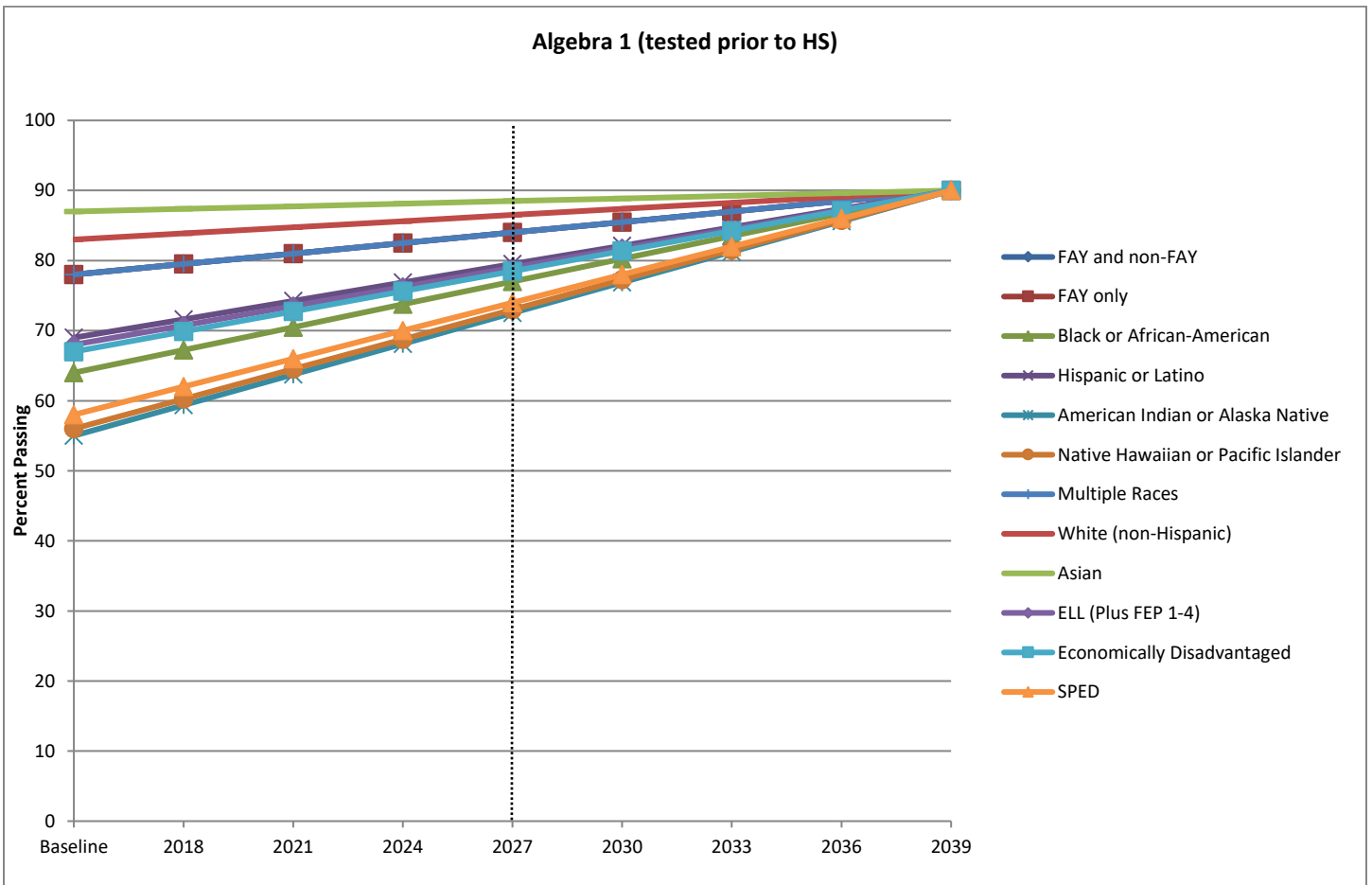
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	26	34	42	50	58	66	74	82	90
FAY only	28	36	44	51	59	67	75	82	90
Black or African-American	18	27	36	45	54	63	72	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	12	22	32	41	51	61	71	80	90
Native Hawaiian or Pacific Islander	34	41	48	55	62	69	76	83	90
Multiple Races	32	39	47	54	61	68	76	83	90
White (non-Hispanic)	38	45	51	58	64	71	77	84	90
Asian	55	59	64	68	73	77	81	86	90
ELL (Plus FEP 1-4)	10	20	30	40	50	60	70	80	90
Economically Disadvantaged	20	29	38	46	55	64	73	81	90
SPED	5	16	26	37	48	58	69	79	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

Algebra 1 (tested prior to HS)

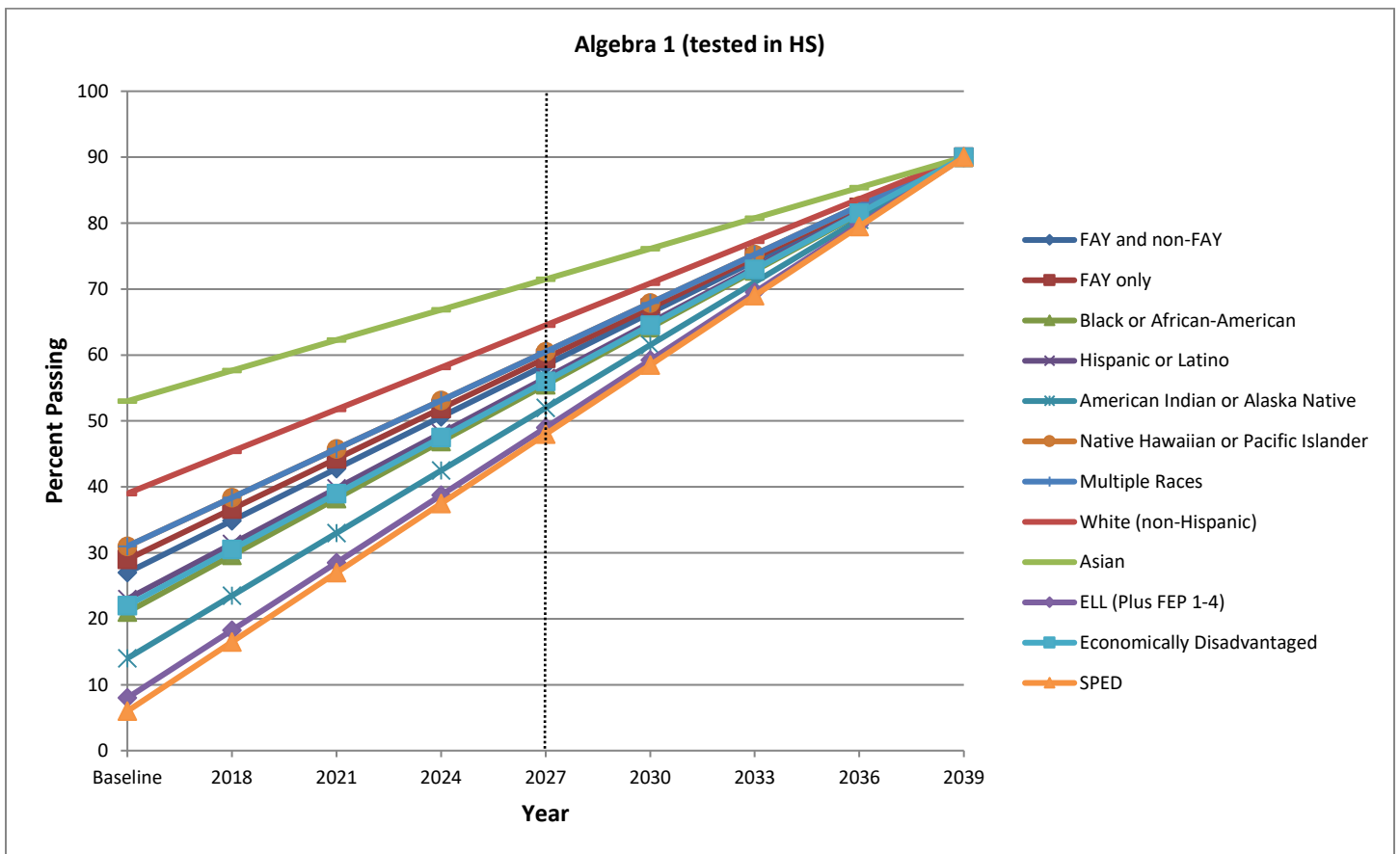
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	78	80	81	83	84	86	87	89	90
FAY only	78	80	81	83	84	86	87	89	90
Black or African-American	64	67	71	74	77	80	84	87	90
Hispanic or Latino	69	72	74	77	80	82	85	87	90
American Indian or Alaska Native	55	59	64	68	73	77	81	86	90
Native Hawaiian or Pacific Islander	56	60	65	69	73	77	82	86	90
Multiple Races	78	80	81	83	84	86	87	89	90
White (non-Hispanic)	83	84	85	86	87	87	88	89	90
Asian	87	87	88	88	89	89	89	90	90
ELL (Plus FEP 1-4)	68	71	74	76	79	82	85	87	90
Economically Disadvantaged	67	70	73	76	79	81	84	87	90
SPED	58	62	66	70	74	78	82	86	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

Algebra 1 (tested in HS)

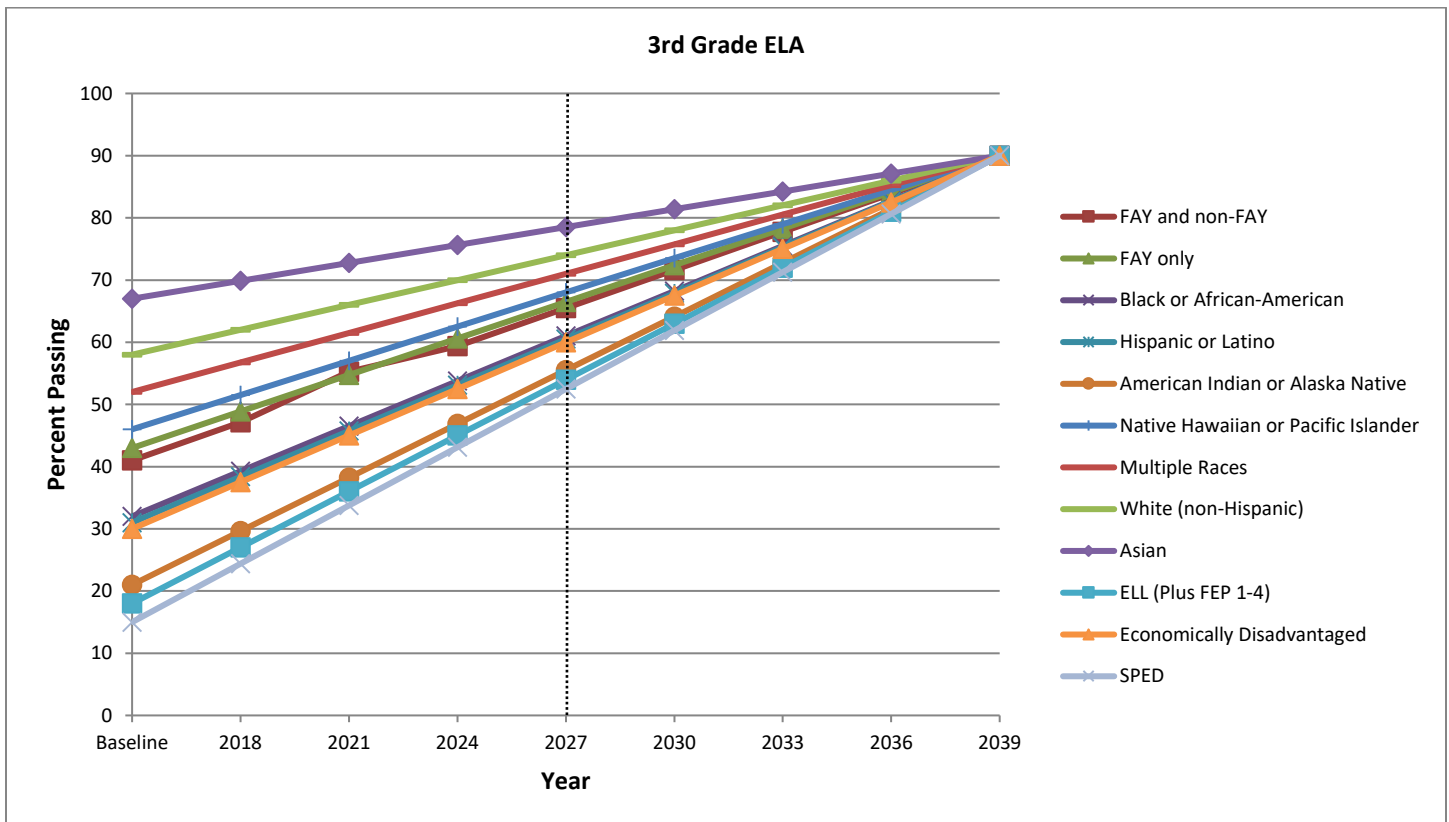
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	27	35	43	51	59	66	74	82	90
FAY only	29	37	44	52	60	67	75	82	90
Black or African-American	21	30	38	47	56	64	73	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	14	24	33	43	52	62	71	81	90
Native Hawaiian or Pacific Islander	31	38	46	53	61	68	75	83	90
Multiple Races	31	38	46	53	61	68	75	83	90
White (non-Hispanic)	39	45	52	58	65	71	77	84	90
Asian	53	58	62	67	72	76	81	85	90
ELL (Plus FEP 1-4)	8	18	29	39	49	59	70	80	90
Economically Disadvantaged	22	31	39	48	56	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90



## Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

### 3rd Grade ELA

Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	41	47	55	59	66	72	78	84	90
FAY only	43	49	55	61	67	72	78	84	90
Black or African-American	32	39	47	54	61	68	76	83	90
Hispanic or Latino	31	38	46	53	61	68	75	83	90
American Indian or Alaska Native	21	30	38	47	56	64	73	81	90
Native Hawaiian or Pacific Islander	46	52	57	63	68	74	79	85	90
Multiple Races	52	57	62	66	71	76	81	85	90
White (non-Hispanic)	58	62	66	70	74	78	82	86	90
Asian	67	70	73	76	79	81	84	87	90
ELL (Plus FEP 1-4)	18	27	36	45	54	63	72	81	90
Economically Disadvantaged	30	38	45	53	60	68	75	83	90
SPED	15	24	34	43	53	62	71	81	90

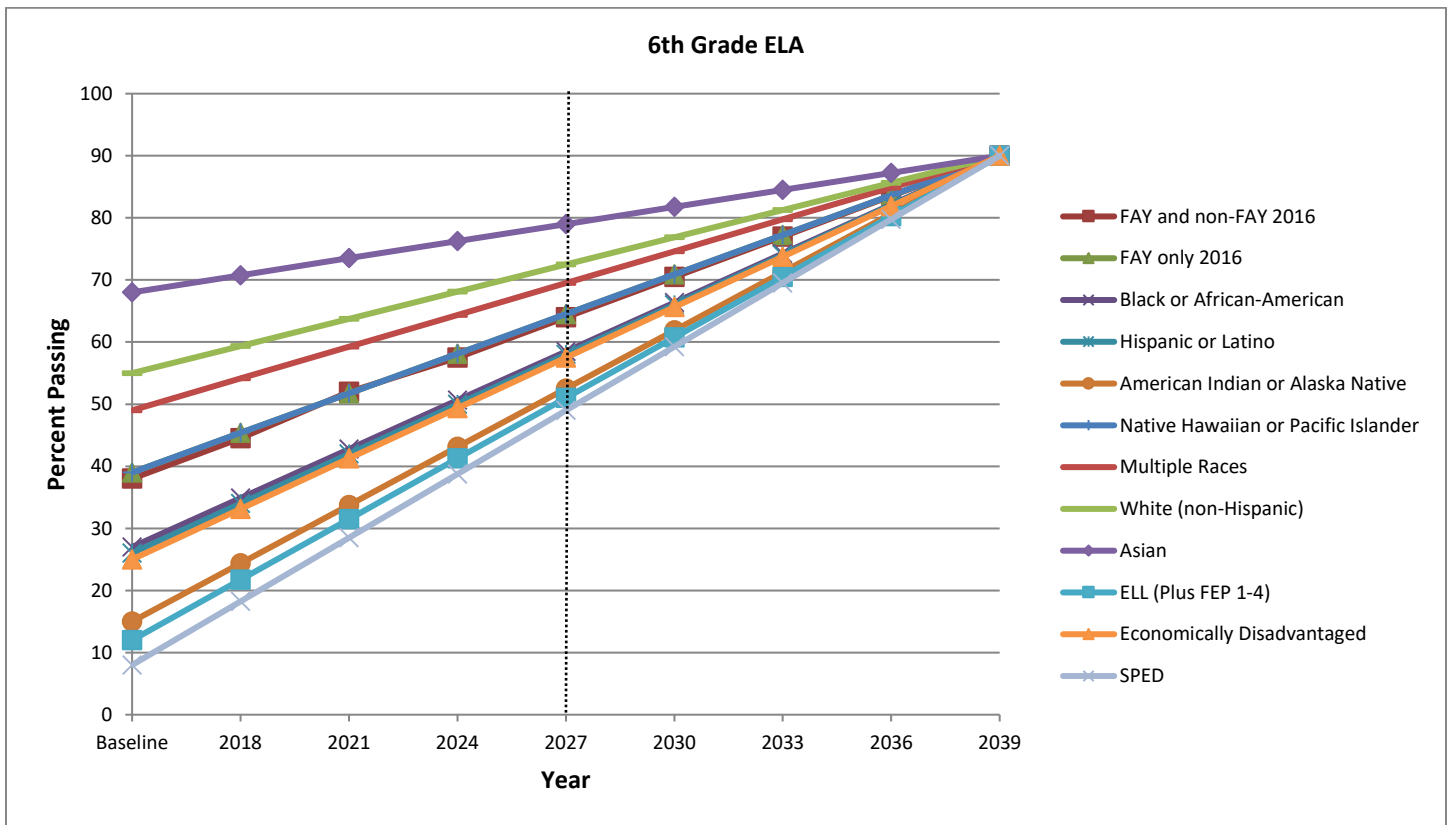




Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

6th Grade ELA

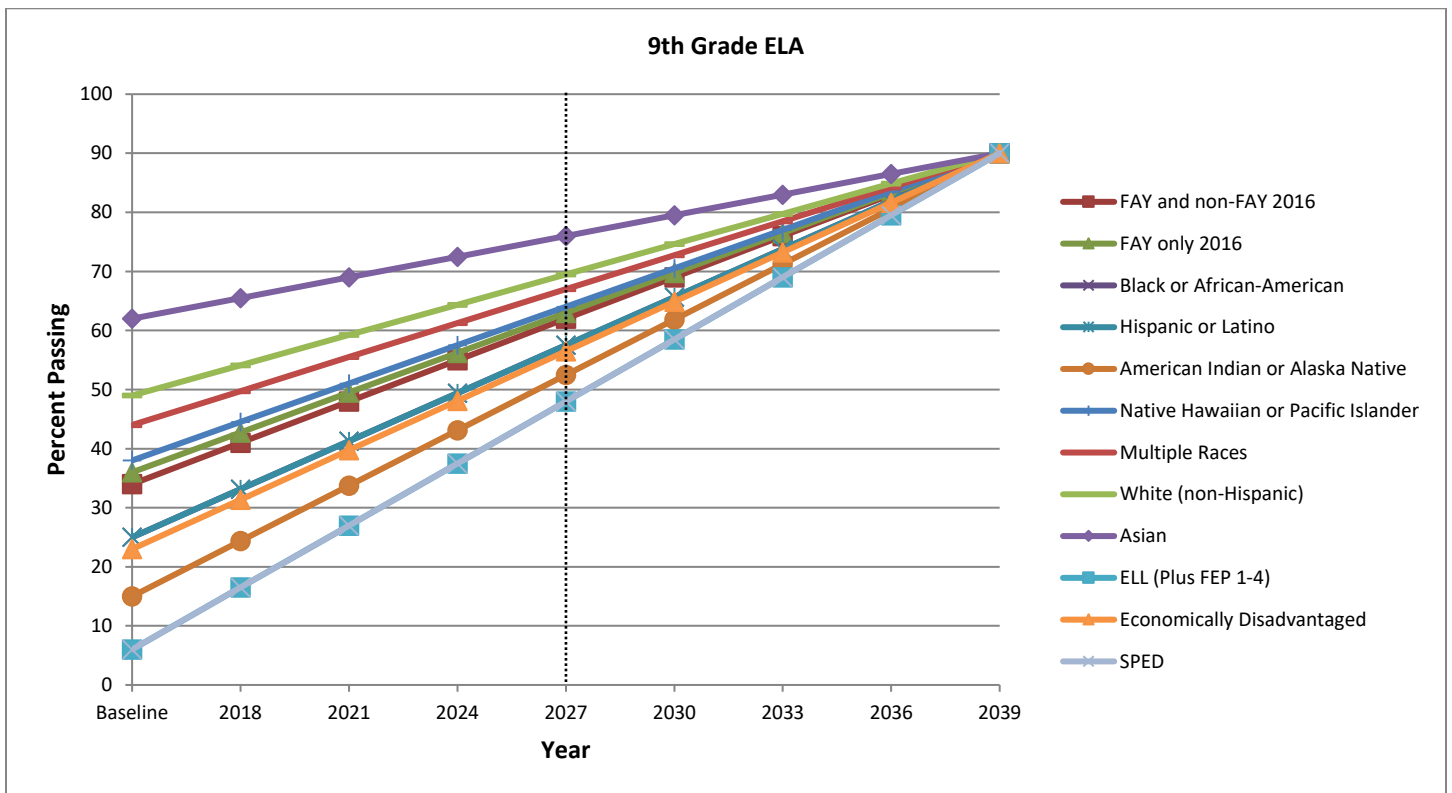
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY 2016	38	45	52	58	64	71	77	84	90
FAY only 2016	39	45	52	58	65	71	77	84	90
Black or African-American	27	35	43	51	59	66	74	82	90
Hispanic or Latino	26	34	42	50	58	66	74	82	90
American Indian or Alaska Native	15	24	34	43	53	62	71	81	90
Native Hawaiian or Pacific Islander	39	45	52	58	65	71	77	84	90
Multiple Races	49	54	59	64	70	75	80	85	90
White (non-Hispanic)	55	59	64	68	73	77	81	86	90
Asian	68	71	74	76	79	82	85	87	90
ELL (Plus FEP 1-4)	12	22	32	41	51	61	71	80	90
Economically Disadvantaged	25	33	41	49	58	66	74	82	90
SPED	8	18	29	39	49	59	70	80	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

9th Grade ELA

Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY 2016	34	41	48	55	62	69	76	83	90
FAY only 2016	36	43	50	56	63	70	77	83	90
Black or African-American	25	33	41	49	58	66	74	82	90
Hispanic or Latino	25	33	41	49	58	66	74	82	90
American Indian or Alaska Native	15	24	34	43	53	62	71	81	90
Native Hawaiian or Pacific Islander	38	45	51	58	64	71	77	84	90
Multiple Races	44	50	56	61	67	73	79	84	90
White (non-Hispanic)	49	54	59	64	70	75	80	85	90
Asian	62	66	69	73	76	80	83	87	90
ELL (Plus FEP 1-4)	6	17	27	38	48	59	69	80	90
Economically Disadvantaged	23	31	40	48	57	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90



**Part Two: English Language Proficiency (ELP)**

ESSA also requires states to set long-term goals and MIPs for its English learners. Arizona proposes setting long-term goals and MIPs that reflect both a student’s age and their initial proficiency level as determined by Arizona’s English language proficiency assessment. Arizona has begun the process of setting ELP goals by reviewing current research related to growth in proficiency among English learners, investigating models proposed by other states, and reviewing trend data from the AZELLA assessment. Similar to the ELA and mathematics team, it has been of central importance to assure that goals for ELP are both ambitious and attainable. The target goals which are ultimately approved must aggressively improve outcomes for English learners while remaining attainable for schools. Thus, these goals must be accompanied by strategies and support which accelerate students toward outcomes.

**Student-Level Targets**

The Student-level targets measure individual progress towards English language proficiency.

**Grade Bands:**

Grade bands were determined by grouping students with similar rates of expected growth. Despite the fact that the ELP assessment contains five Stages or grade bands, research indicates that the first two and final two Stages can be combined, as students in these grades have a comparable trajectory towards proficiency.

- K-3
- 4-6
- 7-12

**Performance Levels:**

Performance levels indicate a range of English language proficiency. Current performance cut scores are reflected in Table 2 below for grade levels, AZELLA stage, and each performance level: Pre-Emergent/Emergent, Basic, and Intermediate. Because the AZELLA Intermediate performance level has a large range of scale scores, many students stay in the Intermediate level for multiple years. As a result, research supports, that this level be divided for accountability purposes only, to recognize the substantial growth that can be made within this level. Therefore, the Performance levels used to calculate the ELP Indicator are: Pre-Emergent/Emergent, Basic, Intermediate, High Intermediate. A chart illustrating scale scores for Intermediate and High-Intermediate is shown in Table 1 below.

Table 1:

Grade	Intermediate	High-Intermediate
K	2283-2305	2306-2326
1	2339-2362	2362-2384
2	2338-2360	2361-2427
3	2414-2444	2445-2473
4	2434-2466	2467-2498
5	2442-2482	2483-2522
6	2443-2486	2487-2529
7	2443-2488	2489-2534
8	2443-2491	2492-2539
9-12	2468-2508	2509-2549

Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

Table 2:

AZELLA Stage	Grade(s)	Pre-Emergent/ Emergent	Basic	Intermediate	Proficient
KG Placement Test	KG	100-205	206-256		257-300
I – Reassessment Test	KG	2000-2240	2241-2282	2283-2326	2327-3000
II	01	2000-2294	2295-2338	2339-2384	2385-3000
II	02	2000-2337	2338-2382	2383-2427	2428-3000
III	03	2000-2369	2370-2413	2414-2473	2474-3000
III	04	2000-2390	2391-2433	2434-2498	2499-3000
III	05	2000-2400	2401-2441	2442-2522	2523-3000
IV	06	2000-2403	2404-2442	2443-2529	2530-3000
IV	07	2000-2403	2404-2442	2443-2534	2535-3000
IV	08	2000-2403	2404-2442	2443-2539	2540-3000
V	09-12	2000-2425	2426-2467	2468-2549	2550-3000

Proposed Expected Growth:

Expected growth will vary based on initial AZELLA score and age at time of initial AZELLA test. Studies show that students will experience larger gains when they are in early grades and have a less proficient initial AZELLA test score. Research indicates that students in grades 7-12 will have a slower rate of expected growth, particularly if they enter these grades at an Intermediate proficiency level. Therefore, Arizona’s student-level targets should reflect more expected growth in grades K-3 and 4-6 than in grade band 7-12. The table below represents a suggested proficiency trajectory based grade band as well as initial proficiency.

Grade Band	Initial Proficiency	Predicted Expected Growth	Annual Gain by Grade Level
K-3	Pre-Emergent/Emergent	Basic, Intermediate, High-Intermediate, or Proficient	K-at least 241 pts 1-at least 295 pts 2-at least 338 pts 3-at least 370 pts
K-3	Basic	Intermediate, High-Intermediate, or Proficient	K-at least 42 pts 1-at least 44 pts 2-at least 45 pts 3-at least 44 pts
K-3	Intermediate	High-Intermediate or Proficient	K-at least 23 pts 1-at least 23 pts 2-at least 23 pts 3-at least 30 pts
K-3	High-Intermediate	Proficient	K-at least 23 pts 1-at least 23 pts 2-at least 23 pts 3-at least 30 pts
4-6	Pre-Emergent/Emergent	Basic, Intermediate, High Intermediate, or Proficient	4-at least 391 pts 5-at least 401 pts 6-at least 404 pts

Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

4-6	Basic	Intermediate, High-Intermediate, or Proficient	4-at least 43 pts 5-at least 41 pts 6-at least 39 pts
4-6	Intermediate	High-Intermediate or Proficient	4-at least 33 pts 5-at least 41 pts 6-at least 44 pts
4-6	High-Intermediate	Proficient	4-at least 33 pts 5-at least 41 pts 6-at least 44 pts
7-12	Pre-Emergent/Emergent	Basic, Intermediate, High-Intermediate, or Proficient	7-at least 404 pts 8-at least 404 pts High School-at least 426 pts
7-12	Basic	Intermediate, High-Intermediate, or Proficient	7-at least 39 pts 8-at least 39 pts High School-at least 42 pts
7-12	Intermediate	High-Intermediate or Proficient	7-at least 23 pts 8-at least 24 pts High School-at least 22 pts
7-12	High-Intermediate	Proficient	7-at least 23 pts 8-at least 24 pts High School-at least 22 pts

For example, a student in Kindergarten who, on their initial assessment, tests at the pre-emergent/emergent level, would be expected to show at least a 241 point improvement on the AZELLA scaled score at their next assessment date.

**A-F Accountability/ELP Indicator:**

These aggressive goals are intended to be aligned with and support the A-F ELP accountability indicator to result in one coherent system to support all Arizona learners.

**Proposed ELP Long-Term Goal:**

Arizona will increase the percent of students making progress towards English language proficiency as determined by the student-level targets from 30% in 2016 by 3% annually over 10 years to reach 60% proficient by 2028.

Much as the ELA and math long-term goals will need to be revisited, ELP goals will also need to be closely monitored to ensure that our criteria of ambitious and attainable are met.

**Part Three: Graduation Rate**

ESSA requires states to set a long-term goal and MIPs for graduation rate. Though states have the option of setting 5-year and 6-year graduation rate goals, only the 4-year graduation rate is required through ESSA. The State Board of Education’s A-F Ad Hoc committee adopted the long-term four-year graduation rate goal of

Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

90% by the year 2030. This goal is aligned to the Arizona Progress Meter ensuring that Arizona has one state-wide goal that all constituents can work towards. In this manner, business, policy-makers, community, parents, and educators can direct resources, interventions, and strategies to support the common goal of achieving a state-wide graduation rate of 90% by 2030.

Subgroup	2015 Baseline	2018	2021	2024	2027	2030 Long-term Goal
All students	77%	79.6	82.2	84.8	87.4	90%
Economically disadvantaged students	73%	76.4	79.8	83.2	86.6	90%
Children with disabilities	66%	70.8	75.6	80.4	85.2	90%
English learners	25%*	*	*	*	*	90%
American Indian/Alaskan Native	66%	70.8	75.6	80.4	85.2	90%
Asian	87%	87.6	88.2	88.8	89.4	90%
Hispanic/Latino	72%	75.6	79.2	82.8	86.4	90%
Black/African American	74%	77.2	80.4	83.6	86.8	90%
White	84%	85.2	86.4	87.6	88.8	90%
Native Hawaiian/Pacific Islander	70%	74.0	78.0	82.0	86.0	90%
Multiple Races	72%	75.6	79.2	82.8	86.4	90%

\*In 2017, Arizona will change its methodology for determining EL subgroup graduation rate. Currently, this graduation rate is determined by the number of 12<sup>th</sup> grade students who are still classified as EL students who graduate with their cohort. In 2017, this rate will be determined by assessing the number of EL students who were ever classified during high school as EL and graduated with their cohort. Once the EL graduation rate using the new methodology is determined, baseline and MIPs will be realigned.

Next Steps:

Though much input on goals related to ESSA was received through the Department’s initial surveys, the Department will gather further feedback related to this plan via an on-line survey and stakeholder focus groups. The link to this survey will be distributed widely to ensure broad input before a final plan is presented to the Board in May, 2017.

**EXECUTIVE SUMMARY**

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<b>Issue:</b>	R7-2-300 “Minimum Course of Study and Competency Goals for Students in the Common Schools” and R7-2-302 “Minimum Course of Study and Competency Requirements for Graduation from High School” revisions.
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Action/Discussion Item

Information Item

**Background and Discussion**

The Department is notifying the Board that discussions will be held regarding drafting revisions for R7-2-300 “Minimum Course of Study and Competency Goals for Students in the Common Schools” and R7-2-302 “Minimum Course of Study and Competency Requirements for Graduation from High School.” Both rules contain language which is outdated and requirements which are no longer relevant. The Department will work with stakeholders to update these rules for the Board’s consideration.

**Recommendation to the Board**

This is an informational item only. No Board action is required.

**Contact Information:**

Carol Lippert, Associate Superintendent, High Academic Standards for Students Division

**EXECUTIVE SUMMARY**

Issue:	Presentation, discussion and possible action to initiate rulemaking procedures for the proposed Board rule R7-2-318 regarding the K-3 reading program
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Action/Discussion Item

Information Item

**Background and Discussion**

A.R.S. § 15-211(G)(1) allows the Board to establish rules and policies for the K-3 reading program for the proper use of monies generated by the K-3 reading support level weight. The proposed Board rule R7-2-318 regarding the K-3 reading program conforms to provisions within A.R.S. §§ 15-211, 15-701 and 15-704 as amended by SB1131.

At its March 10, 2017 meeting, the K-3 Literacy Committee unanimously recommended the proposed Board rule R7-2-318 regarding the K-3 reading program to the Board for initiation of rulemaking procedures.

The proposed rule contains the following provisions:

1. Defines intensive reading instruction, interventions, motivational assessments, prevention, remediation and universal screeners;
2. States that prior to the release of monies generated by the K-3 reading support level weight, school districts or charters shall submit to ADE on or before October 1 a comprehensive K-3 reading program plan;
3. Outlines the contents of the K-3 reading program plans;
4. States the dates for submission of additional data to ADE; and
5. Outlines the requirements for data submission, prior to the release of monies generated by the K-3 reading support level weight, on the total number of pupils subject to retention, the total number of pupils that were promoted, the total number of pupils actually retained and the interventions administered to pupils subject to retention.

**Recommendation to the Board**

It is recommended that the Board initiate rulemaking procedures for the proposed Board rule R7-2-318 regarding the K-3 reading program.

**Contact Information:**

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



## Article 3. Curriculum Requirements and Special Programs

### R7-2-318. K-3 Reading Program

- A. In this section, unless the context otherwise requires:
1. "Intensive reading instruction" is a proactive instructional approach used to reduce the likelihood of future reading problems by addressing severe and persistent difficulties with learning to read through the use of evidence-based instruction in smaller-group settings, increased instructional time, and increased intensity that is aligned to individual student needs or deficiencies and is driven by ongoing student performance data from a valid assessment tool.
  2. "Interventions" are instructional supports provided to students with the purpose of preventing and remediating reading difficulties. These supports are organized in tiers which provide increasing instructional intensity and support with each level.
  3. "Motivational assessments" are measures of motivation or attitudes toward reading and produce information to monitor student progress.
  4. "Prevention" is instructional support provided to students before students have experienced failure in learning to read.
  5. "Remediation" is instructional support provided to students after a student has experienced significant and persistent difficulties in learning to read.
  6. "Universal screeners" are very brief measures based on established standardized benchmarks or performance targets developed through extensive research designed to improve accuracy of identifying students who will likely need additional support for meeting grade level reading standards.
- B. Prior to the release of monies generated by the K-3 reading support level weight, a school district or charter school assigned a letter grade of C, D or F, or that has more than ten percent of its pupils in grade three who do not demonstrate sufficient reading skills as established by the Board, shall submit to the Department on or before October 1, a comprehensive local education agency K-3 reading program plan, using the format prescribed by the Department. Each school district or charter school assigned a letter grade of A or B shall submit its plan to the Department on or before October 1 in odd numbered years only beginning in 2016-2017.
- C. Pursuant to A.R.S. §§ 15-211, 15-701 and 15-704, the K-3 reading program plan submission shall contain the following components for pupils in half-day and full-day kindergarten programs and grades one through three:
1. School literacy contacts, literacy team members and master reading schedules;
  2. A list of the staff who reviewed and approved the individual school K-3 reading program plans;
  3. Program expenditures for the prior school year and a budget for the current school year regarding the monies used only on instructional purposes intended to improve reading proficiency from the K-3 support level weight and the K-3 reading support level weight;

4. An analysis of the effectiveness of the local education agency's K-3 reading program for the previous school year and plans for improvement for the current school year;
  5. Core reading programs which teach the essential components of reading instruction including explicit and systematic phonics pursuant to A.R.S. § 15-704(H)(1), with a description of the frequency and duration of the instruction;
  6. Date of last K-3 reading curriculum review for standards alignment;
  7. Tier II and Tier III intensive reading intervention programs, including frequency and duration;
  8. A sample template of a parental notification letter;
  9. Evidence-based intervention and remedial services provided to students; and
  10. Evidence of ongoing teacher training based on evidence-based reading research.
- D. The local education agency shall submit universal screening data on October 1, winter benchmark data on February 1 and end of year assessment data on June 1 for pupils in kindergarten programs and grades one through three.
- E. Each school district or charter school governing body shall submit data for the prior school year on the total number of pupils that were subject to retention, the total number that were promoted, the total number actually retained and the interventions administered pursuant to A.R.S. § 15-701 to the Department no later than October 1 and prior to the release of monies generated by the K-3 reading support level weight.

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Geoffrey Begaye,  
Case No. C-2017-015

Action/Discussion Item

Information Item

**Background and Discussion**

Geoffrey Begaye holds an Emergency Substitute certificate valid until July 1, 2017.

The investigative unit received a report from the Department of Public Safety that Mr. Begaye's Fingerprint Clearance Card was suspended due to an arrest for a DUI and Leaving the Scene of an Accident.

Mr. Begaye was contacted by the investigative unit and surrendered his Arizona teaching certificate on February 17, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Adam Chrestman,  
Case No. C-2015-097

Action/Discussion Item

Information Item

**Background and Discussion**

Adam Chrestman holds a Substitute certificate valid until February 5, 2019.

The investigative unit received a report from the Department of Public Safety that Mr. Chrestman was arrested for a Misdemeanor Theft-Obtain by Misrepresent and Misdemeanor Assault-Intent/Reckless/Injure.

Mr. Chrestman was contacted by the investigative unit and surrendered his Arizona teaching certificate on February 15, 2017.

An Investigator from the Investigative Unit traveled to Mr. Chrestman's place of employment to have him sign the surrender paperwork.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Katelyn Elms,  
Case No. C-2015-202

Action/Discussion Item

Information Item

**Background and Discussion**

Katelyn Elms holds a Substitute certificate valid until October 30, 2018.

The investigative unit received a report from the Department of Public Safety that Ms. Elms' Fingerprint Clearance Card was suspended due to an arrest in Tempe, Arizona for Felony Marijuana Possession/Use and Felony Drug Paraphernalia Possession/Use.

Ms. Elms was contacted by the investigative unit and surrendered her Arizona teaching certificate on March 13, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Theodore Finkbeiner,  
Case No. C-2017-030

Action/Discussion Item

Information Item

**Background and Discussion**

Theodore Finkbeiner holds a Guidance Counselor certificate (PreK-12) and a Standard Secondary Education certificate (6-12), both of which expire on November 14, 2020.

The investigative unit received a report from the Department of Public Safety that Mr. Finkbeiner's Fingerprint Clearance Card was suspended due to an arrest by the Mesa Police Department for Attempted Sexual Conduct with a Minor.

Mr. Finkbeiner was contacted by the investigative unit and surrendered his Arizona teaching certificate on February 7, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Alexis Gonzalez,  
Case No. C-2017-031

Action/Discussion Item

Information Item

**Background and Discussion**

Alexis Gonzalez holds a Provisional Career and Technical Education certificate valid until August 21, 2018.

The investigative unit received a report from the Phoenix Union High School District alleging that Mr. Gonzalez requested a female student to text him a nude photo of herself.

Mr. Gonzalez was contacted by the investigative unit and surrendered his Arizona teaching certificate on January 31, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Joel Gordon,  
Case No. C-2016-638

Action/Discussion Item

Information Item

**Background and Discussion**

Joel Gordon holds a Reciprocal Provisional Severely and Profoundly Disabled certificate valid until August 5, 2019.

The investigative unit received a report from the Quartzsite School District that Mr. Gordon slapped a student's hand with enough force to leave a red mark.

Mr. Gordon was contacted by the investigative unit and surrendered his Arizona teaching certificate on December 29, 2016.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*



**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Molly McNamara,  
Case No. C-2016-156

Action/Discussion Item

Information Item

**Background and Discussion**

Molly McNamara holds a Reciprocal Provisional Elementary certificate, valid until June 2, 2017.

The investigative unit received a report from the Isaac Elementary School District that Ms. McNamara engaged in inappropriate social media messaging with a student.

Ms. McNamara was contacted by the investigative unit and surrendered her Arizona teaching certificate on March 9, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Rogelio Villa Ramirez,  
Case No. C-2015-035

Action/Discussion Item

Information Item

**Background and Discussion**

Rogelio Villa Ramirez holds an expired Standard Secondary Education certificate (6-12).

The investigative unit received a report from the Yuma Union High School District that Mr. Ramirez inappropriately touched and kissed a female student while in his classroom.

Mr. Ramirez was contacted by the investigative unit and surrendered his Arizona teaching certificate on February 2, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Charles Schubert,  
Case No. C-2017-162

Action/Discussion Item

Information Item

**Background and Discussion**

Charles Schubert holds Standard Secondary Education certificate (6-12) and a Standard Career and Technical Education certificate, both of which expire on December 17, 2021.

The investigative unit received a media report that Mr. Schubert was arrested by the Pima County Sheriff's Office on Two Counts of Sexual Conduct with a Minor and One count Luring a Minor for Sexual Exploitation.

Mr. Schubert was contacted by the investigative unit and surrendered his Arizona teaching certificate on February 25, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Permanent Revocation of Certificate(s) for William Regis Wall Jr.  
Case No. C-2014-015, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

**Background and Discussion**

William Regis Wall Jr. holds a School Psychologist certificate (PreK-12) and a Guidance Counselor certificate (PreK-12), both of which expired on October 15, 2012.

On February 27, 2014, the investigative unit received a Department of Public Safety Fingerprint Clearance Card Notice of Suspension regarding Mr. Wall, due to an arrest by the Maricopa County Sheriff's Office, on or about February 11, 2014, for multiple counts of Felony Sexual Conduct with Minor, Felony Attempted Sexual Conduct with a Minor, Molestation of a Child, and Attempted Molestation of a Child in Maricopa County, Arizona.

On January 12, 2017, Mr. Wall pled guilty to two counts of Attempted Molestation of a Child, a Class Three Felony and a Dangerous Crime Against Children, in Maricopa County Superior Court.

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

**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 William Regis Wall Jr., and that all states and territories be so notified.

**Contact Information:**

Alicia Williams  
Director of Special Projects  
State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Jeffrey Canto, C-2016-624

Action/Discussion Item       Information Item

**Background and Discussion**

Mr. Canto holds a valid Standard Secondary Education (6-12) certificate and a Substitute certificate, both of which expire on February 3, 2022.

On June 4, 2007, Mr. Canto was arrested for a domestic violence incident involving his wife.

On October 1, 2007, Mr. Canto pled guilty to the crime of Assault, a Class 1 Misdemeanor, in Kingman Municipal Court. Mr. Canto was ordered to participate in domestic violence counseling, which included anger management counseling, and six months of unsupervised probation.

On April 1, 2008, the charge of domestic violence by assault was dismissed due to Mr. Canto completing the terms listed above.

On August 29, 2016, Maricopa County Sheriff officers responded to a call involving Mr. Canto and his girlfriend. Mr. Canto was arrested on charges of Assault/Domestic Violence for the incident that occurred.

On November 10, 2016, Mr. Canto pled guilty to the crime of Assault, a Class 3 Misdemeanor, and was placed on one year of supervised probation and ordered to complete anger management classes as directed by the court.

**Settlement Agreement and Conditions**

Mr. Canto has agreed to a one-year suspension with conditions. The conditions are as follows:

- Shall participate in couples counseling throughout the period of suspension, with a favorable report from the counselor at the end. Any counseling program must be first approved by the Board's staff.
- Shall furnish a letter of proof of successful completion to the Board certifying successful completion of counseling addressing the issue that led to the conduct.
- All conditions are at the expense of Mr. Canto.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for a one year suspension, with conditions, of any and all of Jeffrey Canto's teaching certificates, and that all states and territories be so notified.

Doc. # 5868079

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Jorge Castillo, C-2016-364R

Action/Discussion Item       Information Item

**Background and Discussion**

Mr. Castillo is applying for an Emergency Substitute certificate ("ESC").

Mr. Castillo submitted his application for an ESC on July 24, 2016. He answered "yes" to question three (Have you ever been arrested for any offense for which you were fingerprinted?) on the application.

Mr. Castillo was arrested for the following:

- August 23, 2008: Arrested for DUI; subsequently convicted of DUI
- July 16, 2014: Arrested for DUI; subsequently convicted of DUI

On November 8, 2016, Mr. Castillo appeared before the PPAC for an application screening. At that screening, the PPAC voted unanimously (5-0) to recommend that the State Board grant Mr. Castillo's application for an Emergency Substitute certificate, despite its finding that Mr. Castillo engaged in unprofessional conduct.

At the public State Board of Education meeting on December 19, 2016, the Board voted 6-1 to reject the PPAC's recommendation and to deny Mr. Castillo's application because he had engaged in unprofessional conduct.

Mr. Castillo received the Notice of Denial of Teaching Certification and was made aware of his right to appeal the Board's denial. Mr. Castillo filed a timely appeal and request for a hearing under A.R.S. § 41-1065.

Mr. Castillo subsequently requested to be allowed to withdraw his application, with conditions, and he worked with legal counsel to draft a Negotiated Settlement Agreement.

Mr. Castillo is currently an education student at Grand Canyon University, and he anticipates graduating in December of 2019.

**Settlement Agreement and Conditions**

In exchange for the Board granting his request to withdraw his application for certification, Mr. Castillo agrees to the following conditions:

- Mr. Castillo will not submit any application for any type of educator certificate in Arizona at any time prior to December 1, 2019.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions for Jorge Castillo.

Doc. # 5867900

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Patrick O'Boyle, C-2016-441

Action/Discussion Item

Information Item

**Background and Discussion**

Mr. O'Boyle holds a valid Reciprocal Provisional Secondary (6-12) certificate and a Reciprocal Provisional PreK-12 Physical Education certificate, both of which expire on May 10, 2019.

Mr. O'Boyle was employed as a math teacher by the Scottsbluff Public Schools ("SPS") located in Scottsbluff, Nebraska, for the 2015-2016 school year.

On December 5, 2015, Mr. O'Boyle engaged in sexual intercourse at his house with an 18-year-old female student who attended a different school in the SPS district than the school where Mr. O'Boyle taught. Mr. O'Boyle had not met the student prior to December 5, 2015.

The female student subsequently reported the incident to SPS, and SPS began an investigation of the incident. Mr. O'Boyle was suspended with pay pending further investigation by SPS on December 9, 2015.

Mr. O'Boyle submitted his resignation on December 9, 2015, and the governing board of SPS accepted his resignation on December 14, 2015.

On August 5, 2016, the Nebraska State Board of Education voted unanimously to revoke Mr. O'Boyle's Nebraska teaching certificate for a period of five years beginning on August 5, 2016, based upon the December 5, 2015 incident. That revocation was reported to NASDTEC.

**Settlement Agreement and Conditions**

Mr. O'Boyle has agreed to a suspension of his certificate through August 5, 2021, which is consistent with the terms of the Nebraska discipline.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for suspension of any and all of Patrick O'Boyle's teaching certificates through August 5, 2021, and that all states and territories be so notified.

Doc. # 5868025

**Contact Information:**

*Alicia Williams*

*Director of Special Projects*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Desiree Timeche C-2016-001R

Action/Discussion Item

Information Item

**Background and Discussion**

Ms. Timeche is applying for renewal of a Standard Elementary 1-8 teaching certificate and a Standard Cross Categorical SPED teaching certificate, both of which expired on January 12, 2016.

On July 1, 2016, Ms. Timeche applied for renewal of her certificates. Ms. Timeche was subsequently scheduled for a PPAC review screening due to her criminal history, which includes:

**DUI History:**

2007- Arrested for DUI; subsequently convicted of Reckless Driving (DUI dismissed)

2011- Arrested for DUI; subsequently convicted of DUI

2012- Arrested for DUI; subsequently convicted of Extreme DUI

On October 11, 2016, Ms. Timeche appeared before the PPAC for an application review screening regarding her application for renewal of her certificates. At that review screening, the PPAC voted unanimously (4-0) to recommend that the State Board grant Ms. Timeche's application for renewal of her Standard Elementary Education K-8 and Standard Cross Categorical Special Education K-12 certificates, despite its finding that Ms. Timeche had engaged in unprofessional conduct.

At a public State Board of Education meeting on December 19, 2016, the Board voted 6-1 to reject the PPAC's recommendation and to deny Ms. Timeche's application for renewal of her teaching certificates because she had engaged in unprofessional conduct.

A Notice of Denial of Teaching Certification letter was mailed to Ms. Timeche on January 3, 2017. Ms. Timeche filed a timely appeal and request for hearing under A.R.S. § 41-1065.

Subsequently, Ms. Timeche worked with counsel to draft a Negotiated Settlement Agreement.

**Settlement Agreement and Conditions**

In exchange for the Board granting Ms. Timeche's application for renewal of her Standard Elementary Education (K-8) and Standard Cross Categorical Special Education (K-12) certificates, Ms. Timeche agrees to the following conditions:

**Contact Information:**

*Alicia Williams*

*Director of Special Projects*



**EXECUTIVE SUMMARY**

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- If Ms. Timeche is arrested for driving under the influence of alcohol or drugs or any other intoxicant at any time within three years from the date this Agreement is approved and adopted by the Board, Ms. Timeche shall notify the Board of that arrest in writing within five working days of the date of the arrest.
- In the event that any arrest as described above results in a judgement of guilt for driving under the influence of alcohol or drugs or any other intoxicant, Ms. Timeche waves her due process rights to a disciplinary administrative hearing and will be subject to an automatic five-year revocation of any and all of her certificates, which will be reported to NASDTEC.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions for Desiree Timeche.

Doc. # 5867813

**Contact Information:**

*Alicia Williams*

*Director of Special Projects*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification for Lesley Ann Belan, C-2016-632R

Action/Discussion Item

Information Item

**Background and Discussion**

Ms. Belan is applying for a renewal of a Standard Cross Categorical Special Education (K-12) certificate.

Ms. Belan was arrested in September of 2014 for Extreme DUI in Phoenix, Arizona. After a blood draw at the police station, it was concluded that her BAC was 0.216. She subsequently pled guilty to Extreme DUI.

On previous applications for Arizona certification, Ms. Belan had properly disclosed a 2006 DUI arrest and conviction in Pittsburgh, PA. However, she did not disclose the 2006 DUI on her most recent Arizona application.

**Recommendation of the Professional Practices Advisory Committee (“PPAC”)**

The PPAC, at its March 14, 2017 meeting, recommended by a vote of 4 to 1, that the Board grant Ms. Belan’s application for certification despite evidence showing that the Ms. Belan engaged in unprofessional conduct.

**Recommendation to the Board**

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application of Lesley Ann Belan.

**Contact Information:**

Alicia Williams  
Director of Special Projects, State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification for William Castle, C-2016-355R

Action/Discussion Item

Information Item

**Background and Discussion**

Mr. Castle is applying for a CTE certificate in the area of Industrial and Emerging Technologies.

Between 2005 and 2007, Mr. Castle was convicted of numerous crimes including:

- Possession of Drug Paraphernalia (Misdemeanor)
- Marijuana Possession (Misdemeanor)
- Attempted Fraudulent Schemes and Artifices (Felony)
- Theft (Felony)
- Burglary (Felony)
- Forgery (Felony)
- Shoplifting (Felony)

**Recommendation of the Professional Practices Advisory Committee (“PPAC”)**

The PPAC, at its February 14, 2017 meeting, recommended by a vote of 4 to 1, that the Board grant Mr. Castle’s application for certification despite evidence showing that the Mr. Castle engaged in unprofessional conduct.

**Recommendation to the Board**

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application of William Castle.

**Contact Information:**

Alicia Williams  
Director of Special Projects, State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification for Marian Carr Dawley, C-2016-581-2R

Action/Discussion Item

Information Item

**Background and Discussion**

Ms. Dawley is applying for a renewal of her Standard Elementary Education Certificate.

The ADE Investigative Unit received an AZ DPS FCC Suspension Notice regarding an arrest of Ms. Dawley for Felony Aggravated Assault and Misdemeanor Assault involving Domestic Violence.

The incident stated above occurred on or about July 29, 2016 in Tucson, Arizona.

Due to the arrest in July of 2016, Ms. Dawley pled guilty to Felony Resisting Arrest on or about November 18, 2016. All other charges were dismissed.

In 2009, Ms. Dawley was convicted of Aggravated Driving while under the Influence of Alcohol While a Person Under 15 Years of Age is in the Vehicle. That offense was subsequently designated a Class 1 Misdemeanor after Ms. Dawley successfully completed the terms of her probation.

**Recommendation of the Professional Practices Advisory Committee (“PPAC”)**

The PPAC, at its February 14, 2017 meeting, recommended by a vote of 4 to 1, that the Board grant Ms. Dawley’s application for certification despite evidence showing that the Ms. Dawley engaged in unprofessional conduct.

**Recommendation to the Board**

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application of Marian Carr Dawley.

**Contact Information:**

Alicia Williams  
Director of Special Projects, State Board of Education

**EXECUTIVE SUMMARY**

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**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification for Terrance Geneeha, C-2016-509R

Action/Discussion Item

Information Item

**Background and Discussion**

Mr. Geneeha is applying for an Emergency Substitute Certificate.

On March 22, 2014, Mr. Geneeha was arrested for Possession of Marijuana and Shoplifting in Flagstaff, Arizona. Mr. Geneeha was found guilty of Marijuana Possession and the Shoplifting case was dismissed.

On April 16, 2014, Mr. Geneeha pled guilty to Criminal Trespass, a Misdemeanor, for an incident that occurred on February 28, 2014.

Mr. Geneeha did not disclose a conviction of Extreme DUI that occurred in 2009, in Flagstaff, Arizona. At the time of his arrest, he was charged with multiple counts, including Drug Paraphernalia/Possession/Use and Threat/Intimidate. Mr. Geneeha pled guilty to Extreme DUI BAC more than .20 and all other charges were dropped.

**Recommendation of the Professional Practices Advisory Committee (“PPAC”)**

The PPAC, at its February 14, 2017 meeting, recommended by a vote of 5 to 0, that the Board grant Mr. Geneeha’s application for certification despite evidence showing that the Mr. Geneeha engaged in unprofessional conduct.

**Recommendation to the Board**

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application of Terrance Geneeha.

**Contact Information:**

Alicia Williams

Director of Special Projects, State Board of Education

**EXECUTIVE SUMMARY**

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**Issue:** Presentation, discussion and possible action regarding the Recommendation for Certificate Suspension of Imelda Garcia, Case No. C-2016-584.

Action/Discussion Item

Information Item

**Background and Discussion**

Ms. Garcia holds a valid Standard Elementary Education (1-8) certificate which expires on February 9, 2020.

On July 3, 2016, Ms. Garcia was arrested by the Goodyear Police Department (“GPD”) on charges of aggravated driving under the influence of an intoxicating liquor while a person under 15 years of age is in the vehicle. At the time of the arrest, Ms. Garcia had her children, ages 17, 16, 15, 14, and 11 in the car with her.

At the GPD building, a blood sample would determine that Ms. Garcia’s BAC was 0.124.

On December 12, 2016, Ms. Garcia pled guilty to Aggravated DUI, a Class 6 Undesignated Felony. The conviction was for a Felony rather than a Misdemeanor because, at the time of the incident, Ms. Garcia had two children with her in the car that were under the age of 15.

As a result of the conviction, Ms. Garcia was sentenced to one day in jail, 18 months of probation, participation in substance abuse counseling, participation in a MADD Victim Impact Panel and various fines and fees totaling several thousand dollars.

Ms. Garcia is currently employed at Harvest Preparatory Academy in Goodyear, Arizona.

**Recommendation of the Professional Practices Advisory Committee (“PPAC”)**

The PPAC, at its February 14, 2017 meeting, recommended, by a vote of 3 to 2, that the State Board of Education suspend any and all certificates held by Imelda Garcia for a period of six months.

**Recommendation to the Board**

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and suspend any and all certificates held by Imelda Garcia for six months, and that all states and territories be so notified.

**Contact Information:**

*Alicia Williams*  
*Director of Special Projects*  
*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Revoke certificates held by Cardenas Redsteer, Case No. C-2016-619

Action/Discussion Item

Information Item

**Background and Discussion**

Mr. Redsteer holds a Substitute certificate which expires March 23, 2020.

On August 4, 2016, Mr. Redsteer was arrested outside of a hotel by the Phoenix Police Department (“PPD”) on the following charges:

1. Charge 1: Assault (Class 1 Misdemeanor)
2. Charge 2: Assault (Class 1 Misdemeanor)
3. Charge 3: Assault (Class 1 Misdemeanor)
4. Charge 4: Assault (Class 1 Misdemeanor)
5. Charge 5: Aggravated Assault on a Police Officer (Class 4 Felony)
6. Charge 6: Resisting Arrest (Class 6 Felony)
7. Charge 7: Narcotic Drug Possession (Class 4 Felony)

On both December 22, 2016, and January 12, 2017, Mr. Redsteer failed to appear in court to face these charges. As a result of his failure appear, a warrant has been issued for his arrest.

The August 4, 2016 arrest was based upon the following actions by Mr. Redsteer:

- Mr. Redsteer physically assaulted his pregnant girlfriend at the hotel;
- Mr. Redsteer physically assaulted several men who attempted to come to the aid of Redsteer’s pregnant girlfriend;
- Mr. Redsteer, who was wearing steel toed boots, kicked a PPD officer in the leg when the PPD officer attempted to restrain him and also resisted arrest by PPD officers; and
- Mr. Redsteer had possession of a narcotic pill at the time PPD officers arrested him.

On October 6, 2016, Mr. Redsteer was indicted by a grand jury in Maricopa County Superior Court on the following charges:

1. Count 1: Aggravated Assault (Class 4 Felony)
2. Count 2: Aggravated Assault (Class 5 Felony)
3. Count 3: Resisting Arrest (Class 6 Felony)

Contact Information

Alicia Williams

Director of Special Projects, State Board of Education

**EXECUTIVE SUMMARY**

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- 4. Count 4: Assault (Class 1 Misdemeanor)
- 5. Count 5: Assault (Class 1 Misdemeanor)
- 6. Count 6: Assault (Class 1 Misdemeanor)
- 7. Count 7: Assault (Class 1 Misdemeanor)

**Recommendation of the Professional Practices Advisory Committee (PPAC)**

On March 14, 2017, the PPAC recommended, by a vote of 5 to 0, that the Board take action through revocation of any and all of Mr. Redsteer's teaching certificates.

**Recommendation to the Board**

That the State Board of Education accept the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and revoke of any and all of Cardenas Redsteer's teaching certificates and that all states and territories be so notified.



**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Revoke certificates held by Liliya Souslova, Case No. C-2016-358

Action/Discussion Item

Information Item

**Background and Discussion**

Ms. Souslova holds a Substitute certificate, which was issued on January 27, 2014, and expires on September 30, 2020.

Ms. Souslova held a Provisional Adult Education certificate, which was issued on July 16, 2012, and expired on July 16, 2015.

On February 27, 2013, Ms. Souslova was arrested by an officer with the Arizona Department of Public Safety ("DPS") on two counts of DUI, both Class 1 Misdemeanors.

On February 12, 2014, Ms. Souslova entered a plea agreement wherein she pled guilty to one count of DUI, a Class 1 Misdemeanor, and the second DUI charge was dismissed.

On February 12, 2014, Ms. Souslova signed a Judgment and Sentence Order stemming from the guilty plea of DUI. On that form, Ms. Souslova did not check the appropriate box appearing next to the statement: "I am a teacher certified to teach by the Board of Education or I am teaching in a community college district or a charter school." However, Ms. Souslova did check the box next to "I am not a teacher", despite the fact she held two current teaching certificates on February 12, 2014.

On August 8, 2014, at approximately 5:40 p.m., Ms. Souslova was involved in a single vehicle rollover accident. A DPS officer conducted a breathalyzer test later at the station and it was determined that Ms. Souslova's BAC was 0.132 at 7:37 p.m. and 0.134 at 7:43 p.m.

While detained at the station, a DPS officer discovered a baggie in Ms. Souslova's purse containing three grams of marijuana. Ms. Souslova did not possess a medical marijuana card on August 8, 2014.

Because of the August 8, 2014 arrest, Ms. Souslova was charged with:

- Count 1: Possession or Use of Marijuana (Class 6 Felony)
- Count 2: Driving or Actual Physical Control While Under the Influence of Intoxicating Liquor or Drugs (Class 1 Misdemeanor)
- Count 3: Driving or Actual Physical Control While Under the Influence of Intoxicating Liquor or Drugs (Class 1 Misdemeanor)

Contact Information  
Alicia Williams  
Director of Special Projects, State Board of Education

**EXECUTIVE SUMMARY**

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Ms. Souslova subsequently entered a plea agreement regarding all three Counts:

- Count 1: Ms. Souslova agreed to enter a deferred prosecution program with TASC regarding the charge of Possession or Use of Marijuana, a Class 6 Felony. Prosecution was suspended for 2 years to allow for completion of TASC.
- Count 2: Ms. Souslova pled guilty to Driving or Actual Physical Control While Under the Influence of Intoxicating Liquor or Drugs With One (1) DUI Conviction Within 84 Months, a Class 1 Misdemeanor. Based on that conviction, Respondent was sentenced to serve 30 days in jail beginning December 1, 2015; assessed various fines, fees, and charges; and placed on probation for a period of 3 years beginning December 1, 2015.
- Count 3: Dismissed

**Recommendation of the Professional Practices Advisory Committee (PPAC)**

On March 14, 2017, the PPAC recommended, by a vote of 5 to 0, that the Board take disciplinary action through revocation of any and all of Ms. Souslova's teaching certificates.

**Recommendation to the Board**

That the State Board of Education accept the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and revoke any and all of Liliya Souslova's teaching certificates and that all states and territories be so notified.