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, May 22, 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 Board may participate telephonically. Agenda materials can be reviewed online at http://azsbe.az.gov

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

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

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

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

DATED AND POSTED this 18 day of May, 2017.

Arizona State Board of Education

By: _____

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

Monday, May 22, 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. Recognition of outgoing President Reginald M. Ballantyne III and Member Dr. JD Rottweiler
      2. Introduction of new Board members
      3. Discussion and action regarding election of Vice-President
      4. Procedural issues
      5. Special meeting for August 4, 2017

   B. Superintendent's Report

      1. Certificate of Appreciation – Jordan T. Ellel, Office of Attorney General.
      2. Update regarding Department activities

   C. Member's Report
      1. Recognition of Riley Wagner
      2. Coding Tigers

   D. Executive Director's Report

      1. iCivics presentation
      2. Update on Certification Advisory Committee activities

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 special education preparation program leading to Arizona certification for the University of Arizona, Master of Arts in Special Education, Mild-Moderate

   B. Approval of a Student Teaching Intern Written Supervision Plan -

pursuant to Board Rule R7-2-614(K) for Rio Salado/North Central

C. Approval of school district application for the Arizona On-Line Instruction Program, pursuant to A.R.S. § 15-808 for Scottsdale Unified School District

D. Acknowledge receipt of the K-6 Technology-Based Development and Literacy Intervention Pilot Program update

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.

B. Presentation, discussion and possible action regarding the A-F School Accountability Plan for grades K-8 and 9-12 for the 2016-2017 school year:

1. Bonus points for special education enrollment at or above 80% of the state average rate of special education enrollment
2. Business rules for calculating the A-F School Accountability Plan for grades K-8 and 9-12
3. Additions to the College and Career Readiness Industry Credentials List
4. Timeline for implementation and issuance of school letter grades

~~C. Presentation, discussion and possible action regarding proposals pursuant to A.R.S. §15-756.02 for an alternative model for delivering structured English immersion to English language learners~~

~~1. Tucson Unified School District~~
~~2. Arizona Association of Latino Administrators and Superintendents~~

D. Presentation, discussion and possible action regarding setting long-term goals and measures of interim progress pursuant to the Every Student Succeeds Act (ESSA)

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

F. Presentation, discussion and possible action regarding Arizona Education Learning and Accountability System (AELAS) implementation and the FY2018 budget request from the Department of Education

G. Presentation, discussion and possible action regarding guidelines on educator applications and certification enforcement actions involving individuals with DUIs or domestic violence

H. Presentation, discussion and possible ratification of the Department of Education's selection of NCS Pearson as the AIMS Science vendor

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

I. Presentation, discussion and possible approval of the Department of Education's recommendation for the selected vendor for the migrant education state data system.

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

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. Robert J. Appleton
2. Jesus Armenta

3. Benjamin M. Bedell
4. Hayden L. Drescher
5. Gustave O. Frey Jr.
6. Kaili Galbraith
7. Irene Gonzalez
8. Tanner Hatch
9. Christopher Lesniak
10. John G. Mariscal
11. Daniel E. Prokosch

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

6. GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS

A. Presentation, discussion and possible action to approve the Negotiated Settlement Agreement for William Castle

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. David Contreras
2. Roland Youngling

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 with conditions of the certificate(s) held by Alexandra Balch

D. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to issue a letter of censure on the certificate(s) held by Robin Bennett

E. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the revocation of the certificate(s) held by Michael Kawa

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

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

EXECUTIVE SUMMARY

Issue: Consideration of recommendations to approve or deny special 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 completer data.

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

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 program has met the standards and is being recommended for program approval through April 30, 2023:

- University of Arizona Master of Arts Special Education Mild Moderate

Recommendation to the Board

It is recommended that the Board approve the special educator preparation program 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	University of Arizona
Educator Preparation Program	Master of Arts in Special Educaiton -Mild Moderate
Date submitted	10/11/2016
Type of Approval	Initial Program Approval
Program Pathway	Both
Certificate	Special Education - Mild-Moderate Special Education
Program Summary Date	10-Apr-17

		Score
Organizational Structures and Systems Domain 1		
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**
	Organizational Structures and Systems Domain Score	**2.00**
Instructional Impact Domain 2		
Relevant Professional Standards Component	**Relevant Standards Matrix**	**5.42**
	Content Knowledge Worksheet	**2.25**
	Content Knowledge Matrix	**2.00**
Data Literacy Component	**Data Literacy Worksheet**	**3.00**
	Data Literacy Matrix	**2.43**
Technology Integration Component	**Technology Integration Worksheet**	**2.00**
	Technology Integration Matrix	**2.00**
	Instructional Impact Domain Score	**2.73**
Clinical Practice & Partnerships Domain 3		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.40
Field Experience Component	Field Experience Worksheet	2.25
	Field Experience Matrix	2.75
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.67
Capstone Component	Capstone Experience Worksheet	2.50
	Capstone Remediation Plan	2.25
	Clinical Practice & Partnerships Domain Score	2.47
	Program Score	2.40

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.

EXECUTIVE SUMMARY

Issue:	Approval of a Student Teaching Intern Written Supervision Plan pursuant to Board rule R7-2-614(K) for Rio Salado College and Northcentral University

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

A.R.S. § 15-203(A)(14) authorizes the State Board to supervise and control the certification of educators. At the January 23, 2017 Board meeting, the Board adopted an amendment to R7-2-614, creating a student teaching intern certificate. At its February 27, 2017 Board meeting the Board adopted four educator preparation providers' written supervision plans pursuant to this rule.

R7-2-614(K) requires approval by the Board of a written supervision plan from the educator preparation provider. The plan includes verification of the education preparation provider's roles and responsibilities for the program supervisor, verification that onsite mentorship and induction will be provided by the Local Education Agency (LEA), and is consistent with plans previously approved by the Board.

Recommendation to the Board

It is recommended that the Board approve the written supervision plan submitted by Rio Salado College and Northcentral University (B.Ed.) for the Student Teaching Intern Certificate.

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

April 19, 2017

Arizona State Board of Education
1700 W. Washington Street
Phoenix, AZ 850017

Dear Arizona State Board of Education Members:

Rio Salado College (RSC) and Northcentral University (NCU) are pleased to submit the Student Teaching Intern Written Supervision Plan as per R7-2-614(K) for Board approval. In an effort to ensure consistency of practice for all state approved Bachelor of Education programs leading to certification, this plan was modelled after the four recently approved programs on the State Board agenda on February 27, 2017.

The attached supervision plan outlines the roles and responsibilities for the 3+1 B.Ed. educator preparation program partners including the program supervisor, supervising practitioner, and local education agency.

It is our belief that this supervision plan will provide the necessary support to ensure successful completion of the capstone experience without compromising rigor. Additionally, this model will ensure that PreK-12 classroom student learning is not compromised but instead enhanced through a supportive model of mentorship and professional growth opportunities.

Thank you for your consideration of this request to approve the Student Teaching Intern Written Supervision Plan for the Rio Salado College/Northcentral University Bachelor of Education program. Rio Salado and NCU are committed to meeting the needs of our students and schools across the state.

Sincerely,

Jennifer A. Gresko

Dr. Jennifer Gresko, Faculty Chair, Rio Salado College

John E. Neal

Dr. John Neal, Dean, Northcentral University

From:	Kim Tobey (KIMZG00001)
To:	AZSBE Inbox
Cc:	Jennifer Gresko; Dr. John Neal; Sylvia Riley; Christine Becker
Subject:	Student Teaching Intern Written Supervision Plan as per R7-2-614(K) for May Board approval NCU/RSC B.Ed.
Date:	Monday, April 24, 2017 10:30:07 AM
Attachments:	Executive Summary Student Teaching Intern RSC_NCU.doc RSC_NCU_R7.2..614(K)_CoverLetter.pdf Student Teaching Intern Supervision Plan_Propoasl_StateBoard_May2017.docx

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Attached you will find the necessary paperwork to submit to the State Board of Education for approval of the Northcentral University/Rio Salado College B.Ed. Student Teaching Intern Written Supervision Plan.
Please confirm receipt of the items and that they are a complete file which can be forwarded to the board.
I am appreciative of your assistance in this manner.
Kim Tobey

eSig Logo

Kim Tobey
2323 W. 14th St.
phone | 4805178516 fax | 4805178516
email | kimberly.tobey@riosalado.edu
website | https://www.riosalado.edu/

Rio Salado And NorthCentral University B.Ed.

Student Teaching Intern Supervision Plan

This collaborative training agreement is between:

Name of Local Education Agency (LEA): Click here to enter text.

Address: Click here to enter text.

Phone number: Click here to enter text.

Name of Principal/Superintendent/Designated Administrator: Click here to enter text.

AND:

Name of Board Approved Educator Preparation Program: Bachelor of Education Rio Salado/Northcentral

Address: Click here to enter text.

Phone Number: Click here to enter text.

Name of Program Director: Click here to enter text.

FOR:

Name of Student Teaching Intern: Click here to enter text.

Address of Student Teaching Intern: Click here to enter text.

Phone Number of Student Teaching Intern: Click here to enter text.

Email Address of Student Teaching Intern: Click here to enter text.

This Supervision Plan is between the Local Educational Agency (LEA) and the Educator Preparation Program (Program) and is in accordance with A.A.C. R7-2-614 Other Teaching Certificate approved by the Arizona Board of Education. The establishment of the plan is for the purpose of defining the nature and scope of a planned organized Student Teaching Intern (Intern) experience designed to facilitate the development of the Student Teaching Intern skills and competencies in the provision of high quality teaching consistent with applicable legal, ethical and professional standards. This plan will also specify the duties and responsibilities of the Supervising Practitioner identified by the LEA and the Program Supervisor assigned by the Intern's IHE Program.

EASTABLISHING THE STUDENT TEACHING INTERN PLACEMENT:

1. The Designated Administrator (i.e., superintendent, principal or head) of the LEA agree that all aspects of this student teaching intern experience will be carried out in accordance with all requirements of the A.A.C. R7-2-614 Other Teaching Certificates, and all other applicable statues and rules.
2. The LEA will establish a Supervising Practitioner for this internship experience subject to approval by the Program.

3. The LEA will communicate specifically with the Director of the Educator Preparation Program or Designee regarding the experience that will be provided for the Student Teaching Intern.
4. Through a mutually agreed upon decision between the LEA and the Educator Preparation Program, the Student Teaching Intern who does not fulfill the requirements of the Internship may be eligible to complete the student teaching capstone experience through traditional student teaching experience as defined by the respective Educator Preparation Program and by A.A.C. R7-2-604.
5. The Educator Preparation Program (EPP) will indicate the professional development required of the Supervising Practitioner of the Student Teaching Intern. This professional development may be offered in partnership with the LEA and or other appropriate entities qualified to provide professional development.
6. Compensation for the Supervising Practitioner for the additional responsibilities related to the supervision of a Student Teaching Intern should be covered by the LEA and must be prearranged in writing with the duties and expectations clearly outlined in the agreement. Payment for supervision will be set according to the length of the required experience.

RESPONSIBILITES OF THE EPP

Student Teaching Intern will:

1. Complete an orientation facilitated by the EPP, upon obtaining the Student Teaching Intern Certificate.
2. Be assessed formally by the Program Supervisor using the established processes determined by the program for student teaching experiences.
3. Be deemed to have completed the experience upon meeting the Educator Preparation Program catalog, required coursework and syllabus requirement for student teaching experiences.
4. Not be responsible for extra duties (e.g., coaching, substituting, monitoring, extensive committee responsibilities and other additional assignments). If a situation warrants extra duties, the Program Supervisor must be informed prior to confirmation, whenever possible, of the duties assigned.

Program Supervisor will:

1. Collaborate with LEA Supervising Practitioner and the Student Practitioner and the Student Teaching Intern, and provide a report of these evaluations to the LEA Supervising Practitioner and the Student Teaching Intern.
2. Review logs and other forms to ensure that adequate supervision and mentorship is being provided to the Student Teaching Intern.
3. Complete in-class observation/evaluation meetings consistent with program expectations with the Student Teaching Intern and Supervising Practitioner.
4. Complete all required forms established by the Program.
5. Provide information regarding professional development training experiences and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
6. Cease responsibility for the student teaching intern once all programmatic requirements have been met.

LOCAL EDUCATION AGENCY (LEA)

Qualifications of LEA Supervising Practitioner:

1. Must be located in the same school building as the Student Teaching Intern.
2. Shall meet the Standards for Arizona Teachers and have the experience with a variety of teaching strategies.
3. Shall have a minimum of three (3) years of teaching experience and must be appropriately certified, and have the content knowledge and training, in the areas of emphasis in which the Student Teaching Intern is being placed.
4. Shall have completed the EPP required training in supervision within the last three (3) years, and provide a copy of the certification of completion.

Responsibilities of the LEA Supervising Practitioner:

The Supervising Practitioner will:

1. As per A.A.C. R7-2-614, provide onsite mentorship and support to the Student Teaching Intern.
2. Collaborate with the Program Supervisor and Student Teaching Intern, and provide regular feedback of the Student Teaching Intern's instruction, professional performance, and abilities, as well as help the Student Teaching Intern reflect upon strengths and areas that need improvement.
3. Have a minimum of one (1) meeting per week with the Student Teaching Intern at a prearranged time for a minimum of 60 minutes or the equivalent of a class period to provide formative feedback, reflect on the week and plan. Additional hours of mentorship will be provided when necessary to ensure the adequate quality of the internship experience. These meetings will be documented by the Supervising Practitioner and the Student and reviewed by the Program Supervisor to ensure minimum requirements are met.
4. Conduct informal class observations as frequently as possible but at minimum at least once every two weeks during the internship experience and provide feedback within 48 hours. Observations forms and notes will be reviewed by the Program Supervisor or Designee to ensure minimum requirements are met.
5. Participate in an agreed upon number of supervision and evaluation meetings with the Student Teaching Intern along with the Program Supervisor during the weeks these meetings occur, they can take the place of the weekly supervision meeting as describe in #4.
6. Complete required forms established by the EPP.
7. Provide information regarding professional development training experiences, additional coaching and observation opportunities and needed, and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
8. Agree to patriciate in one or more training experience provided by the EPP.

This plan will be signed by all parties concerned including the Designated Administrator, Supervising Practitioner, and Program Director or identified parties responsible for executing this agreement. Amendments to this plan will be made upon approval of all parties that have signed and agreed to this plan. A copy of the plan will be provided to the Student Teaching Intern.

Name of Designated Administrator Signature Date

Name of Program Director Signature Date

Name of Supervising Practitioner Signature Date

EXECUTIVE SUMMARY

Issue:	Approval of school district application for the Arizona Online Instruction Program, pursuant to A.R.S. § 15-808 for Scottsdale Unified School District

☒ 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 the initial round of applications, 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, Amphitheater Unified School District and Blue Ridge Unified School District, completed the process and were approved at the April 24, 2017 Board meeting. Based on the results of a subsequent evaluation, Scottsdale Unified School District was recommended for approval utilizing the same process of review.

Recommendation to the Board

It is recommended that the Board approve the application of Scottsdale Unified School District to participate in the Arizona Online Instruction program.

Contact Information:

Dr. Karol Schmidt, Executive Director

Demonstration 1- Learning Management System	Not Met	Partially Met	Met
The School demonstated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual of on-site), and technology help desk process.	The demonstration did not show all required components.		The demonstration showed all required components.
			In demonstration, the login process, email, and help desk procedure were demonstrated. Tutoring is available both on-site and virtually using Google tools
	0	0	1
The School is able to demonstrate selected items from the Curriculum Planning Document.	The demonstration did not show the selected items from the Curriculum Planning Document.	The demonstration showed some of the selected items from the Curriculum Planning Document	The demonstration showed all selected items from the Curriculum Planning Document.
			A variety of interactive curriculum activities within the LMS were demonstrated including, discussion based assessments, discussion boards, interactive white board, virtual labs, video vignettes, podcasts, screen casts, and several peripheal supports (ex: Scribblar).
	0	1	2
The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs.	The demonstration did not show how modifications are made.		The demonstration showed how modifications are made.
Comments:			In demonstration, modifications were explained and/or demonstrated including: adjusting assignment content and adding assignments
	0	0	1
The School demonstrated both synchronous and asynchronous methods available to support AOI students.	The demonstration did not show synchronous and asynchronous methods available to support students.		The demonstration showed both synchronous and asynchronous methods available to support students.
Comments:			In demonstration, both synchronous tools (Google, Scribblar tools) and asynchronous tools (course content, email, LMS messaging) were demonstrated and discussed.
	0	0	1
The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented.	The demonstration did not show how online "best practices" will be implemented.		The demonstration showed how online "best practices" will be implemented.
Comments:			In demonstration, the school identified and discussed several best practices including: Focus on multiple learning modes, providing extensive/timely feedback to students and fostering postive feedback with students. Best practices are based on national and accepted standards.
	0	0	1
Demonstration 1 Totals (5 items)	0	1	6

Demonstration 2 - Safe Research	Not Met		Met

The School demonstrated and explained the process by which students will be taught Internet Safety	The demonstration did not show how students will be taught Internet Safety.		The demonstration showed how students will be taught Internet Safety.
Comments:			The school demonstrated an Internet safety curriculum from Pearson.
	0	0	1
The School demonstrated and identified the process and resources available to support any research, when students are required to research outside of the course management system.	The demonstration did not show the process and resources available to support research.		The demonstration showed the process and resources available to support research.
Comments:			In demonstration, the school discussed the research process. Many recommended external links are captured within course content and evaluated by Pearson and the district content standards committee. The content also includes links to some research tools.
	0	0	1
Demonstration 2 Totals (2 items)	**0**		**2**

Total Points = 8/8 pts.

Arizona Online Instruction (AOI) Application Scoring Rubric	
School Name:	Scottsdale eLearning Center
Contact email:	msackos@susd.org
Contact name/Title:	Milissa Sackos
Reviewer Name:	**Beth Hoffman, Virginia Krauss, Angela Stratton, Jeremy Tutty, Wanda Wilson**

Part 1 - Cover sheet

Part 1 - Cover sheet	if not included and complete			**No Score**	

Part 2: Introduction (limit 4 pages) - maximum 7 points

	Criterion	Not Present	Present but vague and unclear	Clear, concise, compelling, logical	Score column	Comments (Must provide comments if less than full points are given.)
Criteria 1	Needs Analysis: Provides an explanation of the need or interest for the proposed school's model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the school.	**0**	**0.5**	**1**	1	
Criteria 2	Educational Philosophy: Identifies the principles or concepts fundamental to the proposed school's instructional strategies.	**0**	**0.5**	**1**	1	
Criteria 3	Summary of Instructional Program: Describes the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	**0**	**0.5**	**1**	1	
Criteria 4	Implementation: Describes how the AOI School/Program will be integrated within the current school system.	**0**	**0.5**	**1**	0.5	General references to the availability of technology is present, "how" it will be specifically integrated is not.
Criteria 5	Governance and Leadership: Identifies the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	**0**	**0.5**	**1**	0.5	The roles for governance and leadership are clearly stated, but the responsibilities and the experience for these individuals are not included.
Criteria 6	Accessibility: Describes the accessibility of AOI courses and any limitations in access for your target population. Specifies the technology requirements students will need to access AOI courses including bandwidth requirements.	**0**	**0.5**	**1**	0.5	General accessibility is addressed, no specific bandwidth noted.
Criteria 7	Enrollment: Describes what measures will be taken to ensure all enrolled students reside in Arizona. Describes how the AOI program will monitor students concurrently enrolled in AOI and another school and what the AOI school/program will do to ensure a shared apportionment of no more than 1.0.	**0**	**0.5**	**1**	1	
	Subtotal for Part 2				**5.5**	

Part 3: Depth and Breadth of Curriculum Choices - maximum 8 points

		Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score column	Comments (Must provide comments if less than full points are given.)
Criteria 8	The extent to which the AOI High School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	**0**	**1**	**2**	2	
Criteria 9	The extent to which the AOI School/Program offers a variety of comprehensive courses to meet State Board of Education Academic Standards for the identified student population.	**0**	**1**	**2**	2	
Criteria 10	The extent to which the AOI School/Program offer concurrent, dual, Honors, or AP credit.	**0**	**1**	**2**	2	
Criteria 11	The extent to which the course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	**0**	**1**	**2**	2	
	Subtotal for Part 3			**SUB-TOTAL**	**8**	

Part 4: Describe the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.- maximum 12 points

	Criterion	**Not present or minimal**	**Present but vague and unclear**	**Clear, concise, compelling, logical**	**Score column**	**Comments** (Must provide comments if less than full points are given.)
Criteria 12	The extent to which the AOI program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	**0**	**1**	**2**	**2**	
Criteria 13	The extent to which various learning styles are addressed in the delivery methods.	**0**	**1**	**2**	2	
Criteria 14	The extent to which modifications to content delivery by course or by lesson can be made.	**0**	**1**	**2**	1	Narrative mentioned closed caption and interactive text but not in context of
Criteria 15	The extent to which methods provide synchronous and asynchronous support to AOI students.	**0**	**1**	**2**	1	Vaguely mentioned in the narrative as telephone and messaging.
Criteria 16	The extent to which learner support systems with methods of communication are included.	**0**	**1**	**2**	2	
Criteria 17	The extent to which selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	**0**	**1**	**2**	1	Narrative does not clearly describe usage of best practices.
	Subtotal for Part 4:			**SUB-TOTAL**	**9**	

	Part 5: Describe the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.- maximum 6 points					
	Criterion	**Not present or minimal**	**Present but vague and unclear**	**Clear, concise, compelling, logical**	**Score column**	**Comments** (Must provide comments if less than full points are given.)
Criteria 18	The extent to which the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	**0**	**1**	**2**	2	
Criteria 19	The extent to which the type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	**0**	**1**	**2**	2	
Criteria 20	The extent to which the system incoporates a means for students to identify and report problems with external links.	**0**	**1**	**2**	2	
	Subtotal for Part 5			**SUB-TOTAL**	**6**	

	Part 6: Describe the availability of filtered research access to the Internet. - maximum 4 points					
	Criterion	**Not present or minimal**	**Present but vague and unclear**	**Clear, concise, compelling, logical**	**Score column**	**Comments** (Must provide comments if less than full points are given.)
Criteria 21	The extent to which the AOI school/program identifies safe research practices for the student.	**0**	**1**	**2**	2	
Criteria 22	The extent to which the AOI school/program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	**0**	**1**	**2**	2	
	Subtotal for Part 6			**SUB-TOTAL**	**4**	

	Part 7: Describe the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information. - maximum 4 points					
	Criterion	**Not present or minimal**	**Present but vague and unclear**	**Clear, concise, compelling, logical**	**Score Column**	**Comments** (Must provide comments if less than full points are given.)
Criteria 23	The extent to which the AOI school/program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	**0**	**1**	**2**	2	
Criteria 24	The extent to which any communications between staff, student, and parents is logged and secure.	**0**	**1**	**2**	2	
	Subtotal for Part 7				**4**	
	Part 8: Describe the selection and training for online teachers. - maximum 6 points					
	Criterion	**Not present or minimal**	**Present but vague and unclear**	**Clear, concise, compelling, logical**	**Score Column**	**Comments** (Must provide comments if less than full points are given.)
Criteria 25	The extent to which the AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	**0**	**1**	**2**	1	A plan for ongoing professional development was described, but a plan for monitoring their performance was not.
Criteria 26	The extent to which faculty members are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	**0**	**1**	**2**	1	While proficiency is expected, specific details regarding the format in which a teacher exhibits competency is not present.
Criteria 27	The exent to which instructors will be minimally highly qualified as defined by NCLB for charter holders and must also be appropriately certified for school districts.	**0**	**1**	**2**	2	
	Subtotal for Part 8				**4**	

	Part 9: Describe the school's current partnerships with universities, community colleges and private businesses. - maximum 6 points					
	Criterion	**Not present or minimal**	**Present but vague and unclear**	**Clear, concise, compelling, logical**	**Score Column**	**Comments** (Must provide comments if less than full points are given.)
Criteria 28	The extent to which community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, private business, career track organizations, community organizations, and vocational/technical schools.	**0**	**1**	**2**	2	
Criteria 29	The extent to which community partnerships have been established.	**0**	**1**	**2**	2	
Criteria 30	The extent to which partnerships will enhance the school experience for AOI students.	**0**	**1**	**2**	2	
	Subtotal for Part 9				**6**	

	Part 10: Describe the services offered to developmentally disabled populations. - maximum 6 points					
	Criterion	**Not present or minimal**	**Present but vague and unclear**	**Clear, concise, compelling, logical**	**Score Column**	**Comments** (Must provide comments if less than full points are given.)
Criteria 31	The extent to which the AOI School/Program will identify special education students and meet the requirements of IDEA.	**0**	**1**	**2**	1	AOI will identify students who currently are eligible for services upon enrollment, but no mention is made regarding the pre-referral or referral process for students who are not currently identified.
Criteria 32	The extent to which the content and the content delivery system can be modified to meet the accommodation and modification requirements for Special Needs Students.	**0**	**1**	**2**	1	It was mentioned that modificactions and accommodations would be provided, however, specific accommodations/modifications were not identified.
Criteria 33	The extent to which Special Needs Students will receive onsite support when the need is identified.	**0**	**1**	**2**	1	The narrative mentioned that support services will be provided, but no details were included. No mention of related services and where they would be provided.
	Subtotal for Part 10				**3**	

	Part 11: Describe the policies and procedures to ensure the academic integrity of the AOI School/Program.- maximum 8 points					
	Criterion	**Not present or minimal**	**Present but vague and unclear**	**Clear, concise, compelling, logical**	**Score Column**	**Comments** (Must provide comments if less than full points are given.)
Criteria 34	The extent to which policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	**0**	**1**	**2**	2	
Criteria 35	The extent to which the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	**0**	**1**	**2**	2	
Criteria 36	The extent to which courses offered exhibit formative assessment of student competency.	**0**	**1**	**2**	2	
Criteria 37	The extent to which the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	**0**	**1**	**2**	2	
	Subtotal for Part 11				**8**	
	Part 12 - Statement of Assurances					
	Assurances are present Circle correct response	Yes		No	**No Score**	
	GRAND TOTAL				**57.5**	86%

EXECUTIVE SUMMARY

Issue: Scientific Learning/Fast-Forward ELL Pilot Update

☐ Action/Discussion Item ☒ Information Item

Background and Discussion

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

This statute sets specific requirements for the State Board of Education as listed below:

1. The state board of education shall develop a two-year pilot program for K-6 technology-based language development and literacy intervention. The state board shall develop application procedures and selection criteria for school districts and charter schools that voluntarily decide to participate in the pilot program.
2. The state board shall select and award a contract to one educational technology provider to deliver K-6 technology-based language development and literacy intervention software pursuant to this section. The state board shall distribute monies appropriated for this purpose to the selected provider.
3. On or before September 15, 2017, the state board of education shall submit a progress report on the pilot program to the joint legislative budget committee. On or before September 15, 2018, the state board shall submit a report to the governor, the president of the senate and the speaker of the house of representatives regarding the pilot program and delivery of K-6 technology-based language development and literacy intervention for English language learners through software provided pursuant to this section. The report must include a recommendation of whether the legislature should consider expanding the pilot program as a permanent statewide program and information on the number of school districts, charter schools and pupils who participated in the intervention. The state board shall submit a copy of this report to the secretary of state.

The State Board of Education, at their October 26, 2015 meeting, tasked the Arizona Department of Education's Office of English Language Acquisition Services with carrying out bullets one and two above.

Information for the Board

ADE OELAS will provide a progress update from Scientific Learning that can be used to help the State Board meet the reporting requirements listed in bullet three.

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

Chaptered Bills Adding/Revising Duties of the State Board of Education

Chaptered Bills	SBE Duties
SB1209 (Ready for Governor): Teacher and Principal Evaluations	• The model framework that the State Board of Education is required to adopt for teacher and principal evaluations is required to include quantitative data on the "student academic progress" (defined) for all students that accounts for between 20 and 40 percent, instead of between 33 and 50 percent, of the evaluation outcomes. • The quantitative data on student academic progress is required to be valid and reliable and directly attributable to the teacher being evaluated. • Quantitative data associated with the statewide assessment is not required to be included as part of the evaluation for teachers who instruct students in content areas that are tested by the assessment, and is prohibited from being part of the evaluation for teachers who do not instruct students in content areas that are tested by the assessment. • A school district or charter school is authorized to determine the portion of the quantitative data on student academic progress that is associated with the statewide assessment. • The portion of the teacher evaluation that is associated with quantitative data on student academic progress is required to include multiple measures of progress. • The model framework is also required to include teacher observations that account for between 60 percent and 80 percent and the include performance components by observing the classroom environment, instructional practices, professional responsibilities and planning and preparation of the teacher.
SB1522 (Chapter 305): General Appropriations Act; 2017-2018	• FTE Positions: 6.0 • Lump sum appropriation: $1,142,800 • Fund sources: State general fund • Teacher training program (appropriated amount $2,290,600) shall be distributed to the Arizona K-12 center for program implementation and mentor training for the Arizona mentor teacher program prescribed by SBE • $8,000,000 is appropriated to the Early Literacy Grant Program
HB2545 (Chapter 304): K-12 Education; Budget Reconciliation; 2017-2018	• SBE shall develop policies and procedures to be administered by ADE for the Early Literacy Grant Program fund which provides support to improve reading skills, literacy and proficiency for students in K-3. • Subject to SBE's review and approval, ADE shall award grants on a three-year cycle to eligible schools. • Subject to SBE's review and approval, ADE shall include a report on the program in the K-3 Reading Program Plan. • The Commission for Postsecondary Education shall establish a one-year pilot program for schools districts and charter schools to receive grants on a first-come, first-served basis to administer nationally recognized college readiness examinations for the 2017-18 school year.

	• The sum of $235,000 is appropriated from the state general fund in fiscal year 2017-18 to the Commission for Postsecondary Education for the pilot program for nationally recognized college-readiness examinations.
SB1036 (Ready for Governor): Charter Schools; Rulemaking Exemption	• Provides within one year after a policy or rule has been adopted by the Board, any individual may petition to the Governor's Regulatory Review Counsel (GRRC) for review of that policy or rule. An individual may petition a Board rule or policy if it is not in compliance with state law, it is outside the intent of state law or it has unintended policy consequences negatively impacting entities under the jurisdiction of the agency. • If the GRRC receives such a petition and two members of the GRRC make a request that the matter be heard in a public meeting, the GRRC may choose to invalidate a policy or rule and require the Board to reauthorize a policy or rule or make recommendations for the Board to consider.
SB1042 (Chapter 245): Teacher Certification; Reciprocity	• Requires the Board to immediately begin the process of adopting rules relating to alternative teacher and administrator preparation programs and that the rules be substantially different and less restrictive than the rules adopted for the approval of traditional preparation programs. Prohibits the rules from unnecessarily restricting a variety of preparation programs from operating and providing instruction in this state. • Permits school districts and charter schools to apply to the Board to approve teacher certifications as an alternative preparation program provider in addition to other alternative program provider pathways. • Directs the Board to revise its rules to eliminate provisional certificates and issue standard certificates to applicants from all certification pathways. • Requires the Board to adopt the new rules by November 15, 2017. The Board shall submit drafts of proposed rules to the Governor and chairpersons of the Senate and House Education Committees prior to adopting new rules. • Through June 30, 2022, the Board shall allow an alternative preparation program provider that is a nonprofit organization under 501(c)(3) of the Internal Revenue Code, that operates in multiple states and that has been in operation for at least ten years to be approved for at least five years in order to prepare teachers in this state without any additional requirements. Directs approved providers to be reevaluated and renewed based only on the ability to prepare and place teachers. An applicant for an alternative preparation program providers shall be approved in not more than sixty days. • At the completion of an alternative preparation program, if applicable, graduates shall complete training in structured English immersion as prescribed by the state board pursuant to A.R.S. 15-756.09. • Directs the Board to adopt rules, policies and procedures related to alternative preparation program providers to be administered by the Department. Directs the rules to facilitate the approval and certification process and provide for all of the following: 1. Require the school district superintendent or charter school principal to verify that the applicant has made satisfactory student progress and achievement with students. A teacher who is teaching courses or

	subjects that are tested by the statewide assessment may not receive a certificate until the teacher has been in the classroom for at least two years and data has been submitted confirming that the teacher's students are performing at grade level or have achieved at least one year of academic growth at an equivalent rate to the state average for associated peer groups. 2. Permit school districts and charter schools to submit program sequence or training schedules along with information regarding mentoring and coaching of candidates. 3. Require the LEA to submit data supporting the efficacy of the training program. Allow LEAs to contract with a third-party provider to provide the teacher training program and use that program's efficacy data. 4. Permit LEAs to adopt achievement requirements that exceed the student achievement requirements. 5. Require applicants to hold at least a bachelor's degree from an accredited university and meet background and fingerprint clearance card requirements. 6. Require applicants to demonstrate subject and professional knowledge through any available option pursuant to A.R.S. 15-533 regarding reciprocity. • Directs the Board to issue a classroom-based standard teaching certificate to the teacher participating in the alternative preparation program once the LEA has submitted verification that the requirements have been met. • A school district or charter school may employ and enroll emergency teacher certification holders with a bachelor's degree into its classroom-based preparation program. Beginning in school year 2020-2021, a school district may hire and enroll into its program any teaching candidate who holds a bachelor's degree and a valid fingerprint clearance card. • Excludes charter school personnel who have met statutory employment requirements from being required to meet and additional requirements established by the Board or the Department. • Prohibits the Board from adopting rules that exceed the requirements for charter school teaching qualifications prescribed in the Every Student Succeeds Act or the Individuals with Disabilities Education Act. • Requires, rather than permits, the Board's certification rules to exempt secondary education certificate applicants from the subject knowledge portion of the proficiency examination for persons with STEM work experience and can demonstrate adequate knowledge of a particular subject through a postsecondary degree or twenty-four credit hours of relevant coursework. • Requires a specialized standard teaching certificate in science, technology, engineering or mathematics (STEM) or career and technical education (CTE) to be issued to a person who provides instruction in CTE or a STEM related course if the person does all of the following: 1. Demonstrates expertise in the subject matter in which the person will provide instruction; 2. Demonstrates at least five years of work experience in the subject matter in which the person will provide instruction; and

	3. Holds a valid fingerprint clearance card. • Increases, from eight to twelve years, the minimum issuance and renewal period for all standard certificates. • Renames specialized certificates for STEM teachers to the subject matter expert standard teaching certificates for individuals with expertise in a content area. 1. Requires the SEI training only if applicable. 2. Exempts applicants from the subject knowledge proficiency examination. 3. Prohibits the issuance of a certificate from being conditioned on the person's employment at an LEA. 4. Requires persons who meet requirements to be issued the certificate without having to demonstrate professional knowledge proficiency, except that the person is required to have two years to demonstrate proficiency. If that person fails to demonstrate professional knowledge proficiency within the two years, ADE or the Board may temporarily suspend the subject matter expert standard teaching certificate, but such a suspension is not considered a disciplinary action and a person shall be allowed to correct the deficiency within the remaining time of the certificate. 5. Requires applicants to obtain a fingerprint clearance card and meet one of the outlined requirements rather than all of the requirements: a) Has taught courses relevant to a content are or subject matter for the last two consecutive years for a total of at least three years at one or more regionally or nationally accredited public or private postsecondary institutions and must provide written proof of employment. b) Has a bachelor's, master's or doctoral degree in a specific subject area that is directly relevant to a content area or subject matter taught in public schools. c) Demonstrates expertise through at least ten years experience in a field that is substantially similar or relevant to a content area and must provide written proof of employment. 6. Modifies the teaching experience qualification to apply to relevant content areas for the prescribed amount of time and exempts persons that meet this qualification from the professional knowledge proficiency examination. Directs persons who meet the work experience qualification to demonstrate compliance by providing the Board with written proof of employment. 7. States that a person who obtains a subject matter expert standard teaching certificate pursuant to this section may provide instruction in the person's field of experience in grades six through twelve. • Removes the requirement that certification reciprocity rules require an applicant with a comparable valid certification to have passed their state's subject knowledge and professional exam. • Directs valid applicants for reciprocity to be issued a comparable standard certificate. • Directs applicants for reciprocity to be issued a standard certificate and demonstrate completion of the Arizona and United States Constitution

	examination timeline requirements and permits the Department or the Board to temporarily suspend the certificate for failure to comply. Excludes those certification suspensions from being considered as disciplinary action and allows persons to correct the deficiency within the remaining time of the standard certification. • Exempts persons applying for certification from the subject knowledge test, professional knowledge test or the entire proficiency examination requirement if the person: 1. Has passed corresponding portions of a substantially similar examination adopted by a state agency in another state; or 2. Has been a full-time teacher in any state, including Arizona, for at least three years in the same area of certification in which the persons is applying for certification. • Expands the exemption from the subject knowledge proficiency examination for persons with any of the following: 1. Has taught courses relevant to a content area or subject matter for the last two consecutive years and for a total of at least three years at one or more regionally or nationally accredited public or private postsecondary institutions and provide written proof of employment. 2. Has a bachelor's, master's or doctoral degree in a subject area that is relevant to a content area or subject matter taught in public schools. 3. Demonstrates expertise through relevant work experience of at least five years in a field that is relevant to a content area or subject matter taught in public schools and provide written proof of employment.
SB1057 (Chapter 20): Experienced Teachers; Certification Renewal	• Requires the Board to adopt rules related to teaching certificates that expired at least two years but not more than ten years if the certificate renewal applicant is in good standing, has at least ten years of verified full-time experience in Arizona in the area the applicant is seeking renewed certification and possesses a valid fingerprint clearance card.
S1098 (Chapter 137): Schools; Statewide Assessment	• Delays the implementation of the menu of assessments to 2018-2019 for grades 9 through 12 and 2019-2020 for grades 3 through 8. • Requires the Board to approve an assessment that is accepted by universities for the purpose of awarding college credit or admission, is an early college credit examination or is an assessment adopted for the Grand Canyon diploma and is not on the menu by March 1, 2018. • Permits the Board to approve all other proposed assessments if the assessment meets statutory requirements. • Requires the Board to notify LEAs for the results of proposed menu additions by May 1 of each year. • Prohibits Board rules from requiring additional items other than those outlined in statute. • Contains an emergency clause.
S1099 (Chapter 158): School Safety Program	• Requires contracts awarded for the school safety program be subject to review and approval by the Board.
S1123 (Chapter 145): State Contract	• Prohibits the Board from entering into a contract for lobbying services.

Lobbyists; Prohibition	
S1131 (Chapter 67): Schools; K-3 Reading Program	• Requires the Board to approve a collection of reading assessments. • Requires the Board to develop intervention and remedial strategies. • Requires the Board to approve reading plans for schools with a C, D or F rating before monies generated from the K-3 readings support level weight are distributed. • Requires the Board to impose penalties on assessment contractors who provide scores and data after May 15 for the reading portion and May 25 for all other portions of the assessment. • Requires the Board or ADE to establish and execute a testing window for administering the statewide assessment to be no longer than four consecutive weeks and ensure LEAs receive test scores and assessment data by May 15 for the reading portion and May 25 for all other portions of the assessment. • Subject to review and approval by the Board, ADE may adjust the testing window for the statewide assessment in academic years that the Board is revising or establishing proficiency levels.
SB1317 (Ready for Governor): Schools; Specially Designed Instruction	• Requires the Board to adopt new rules by November 15, 2017 that clarify the administration of specially designed instruction by certified general education teachers if: 1. Instruction is appropriate to meet the needs of a student and is in accordance with a student's IEP; 2. Instruction ensures access to the general education curriculum; and 3. Certified special education personnel are involved in the planning, progress monitoring and, when appropriate, the delivery of specially designed instruction. • Requires the Board to submit rule drafts to the Governor, Senate Education Committee Chairperson and House Education Committee Chairperson prior to adoption. • Requires the Board to begin the process of reviewing and amending rules regarding special education for the following purposes: 1. To streamline processes; 2. To reduce unnecessary administrative burdens on LEAs; and 3. Affirm the central role of the local IEP team. • Requires the Board to ensure any current or newly adopted rules are: 1. Consistent with IDEA but not more restrictive; 2. Consistent with state law; and 3. Personnel are appropriately and adequately prepared and trained to serve students with disabilities. • Directs the Board to ensure that personnel are appropriately and adequately prepared and trained to serve students with disabilities.
HB2163 (Chapter 57): Schools; Certification; Discipline; Reciprocity	• If a person's application for teacher certification is denied by the Board on grounds of immoral or unprofessional conduct, the Board is required to determine that the person is prohibited from submitting an application for certification for a specified period of up to five years. • After receiving notification that a person's educator certificate has been revoked in another jurisdiction, the Board is permitted to revoke all certificates issued in this state to that person in a manner that is

	consistent with the terms of revocation in the other jurisdiction, unless that person requests a hearing.
H2202 (Final passage awaited): Schools; Dyslexia; Handbook; Definition	• Allows the Department, subject to Board approval, to develop and maintain a handbook that provides guidance for students, parents and teachers regarding dyslexia.
H2208 (Chapter 58): Inhalers; Administration; Schools; Authorized Entities	• Requires the Board to adopt rules that prescribe annual training for school personnel in the administration of inhalers, recognition of respiratory distress symptoms and procedures for the administration of inhalers in emergency situations.
H2248 (Chapter 37): JTEDs; Adults	• Any person may file a complaint with the State Board of Vocational Education regarding an alleged violation by a JTED of federal or state law governing adult students who enroll in a JTED course under this authorization.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding the A-F School Accountability Plan for grades K-8 and 9-12 and bonus points for special education enrollment at or above 80% of the state average rate of special education enrollment

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board 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 charged with determining 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.

At its April 24, 2017 Board meeting, the Board approved the A-F School Accountability Plan as recommended by the A-F School Accountability Ad Hoc Advisory Committee ("Committee").

At this meeting, Member Cheng made a motion, seconded by Member Mak, which was approved by the Board to:

> Adopt for the 2016-2017 school year, and to be revisited for the 2017-1018 school year, for grades 9-12, 30% proficiency, 20% growth, 10% English Language Learners, 20% college and career readiness at the individual student level, 20% graduation rates as indicated, with the inclusion of all components indicated on page 8 of the A-F Document and incorporating appendix C and appendix D. The Board is adopting option 2 on page 8, ***with bonus points awarded only as applicable on the college and career readiness indicators with the combination of the blue and red indicators and/or increase in post-secondary or military enrollment***. As for grades K-8, 30% proficiency, 50% growth, 10% English Language Learners, 10% K-8 acceleration readiness components, all components indicated on the bottom of page 7 in the A-F document are included ***with no applicable bonus points***. Included in this action is a mandated annual review of the impact of the A-F Accountability Plan as relevant data becomes available, articulation of a defined process to address Arts, P.E. and Health, and an intention to increase proficiency as the years go on (emphasis added).

Questions arose from the field and members of the Committee regarding the exclusion of bonus points for special education enrollment at or above 80% of the state average rate of special education enrollment and it was requested that the Board revisit this action to clarify the inclusion or exclusion of these bonus points.

Recommendation to the Board

It is recommended that the Board adopt or reject bonus points for special education enrollment at or above 80% of the state average rate of special education enrollment.

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

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding approval of the business rules for calculating the A-F School Accountability Plan for grades K-8 and 9-12

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board 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 charged with determining 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.

At its April 24, 2017 Board meeting, the Board approved the A-F School Accountability Plan as recommended by the A-F School Accountability Ad Hoc Advisory Committee ("Committee").

The business rules set forth the calculations for the indicators within the approved A-F School Accountability Plan. Final business rules need to be adopted by the Board to provide guidance to ADE to write the code that will calculate point totals for the approved A-F School Accountability Plan.

The draft final business rules will be provided prior to the Board meeting.

Recommendation to the Board

It is recommended that the Board approve the business rules for calculating the A-F School Accountability Plan for grades K-8 and 9-12.

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

Accountability Advisory Group
Business Rules Recommendations

N Size

What if you do not have 20 for a major indicator (e.g., less than 20 graduates)? Indicators should have a minimum of 20 FAY students to be included except for EOC acceleration points (see below). If a school has fewer than 80 points for K-12 and 50 for 9-12 (i.e., not enough AzMERIT scores) then the small school method should be applied to calculate the number of points.

Non-typical grade configurations

- If a school has one grade that crosses over the grade categories (i.e., K-9, 8-12), then the method used for the majority of grades will be applied to all grades.
- If a school has several K-8 and 9-12 grades, both calculations will be computed using the appropriate grade levels. Both calculations will be shared publically, but the higher of the two letter grades will be assigned for accountability purposes for the 2017 year and it will be reexamined for future years.
- If a school does not have all K-8 or 9-12 grades but enough enrollment to calculate points, then the typical method for those grades is applied.
- If a school has a non-typical grade configuration and too few students to calculate points, we recommend giving a NR or Not Rated label for this year and developing an appropriate method for calculating in time for next year's letter grades.

Group Membership

If a student was in Special Education or ELL at any time during the year they are to be included in that group. This would also apply to the subgroups. Pre-K students are not included in the accountability calculations.

Should there be a maintenance level for the indicators?

For the indicators that require improvement we recommend that there be a point at which schools should be able to maintain a certain level in order to get points. For example, we may have a school that had 96% of sub-group students at proficiency one year and 94% the next due to different group sizes or even if just one student did not hit the level the last group of students did. We recommend that the school should not lose the points because they are at such a high level of success. We recommend that at 90% or above a school could maintain at 90% and still get points.

Should points be binary (0 or 5) or graduated?

Some indicators are partial credit and some are binary – 5 or 0. We agreed that the acceleration items and CCR items should be all or no points because they can help a school but do not penalize a school (they just are not used to rate a school if points are not received).

Timeline for Measures needed

We recommend that a timeline of when indicators are available be created so it is clear to all what data from what date will be used. For example, when ACT, SAT and AP data is available and when it will be used in the calculation.

Technical manual needed
There should be a detailed technical report that clearly defines how each component of the model is calculated so that a school or LEA could replicate the calculation of the points to the extent possible.This will ensure that districts can communicate the A-F model accurately to parents and staff.

SGP/SGT
SGP will be calculated using the 2015 and 2016 results for grouping students (and possibly earlier results if that is determined to be useful) and the 2017 results for ranking students. SGT annual targets will start with the 2017 administration and results with the reaching proficiency target set for 2019.

The ELA data will count for 25%/10% (K-8/9-12) and the math data will count for 10%/25%, they are not averaged or combined.

Menu items – EOC in K-8
EOC passing is indicated in the document, not passing and increased participation. We agree with this approach because of the concern that we do not want to incentivize putting students in EOC classes when they may not be ready to succeed. This is a measure where the state may want to consider an N size of ten or greater rather than 20 so that more elementary schools could get credit for having their students take advanced math.

We would recommend deleting the 25% or more proficiency for maintenance and making it 90% like other measures.

AZELLA one year measurement issue
ADE has made the AZELLA cut points tougher this year, so it is much less likely that a school would do better than last year's average. We recommend comparing schools to the state average in 2017 this year and in future years the state average be the prior year.

FAY Issues
Proficiency – what do you do if you don't have 3 years FAY because of your grade config or being a new school? We would suggest weighting the students in this manner:

	Max Proficiency Weights		
	3 years of FAY	2 Years of FAY	1 Year of FAY
Has 3 Years	15	10	5
Has 2 Years (Example: only serves Grade 7-8)		18	12
Has 1 Year (Example: New School)			30

We do not recommend a change at 9-12 in using more than one year FAY. This is an issue that can be examined in future years.

K-8 Menu: Absenteeism
Since these are FAY students, 18 or more should be the definition of chronic absences. For schools with a non-traditional calendar (e.g., 4 day weeks), 10% or more of the school days would be considered chronically absent. If the percent of chronically absent students declined from the prior year, the school would get these points.

K-8 Menu: What is available to a new school?
The same rules as the non-typical grade configuration should be applied when calculating a new school's points.

K-8 Menu: Sub-groups
The groups that count are the ESSA ethnic groups, special education, ELL, lower SES and FEP. Groups that do not count but will be reported include gender, foster, military and homeless students.

9-12 CCRI Menu Issues
The CCRI points should be 10 and 20 instead of 7.5 and 15. We understand why they are not done this way this year and a transformation is applied. However, in future years it is more transparent if the points were 10 and 20. The number of bonus points should remain the same this year.

95% tested
95% tested is based on total enrollment at start of the testing window, not just FAY. For K-8 it would be grade level enrollment. For 9-12 we recommend suspending applying the 95% rule to schools as we determine the most accurate way to calculate that for EOC enrollments. In the future we should consider the ESSA requirement of 1 math and 1 ELA test some time during the high school years.

Appeal Process
An appeal process is needed for unusual or unanticipated circumstances. Since accountability is a joint SBE-ADE process this time, how that appeal process will be structured and who will conduct the appeals needs to be made explicit.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding additions to the College and Career Readiness industry credentials list for the A-F School Accountability Plan for 2016-2017

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board 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 charged with determining 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.

At its April 24, 2017 Board meeting, the Board approved the A-F School Accountability Plan as recommended by the A-F School Accountability Ad Hoc Advisory Committee ("Committee"). Included in the approved plan was a list of industry credentials for purposes of earning credit in connection with the College and Career Readiness Indicator, which is attached.

Board staff has received requests from the field and the business community regarding possible expansion of the list to include additional credentials for the 2016-2017 plan.

Recommendation to the Board

It is recommended that the Board expand the list of approved College and Career Readiness industry credentials list for the A-F School Accountability Plan for the 2016-2017 school year.

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

COLLEGE AND CAREER READINESS RUBRIC CREDENTIALS
Credentials for Inclusion in A-F in the Current School Year
(Adopted April 24, 2017)

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)

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

COLLEGE AND CAREER READINESS RUBRIC CREDENTIALS

Credentials Adopted for A-F in the Current School Year

1. Aircraft Mechanics: FAA Certifications in Airframe Mechanic or Power Plant Mechanic
~~1.~~2. Architectural Drafting: Autodesk Certified User, including AutoCAD
~~2.~~3. 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.~~4. Business Management and Administrative Services: A "bundle" of certifications showing digital literacy, such as the Microsoft Office Specialist (including Excel, PowerPoint and Word)
5. Cabinetmaking, Carpentry: NCCER Carpentry/Cabinetmaking certifications
~~4.~~6. Construction Technologies: OSHA 10-Hour Training for Construction Industry and NCCER Core or NCCER Construction Technology
~~5.~~7. Cosmetology: Arizona Board of Cosmetology/ Licensed Aesthetician
~~6.~~8. Dental Assisting: Dental Assisting National Board certification
~~7.~~9. Diesel Engine Repair: ASE Medium/Heavy Truck Student Certification
~~8.~~10. Early Childhood Education: Child Development Associate Credential
~~9.~~11. Education Professions: Certifications required to work as a para-professional
~~10.~~12. Electronic Technologies: FCC License
13. Emergency Medical Services: National Registry of Emergency Medical Technicians/ EMT/ EMR or State of Arizona certification
~~11.~~14. Fire Science: IEMSR-Emergency Medical Responder; Wildland Fire Fighter; Arizona Center for Fire Service Excellence-Fire Fighter I and II
~~12.~~15. HVAC: NCCER HVAC certifications
~~13.~~16. Heavy Equipment Operators: NCCER Heavy Equipment Operators or NCCER Core
~~14. Laboratory Assisting: American Society of Phlebotomy Technicians or National Phlebotomy Association/Certified Phlebotomy Technician~~
17. Law, Public Safety and Security: Arizona Department of Public Safety Security Guard Certificate; APCO International-Public Safety Telecommunication Dispatcher
~~15.~~18. Manufacturing Cluster Programs: Precision Machining/ Engineering / Mechanical Drafting/Welding: NIMS; MSSC; Solid Works; MasterCam; American Welding Society; Autodesk Certified user, including AutoCAD; CAD-CAM; Amatrol; Mechatronics
~~16. Mechanical Drafting: Autodesk Certified user, including AutoCAD~~
19. Laboratory / Medical Assisting: Cardiovascular Credentialing International - Certified Cardiographic Technician (CCT); Association for Healthcare Documentation Integrity- Certified Healthcare Documentation Specialist Transcriptionist (CHDS); American Association of Medical Assistants - Certified Medical Assistant (CMA); American Society of Phlebotomy Technicians, National Phlebotomy Association, National Credentialing Agency for Medical Lab Personnel - Certified Phlebotomy Technician; National Certification Medical Association - Registered Clinical Medical Assistant Specialist (RCMAS); National Health Career Association - Clinical Medical Assistant (CCMA); American Registry of Medical Assistants - Registered Medical Assistant (RMA)

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~~17.~~20. Nursing Services: CNA or LNA

21. Pharmacy Support Services: Pharmacy Technician Certification Board/ Certified Pharmacy Technicians

~~18.~~22. Software Development: Certified Internet Web(CIW) JavaScript Specialist; Microsoft Technology Associate (MTA); Programmer Level 1-Java Basics; Oracle Java certification; ISACA Cybersecurity Fundamentals Certificate

~~19.~~23. Therapeutic Massage: Registered Massage Therapist; Arizona State Board of Massage Therapy/ Licensed Massage Therapist

~~20. Welding Technologies: American Welding Society Certification (AWSC)~~

~~21.~~

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

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EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding identifying a timeline for calculating and issuance of A-F School letter grades for K-8 and 9-12

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board 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 charged with determining 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.

Following this adoption of an A-F plan at its last meeting, the Board is encouraged to provide guidance on a timeline regarding setting cut scores for issuance of letter grades. It is anticipated that the Department will close access to verifying data in AzEDS by July 14. The self-reporting of College and Career Readiness (CCR) data will need to continue until at least the same date. Following the close of collecting self-reported data and reporting total points earned for CCR, the Department may model comprehensive school level data to generate point totals for determining cut scores and identifying letter grades. Under this timeline, it is recommended that the Board convene in early August and determine cut scores.

Following the setting of cut scores, the Department could identify letter grades. It is recommended that consideration be given to embargoing the letter grades for a minimum of one week to allow LEAs and charter schools to prepare communications

Timeline proposal:
July 14 – cut off for verifying data in AzEDS by LEAs and charter schools, calculating self-reporting CCR data and reporting total points earned
Week of August 7 – Board convenes to set cut scores
Week of August 28 – letter grades issued for traditional K-8, 9-12 to LEAs and charter schools subject to embargo
September 5 – embargo lifted; letter grades publicly released

Recommendation to the Board

It is recommended that the Board identify a timeline for calculating and issuing the A-F School letter grades for traditional K-8 and 9-12.

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

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 preliminary plan, developed with the assistance of stakeholders, was presented to the State Board of Education at their April, 2017 meeting. Over the past month, the Department has collected feedback via an online survey and focus groups. The supporting documentation outlines Arizona's proposed plan.

Recommendation to the Board

The State Board of Education approve the ESSA long-term goals and measures of interim progress as proposed in the supporting documentation.

Contact Information:
Kelly Koenig, Associate Superintendent, Student Achievement and Educator Excellence
Carol Lippert, Associate Superintendent, High Academic Standards for Students

ESSA Long-Term Goals and Measures of Interim Progress

Update to the State Board Education

May 22, 2017

At the April 24, 2017 meeting of the State Board of Education, members were presented with ESSA Long-Term Goals and Measures of Interim Progress (MIPs). Throughout the last month, survey results related to this issue were collected and evaluated by members of the working group. Several themes emerged and the following adjustments were made:

1. Rationale:
    a. Add a comparison chart to increase clarity between ESSA required elements: Accountability, Long-Term Goals and MIPs, and School Improvement.
    b. Explain how alternative schools fit into these long-term goals and MIPs.
    c. Explain how the Department will assist schools in reaching these goals.
    d. Add a notation to indicate that achievement related goals and MIPs will be adjusted when changes are made to the state-wide assessment.
2. Data tables:
    a. Remove the "Fay and Non-Fay" subgroup. This data will not be used within A-F accountability and are not required by ESSA.
    b. Clarify 8th grade math as there was confusion as to which students were included in the data
    c. Add a distinct delineation between long-term goal #1 and long-term goal #2, and indicate that this will be a formal opportunity to reevaluate future goals.
3. General recommendations
    a. Add long-term goals and MIPs for 5-year and 6-year graduation rates.
4. General concern
    a. There was a general concern that the goals were not attainable. As a result, the committee recommended the following:
        i. The committee reconvene on an annual basis to review the goals and MIPs in light of new state-wide assessment data.
        ii. As outlined within the ESSA State Plan, expand technical assistance and provide guidance documents which outline supports available to the field related to:
            1. Subgroup achievement
            2. Graduation rate
            3. English language development.

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

(Updated May, 2017; additions/deletions noted by red font)

Crosswalk - ESSA Required Elements

	Accountability System (A-F)	Long Term Goals & Measures of Interim Progress (MIPs)	School Improvement
Purpose of this element	Use a group of indicators to determine a school's progress towards those indicators. Several criteria guided the work of the A-F Ad Hoc committee of the State Board: fairness and equity; student-level focus; transparency, ease of understanding, and ease of communication; and incentives to action.	Provide a road map towards long-term goals in English Language Arts, mathematics, English language proficiency and graduation rates. This is not Adequate Yearly Progress as outlined in NCLB and is not intended to be a punitive measure; rather, this road map and associated supports guide improvement and require the closing of proficiency gaps over time.	Identify the lowest performing Title I schools; identify all schools with less than 67% graduation rate; and identify all schools with significantly low achieving subgroups and all schools with significant gaps among subgroups to provide comprehensive, intentional support specific to identified needs to increase student achievement.
What does this element mean for schools	Schools receive an A-F letter grade which is made publicly available.	Schools use these to gauge progress towards state-wide long-term goals and increase visibility of sub-group achievement levels. Though the current A-F system does not require specific alignment with these long-term goals and measures of interim progress (MIPs), the SBE may choose to align A-F expectations in future iterations of the A-F model.	Identified schools are required to meet specific requirements, to write academic goals, submit benchmark assessments, and other requirements necessary for improved student outcomes. Identified schools are assigned an Education Program Specialist (EPS). Support and monitoring visits occur up to four times a year. A competitive grant process allows identified schools to apply for additional funds to improve systems and increase student learning and achievement by selecting and implementing evidence based strategies and interventions Grant recipients are required to submit quarterly expenditure reports.

	Accountability System (A-F)	Long Term Goals & Measures of Interim Progress (MIPs)	School Improvement
Informa-tion this element provides to parents	A-F letter grades will be publicly available via the school report card. Because this information is publicly available, parents can use this designation as one factor in deciding which school best fills the needs of their child.	Subgroup progress will be publicly available via the school report card. Parents will have this information to provide them with more detailed information about the progress of subgroups at the school, district and state level. This visibility gives parents access to detailed information to learn more about their school	Integrated Action Plans provide detailed information about school and LEA improvement efforts.
How the element will be reported to schools	A-F letter grades will be determined utilizing the structure approved by the State Board of Education. When grades are determined, schools will have access to them in ADE Connect prior to public release for the purposes of data verification.	When AzMERIT scores are received, schools and districts will have access to sub-group performance levels. Similarly, the AZELLA test provides information about progress towards English proficiency for our English learners. Finally, graduation rates will be released, by sub-group, on an annual basis.	ADE's Support and Innovation Unit will reach out directly to LEAs and schools once the list of schools in improvement is determined following the A-F designation.
How the element can guide school improvem ent	Schools will have access to their A-F calculation and subsequent data so that they can target areas for improvement as they build goals for the upcoming year.	Goals and MIPs provide detailed information about the progress of subgroups. Intentional focus on subgroups further refines a school's improvement efforts.	The assigned EPS supports and guides the development and implementation of the Integrated Action Plan and Improvement Grant (if applicable), based on the needs identified in the CNA.

	Accountability System (A-F)	Long Term Goals & Measures of Interim Progress (MIPs)	School Improvement
Support to schools related to each element	ADE has aligned supports for many of the components of the A-F formula.	As schools complete their comprehensive needs assessment (CNA), progress towards these goals becomes one piece of evidence used to create their local goals. ADE has direct supports for each of the six principles contained within the CNA, and information about these supports is located on our website. Additionally, ADE will use this information to identify high-performing schools to replicate and scale effective practices.	The Support and Innovation staff provides differentiated supports both on- and off-site as needed by the LEA and school. On-site visits will be conducted by the assigned Education Program Specialists (EPS) for technical assistance/support as well as progress monitoring. The number of on-site visits to each LEA and school is differentiated based on need. Off-site support is conducted through webinars, emails and phone conversations. Integrated support across program areas assists with improvement strategies, and locates resources aligned to their identified needs.
Full Academic Year (FAY)	Students enrolled within the first ten days of the school's calendar year and continuously enrolled until the first day of the AzMERIT testing window. FAY is recalculated for the first date of the testing window for all students.	Same as A-F	Not applicable

	Accountability System (A-F)	Long Term Goals & Measures of Interim Progress (MIPs)	School Improvement
Growth	**AzMERIT** *Student Growth to Target* (SGT) measures individual student progress towards a proficiency target within 3 years. *Student Growth Percentiles* (SGP) measures individual student growth against a similar peer group. Student results are aggregated to school-level and awarded points. **AZELLA/English Language Proficiency** Student-level change in performance levels from year-to-year aggregated to the school-level and then compared to state proficiency averages. **Graduation Rate** Though graduation rate is included in the A-F formula, as required by ESSA, it is not a growth measure. Schools receive weighted points for 4-year, 5-year, 6-year, and 7-year graduation rates.	**AzMERIT** Growth for each sub-group is monitored every three years. The three year gap allows time for schools to implement strategies and enact substantive change. Reported percentages reflect the total number of proficient students divided by the total number of students who took the exam. MIP growth looks at growth of students from year-to-year. It cannot be directly compared to SGT and SGP as these measures evaluate student-level growth. **AZELLA/English Language Proficiency** Growth is monitored by both age band and level of initial proficiency. **Graduation Rate** Growth is measured on the 4-year cohort graduation rate. 5-year and 6-year graduation growth goals are not yet in place; however, they are being recommended to the SBE as a next step.	School improvement growth is measured similarly to the A-F accountability system. As schools improve their scores, they are likely to improve their A-F rating qualifying them for removal from the school improvement cycle. Additionally, schools in improvement are required to complete benchmark/interim assessments to measure and monitor growth throughout the year. Results are submitted quarterly with a reflection and nest steps document.

	Accountability System (A-F)	Long Term Goals & Measures of Interim Progress (MIPs)	School Improvement
Subgroup	The subgroups required by ESSA will be monitored for improvement. Those subgroups whose population is 20 students or greater will be included in the calculation. The major subgroups are as follows: American Indian/Native American, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, and Multiple Races. The State will also use the following required subgroups in the accountability system: Economically disadvantaged students, children with disabilities, and English learners.	All required ESSA subgroups are included. Because of the importance placed upon encouraging our advanced learners to progress in mathematics, those students who take high school math courses prior to high school will also be tracked as subgroups.	Same as A-F
Proficiency	The State Board of Education determines the minimum score required to be deemed as proficient on the AzMERIT tests. AZELLA proficiency scores were developed to meet requirements put forth by the Office of Civil Rights. Students who are enrolled at the school for multiple years are weighted at a higher level than new students.	Reported percentages reflect the total number of proficient students divided by the total number of students who took the exam.	Same as A-F

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 3rd grade reading and 8th 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 3rd grade reading and 8th 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 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. It is important to recognize that 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. It is recommended that these goals and MIPs are reviewed annually.

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.
    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 rational for setting an "at least" measure for this goal.

Data tables and charts provided in Appendix A contain 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.

Part Two: English Language Proficiency (ELP) will now be provided in a separate document to best reflect the work of that committee.

Part ~~Three~~ Two: 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 90% by the year 2030.~~ On May 23, 2016, the State Board of Education adopted the Arizona Progress Meter. Because the Progress Meter's graduation rate goal is 90% by 2030, the committee aligned to this goal 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 12th 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.

As a future action item, the committee recommended that the State Board of Education consider adopting long-term goals and measures of interim progress for 5-year and 6-year graduation rates. In this manner, alternative schools that serve over-aged and under-credited high school students will be provided with guidance as they assist their students in obtaining a high school diploma.

Alternative Schools and ESSA Long-term Goals

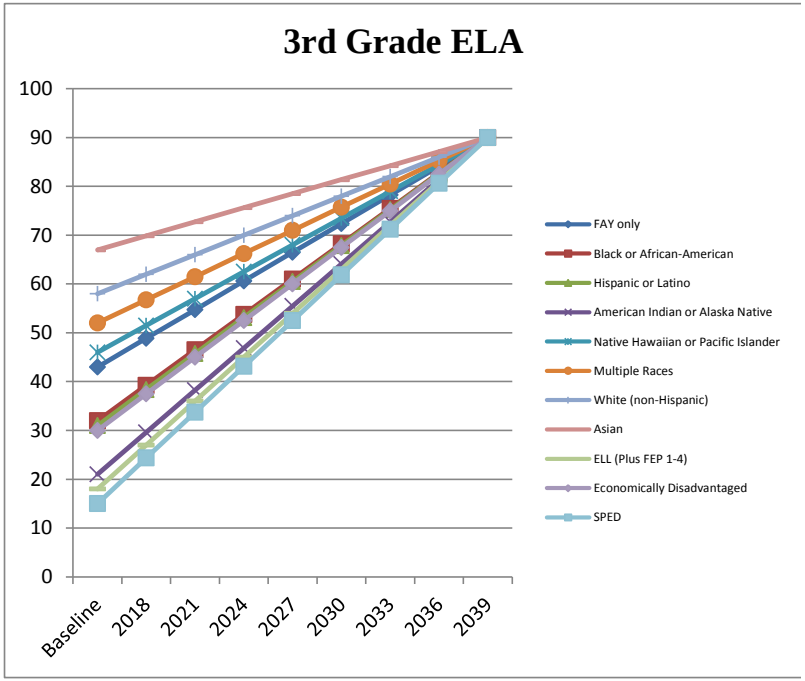
Arizona's accommodation and alternative schools will make a distinct contribution to these ESSA Long-Term Goals and Measures of Interim progress. Since 1986, Arizona has instituted alternative education in recognition that some students are "unable to profit from the regular school course of study and environment" (A.R.S. § 15-796). Such students often find success in nontraditional schooling. Around 2003, the Arizona State Board of Education began modifying its achievement profiles for accommodation and alternative schools. In the spirit of A.R.S. § 15-241.H, Arizona's State Board of Education will adopt an alternative school methodology in August 2017 to appropriately assess the educational impact of accommodation and alternative schools.

Alternative schools serve a unique niche in Arizona's educational system and contribute to society by educating young citizens, who otherwise fall through the cracks. Currently, 68%, over two-thirds, of alternative schools are designated as credit recovery schools, schools that continue to engage or reengage over-aged and under-credited young people. Even with ambitious end point goals in 2030, Arizona recognizes that 10% of the student population may need more time to reach proficiency or graduate high school. These ESSA long-term goals are not intended to penalize alternative schools who are missioned to educate this highly at-risk population. Alternative schools are proud of the role that they fill in educating students in a setting that cannot be provided by most traditional schools and look forward to the development of accountability systems which support that mission. Alternative schools will contribute as Arizona makes progress toward realizing its ambitious goals while simultaneously offering a public education to a population who remain the hardest to reach.

Appendix A
ESSA Long-Term Goals and Measures of Interim Progress
English Language Arts and Mathematics

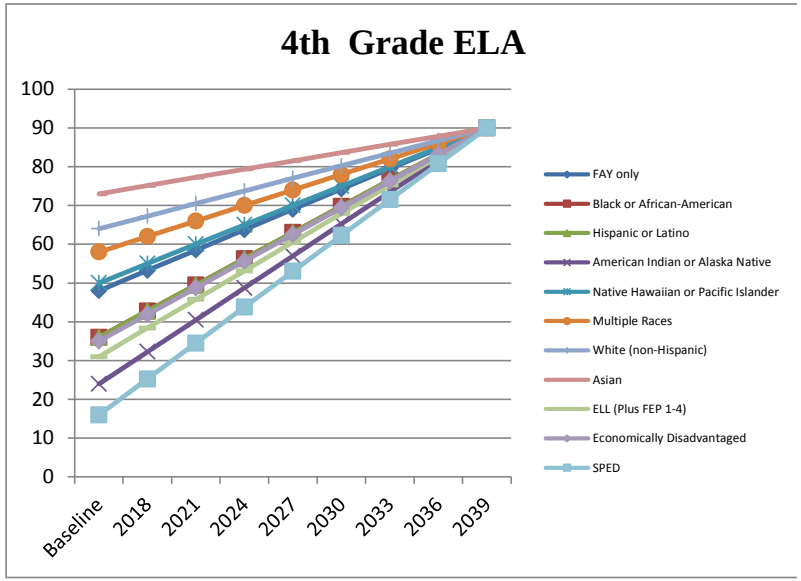
3rd Grade ELA

	Baselir	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
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



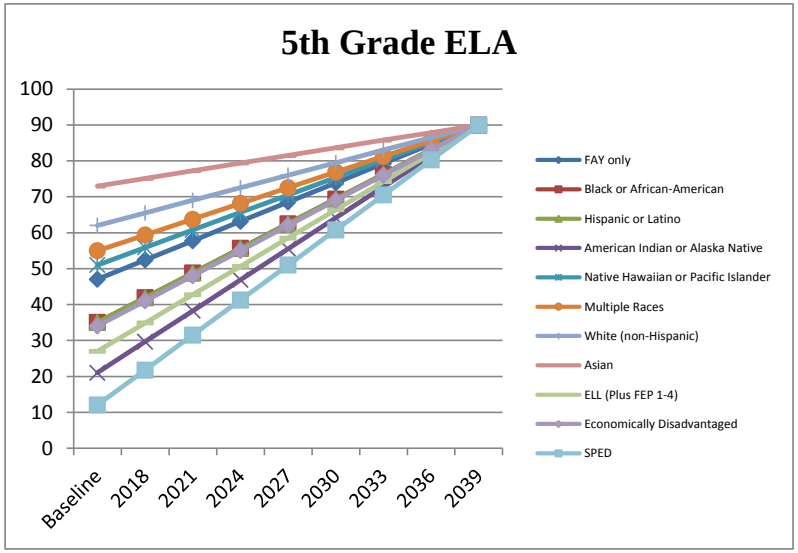
4th Grade ELA

	Baselir	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	48	53	59	64	69		74	80	85	90
Black or African-American	36	43	50	56	63		70	77	83	90
Hispanic or Latino	36	43	50	56	63		70	77	83	90
American Indian or Alaska Native	24	32	41	49	57		65	74	82	90
Native Hawaiian or Pacific Islander	50	55	60	65	70		75	80	85	90
Multiple Races	58	62	66	70	74		78	82	86	90
White (non-Hispanic)	64	67	71	74	77		80	84	87	90
Asian	73	75	77	79	82		84	86	88	90
ELL (Plus FEP 1-4)	31	38	46	53	61		68	75	83	90
Economically Disadvantaged	35	42	49	56	63		69	76	83	90
SPED	16	25	35	44	53		62	72	81	90



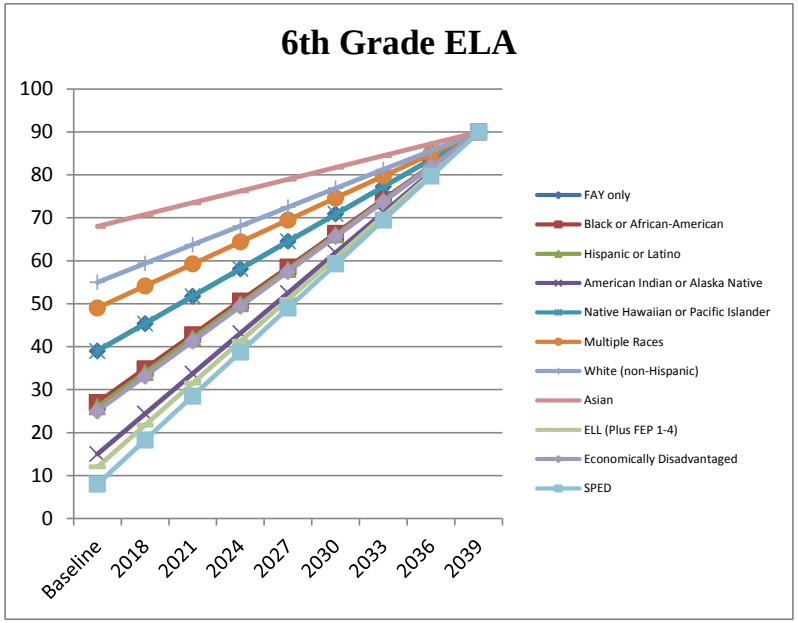
5th Grade ELA

	Baselir	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	47	52	58	63	69		74	79	85	90
Black or African-American	35	42	49	56	63		69	76	83	90
Hispanic or Latino	35	42	49	56	63		69	76	83	90
American Indian or Alaska Native	21	30	38	47	56		64	73	81	90
Native Hawaiian or Pacific Islander	51	56	61	66	71		75	80	85	90
Multiple Races	55	59	64	68	73		77	81	86	90
White (non-Hispanic)	62	66	69	73	76		80	83	87	90
Asian	73	75	77	79	82		84	86	88	90
ELL (Plus FEP 1-4)	27	35	43	51	59		66	74	82	90
Economically Disadvantaged	34	41	48	55	62		69	76	83	90
SPED	12	22	32	41	51		61	71	80	90



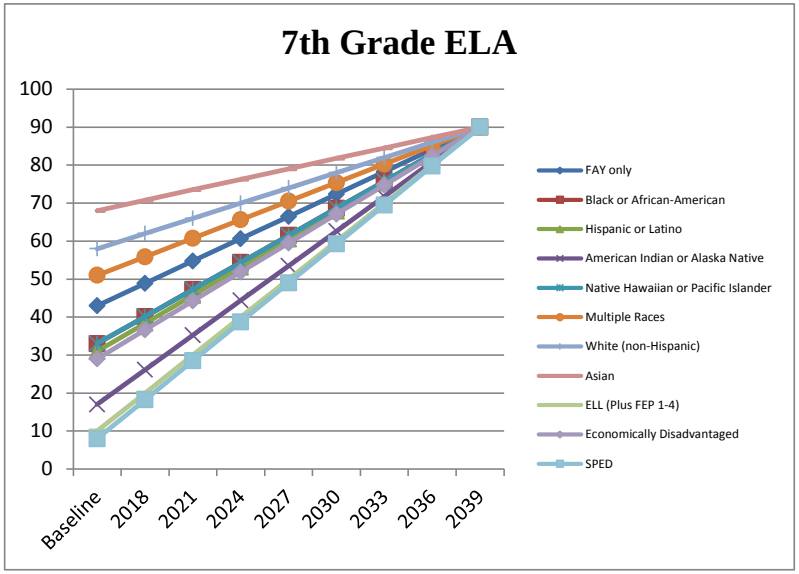
6th Grade ELA

	Baselir	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	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



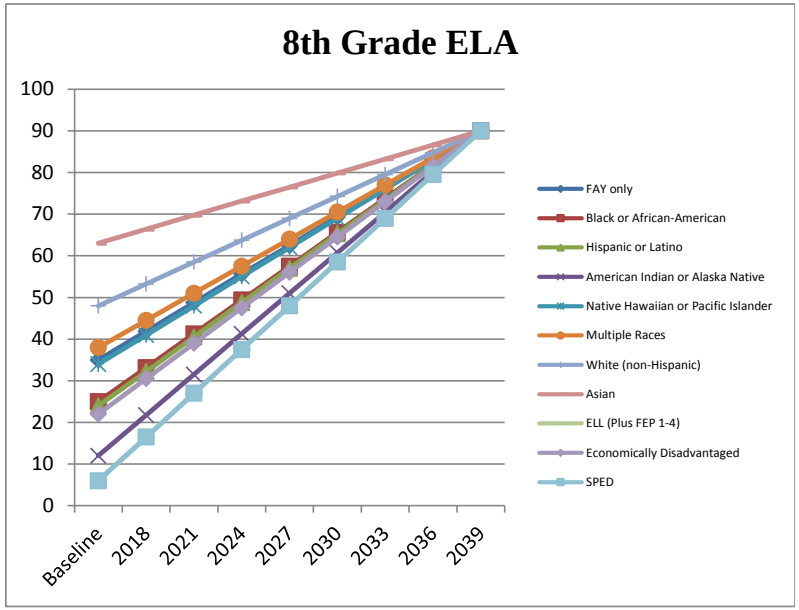
7th Grade ELA

	Baselir	2018	2021	2024	2027		2030	2033	2036	2039
FAY only	43	49	55	61	67	Reassess and Reevaluate	72	78	84	90
Black or African-American	33	40	47	54	62		69	76	83	90
Hispanic or Latino	31	38	46	53	61		68	75	83	90
American Indian or Alaska Native	17	26	35	44	54		63	72	81	90
Native Hawaiian or Pacific Islander	33	40	47	54	62		69	76	83	90
Multiple Races	51	56	61	66	71		75	80	85	90
White (non-Hispanic)	58	62	66	70	74		78	82	86	90
Asian	68	71	74	76	79		82	85	87	90
ELL (Plus FEP 1-4)	10	20	30	40	50		60	70	80	90
Economically Disadvantaged	29	37	44	52	60		67	75	82	90
SPED	8	18	29	39	49		59	70	80	90



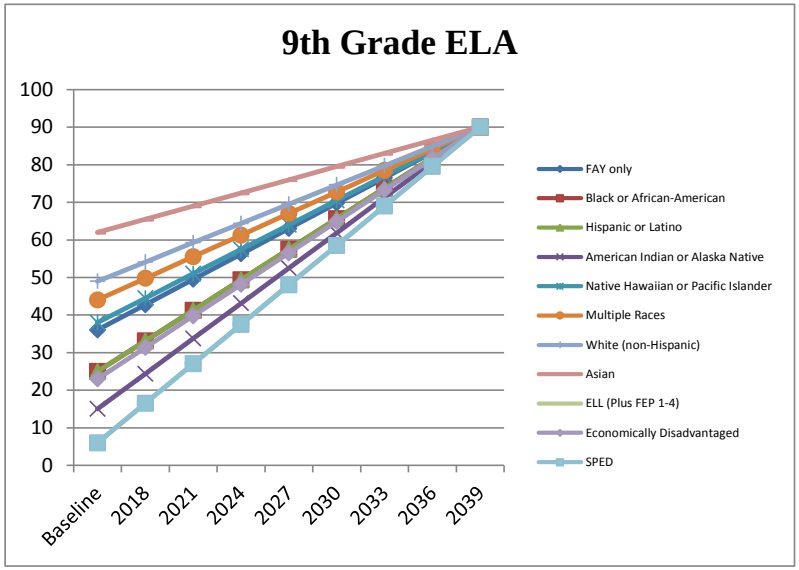
8th Grade ELA

	Baselir	2018	2021	2024	2027		2030	2033	2036	2039
FAY only	35	42	49	56	63	Reassess and Reevaluate	69	76	83	90
Black or African-American	25	33	41	49	58		66	74	82	90
Hispanic or Latino	24	32	41	49	57		65	74	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	38	45	51	58	64		71	77	84	90
White (non-Hispanic)	48	53	59	64	69		74	80	85	90
Asian	63	66	70	73	77		80	83	87	90
ELL (Plus FEP 1-4)	6	17	27	38	48		59	69	80	90
Economically Disadvantaged	22	31	39	48	56		65	73	82	90
SPED	6	17	27	38	48		59	69	80	90



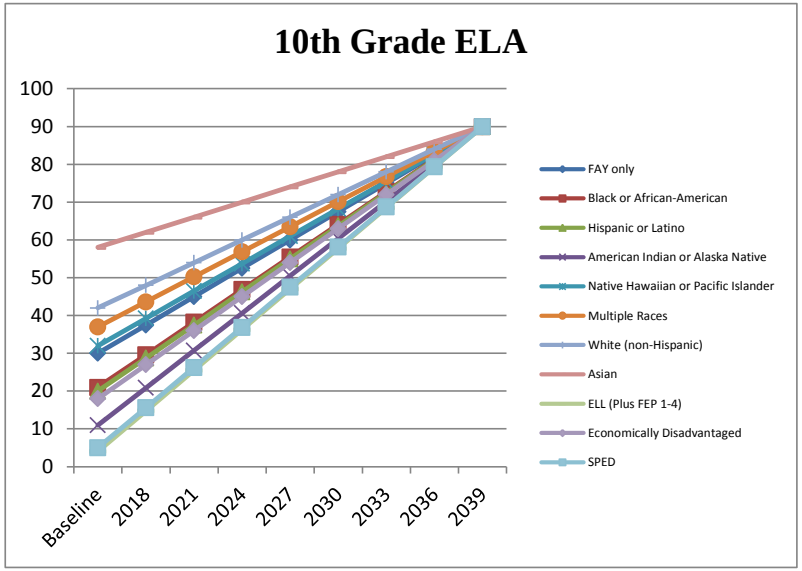
9th Grade ELA

	Baselir	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	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



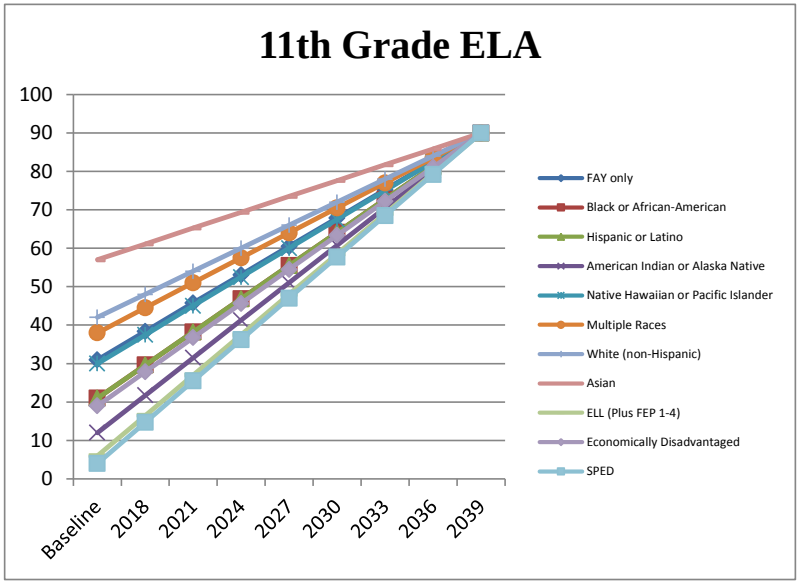
10th Grade ELA

	Baselir	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	30	38	45	53	60		68	75	83	90
Black or African-American	21	30	38	47	56		64	73	81	90
Hispanic or Latino	20	29	38	46	55		64	73	81	90
American Indian or Alaska Native	11	21	31	41	51		60	70	80	90
Native Hawaiian or Pacific Islander	32	39	47	54	61		68	76	83	90
Multiple Races	37	44	50	57	64		70	77	83	90
White (non-Hispanic)	42	48	54	60	66		72	78	84	90
Asian	58	62	66	70	74		78	82	86	90
ELL (Plus FEP 1-4)	4	15	26	36	47		58	69	79	90
Economically Disadvantaged	18	27	36	45	54		63	72	81	90
SPED	5	16	26	37	48		58	69	79	90



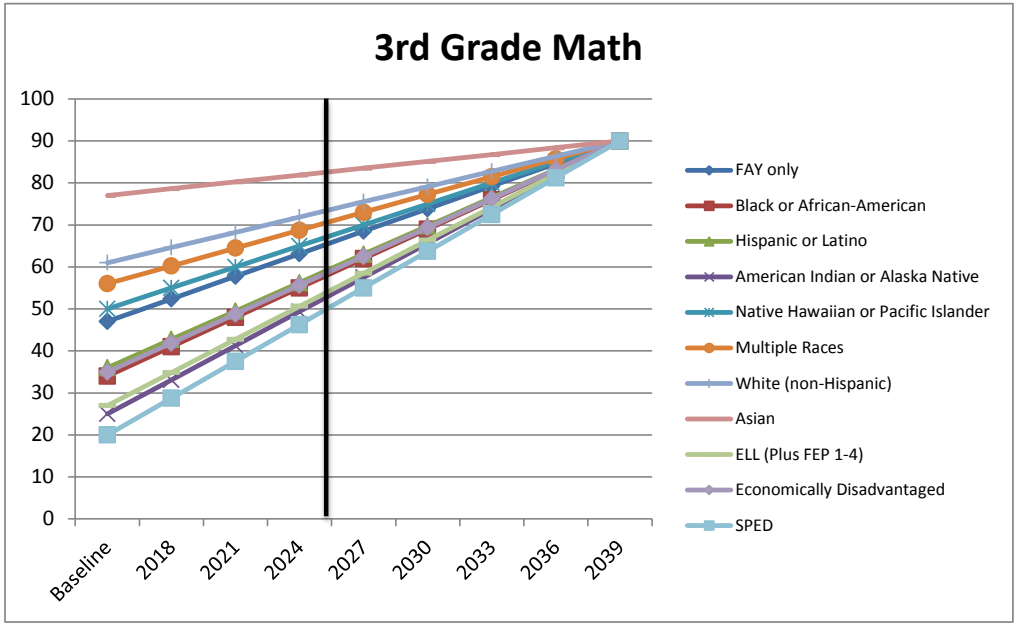
11th Grade ELA

	Baselir	2018	2021	2024	**2027**	Reassess and Reevaluate	2030	2033	2036	**2039**
FAY only	31	38	46	53	61		68	75	83	90
Black or African-American	21	30	38	47	56		64	73	81	90
Hispanic or Latino	21	30	38	47	56		64	73	81	90
American Indian or Alaska Native	12	22	32	41	51		61	71	80	90
Native Hawaiian or Pacific Islander	30	38	45	53	60		68	75	83	90
Multiple Races	38	45	51	58	64		71	77	84	90
White (non-Hispanic)	42	48	54	60	66		72	78	84	90
Asian	57	61	65	69	74		78	82	86	90
ELL (Plus FEP 1-4)	6	17	27	38	48		59	69	80	90
Economically Disadvantaged	19	28	37	46	55		63	72	81	90
SPED	4	15	26	36	47		58	69	79	90



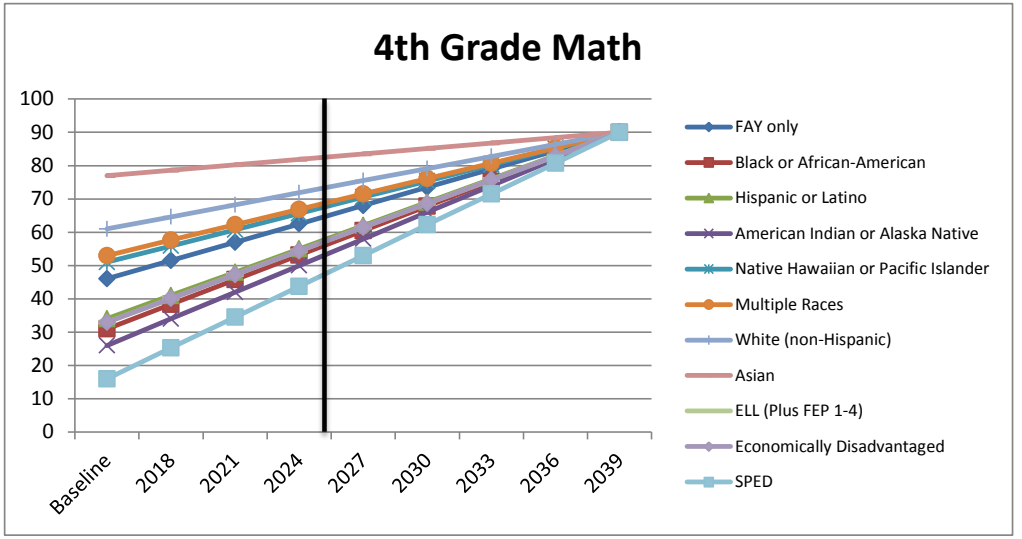
3rd Grade Math

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



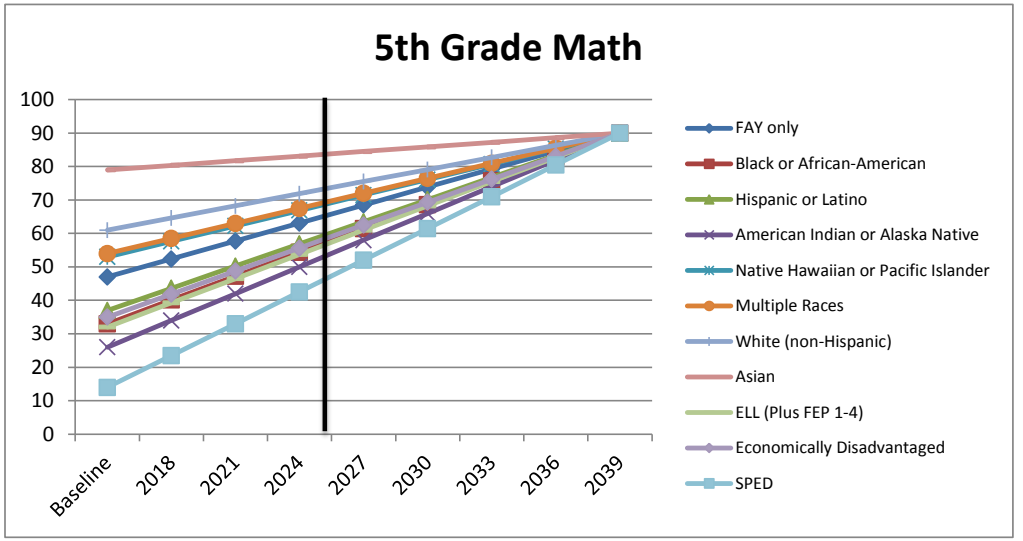
4th Grade Math

	Baseline	2018	2021	2024	2027		2030	2033	2036	2039
FAY only	46	52	57	63	68	Reassess and Reevaluate	74	79	85	90
Black or African-American	31	38	46	53	61		68	75	83	90
Hispanic or Latino	34	41	48	55	62		69	76	83	90
American Indian or Alaska Native	26	34	42	50	58		66	74	82	90
Native Hawaiian or Pacific Islander	51	56	61	66	71		75	80	85	90
Multiple Races	53	58	62	67	72		76	81	85	90
White (non-Hispanic)	61	65	68	72	76		79	83	86	90
Asian	77	79	80	82	84		85	87	88	90
ELL (Plus FEP 1-4)	33	40	47	54	62		69	76	83	90
Economically Disadvantaged	33	40	47	54	62		69	76	83	90
SPED	16	25	35	44	53		62	72	81	90



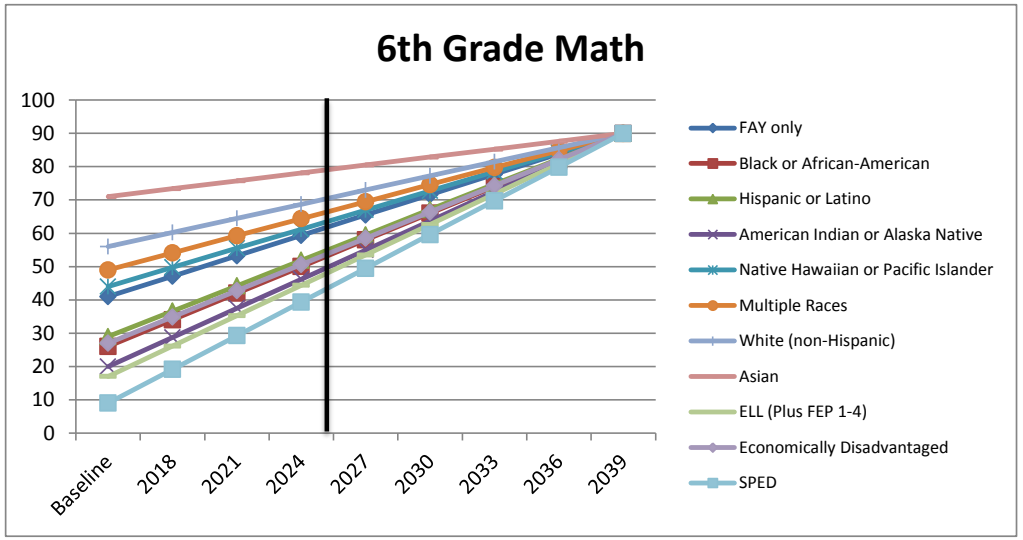
5th Grade Math

	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	47	52	58	63	69		74	79	85	90
Black or African-American	33	40	47	54	62		69	76	83	90
Hispanic or Latino	37	44	50	57	64		70	77	83	90
American Indian or Alaska Native	26	34	42	50	58		66	74	82	90
Native Hawaiian or Pacific Islander	53	58	62	67	72		76	81	85	90
Multiple Races	54	59	63	68	72		77	81	86	90
White (non-Hispanic)	61	65	68	72	76		79	83	86	90
Asian	79	80	82	83	85		86	87	89	90
ELL (Plus FEP 1-4)	32	39	47	54	61		68	76	83	90
Economically Disadvantaged	35	42	49	56	63		69	76	83	90
SPED	14	24	33	43	52		62	71	81	90



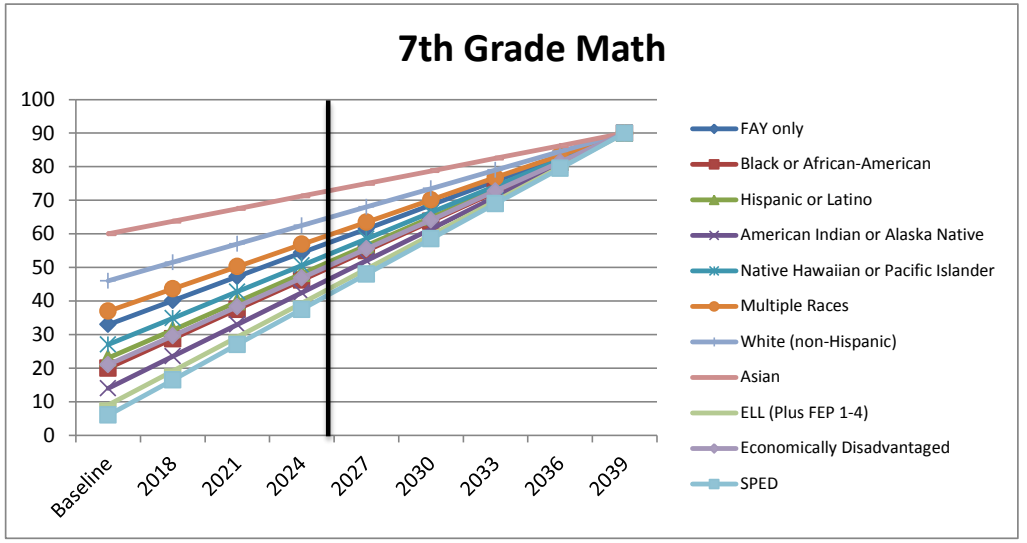
6th Grade Math

	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
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



7th Grade Math

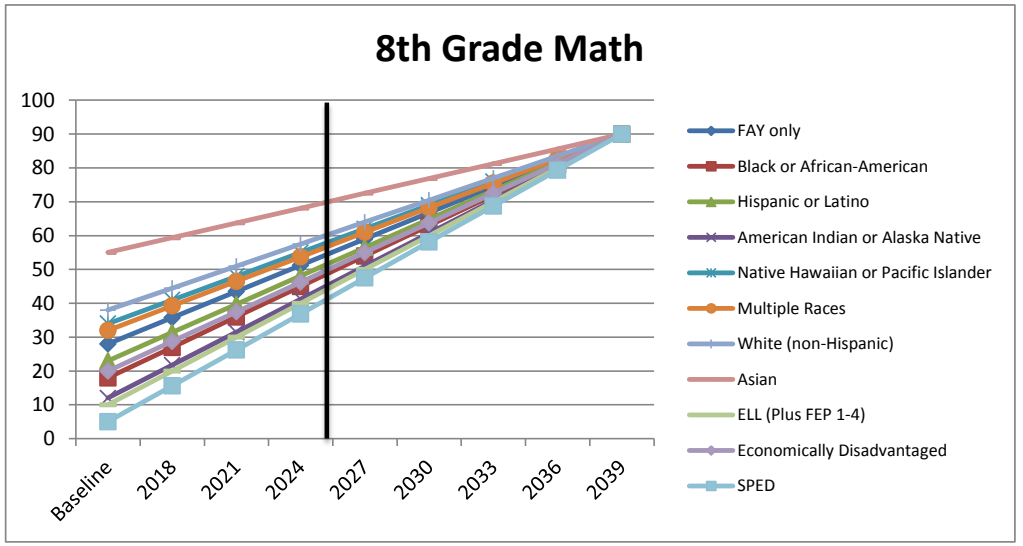
	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	33	40	47	54	62		69	76	83	90
Black or African-American	20	29	38	46	55		64	73	81	90
Hispanic or Latino	23	31	40	48	57		65	73	82	90
American Indian or Alaska Native	14	24	33	43	52		62	71	81	90
Native Hawaiian or Pacific Islander	27	35	43	51	59		66	74	82	90
Multiple Races	37	44	50	57	64		70	77	83	90
White (non-Hispanic)	46	52	57	63	68		74	79	85	90
Asian	60	64	68	71	75		79	83	86	90
ELL (Plus FEP 1-4)	9	19	29	39	50		60	70	80	90
Economically Disadvantaged	21	30	38	47	56		64	73	81	90
SPED	6	17	27	38	48		59	69	80	90



8th Grade Math

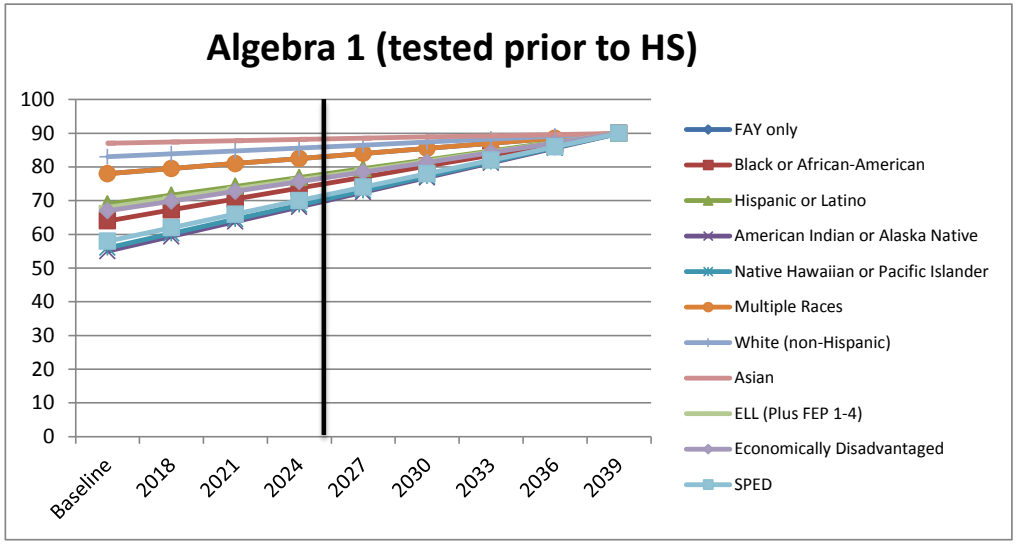
	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	28	36	44	51	59		67	75	82	90
Black or African-American	18	27	36	45	54		63	72	81	90
Hispanic or Latino	23	31	40	48	57		65	73	82	90
American Indian or Alaska Native	12	22	32	41	51		61	71	80	90
Native Hawaiian or Pacific Islander	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

**Includes data from 8th grade students who took the 8th grade EOC assessment



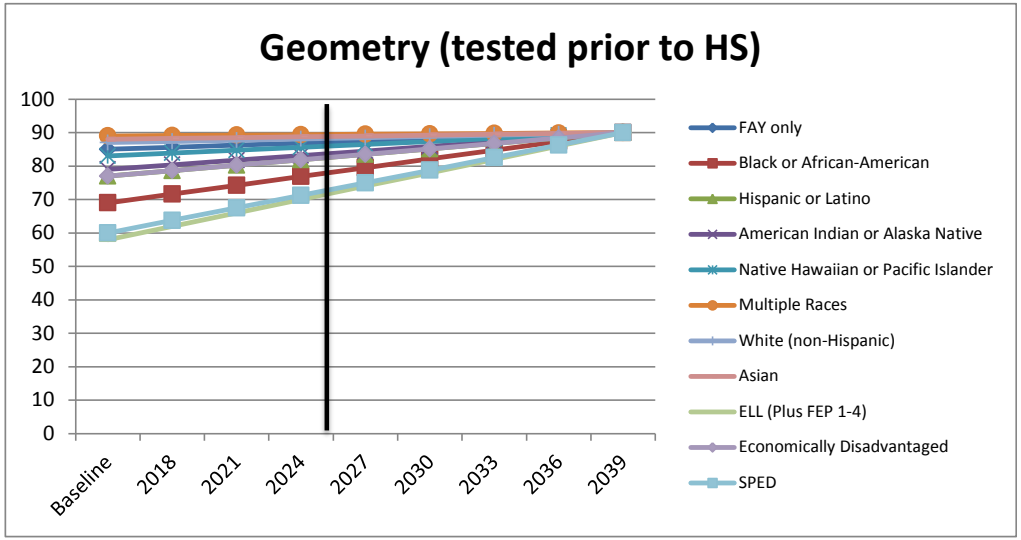
Algebra 1 (tested prior to HS)

	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
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



Geometry (tested prior to HS)

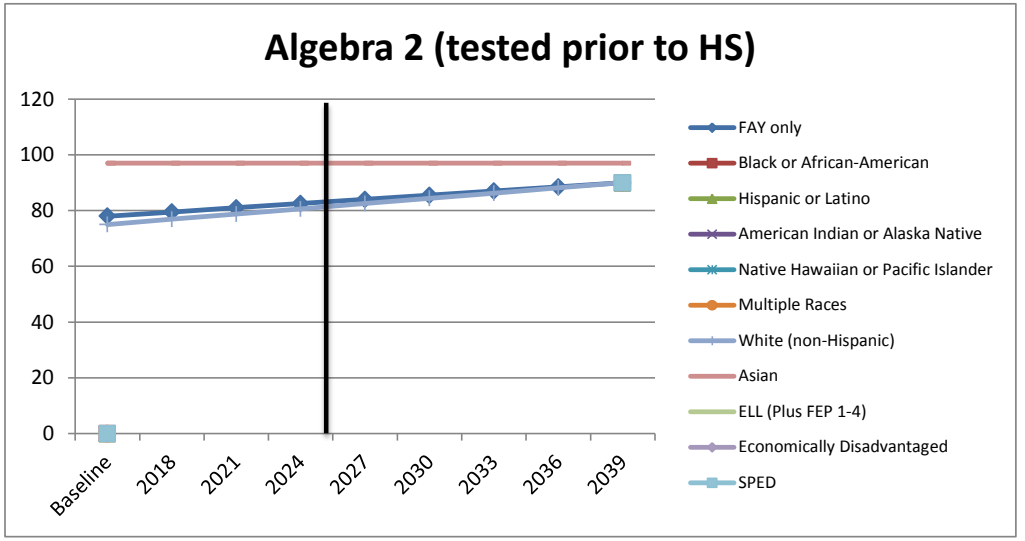
	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	85	86	86	87	88		88	89	89	90
Black or African-American	69	72	74	77	80		82	85	87	90
Hispanic or Latino	77	79	80	82	84		85	87	88	90
American Indian or Alaska Native	79	80	82	83	85		86	87	89	90
Native Hawaiian or Pacific Islander	83	84	85	86	87		87	88	89	90
Multiple Races	89	89	89	89	90		90	90	90	90
White (non-Hispanic)	87	87	88	88	89		89	89	90	90
Asian	88	88	89	89	89		89	90	90	90
ELL (Plus FEP 1-4)	58	62	66	70	74		78	82	86	90
Economically Disadvantaged	77	79	80	82	84		85	87	88	90
SPED	60	64	68	71	75		79	83	86	90



Algebra 2 (tested prior to HS)

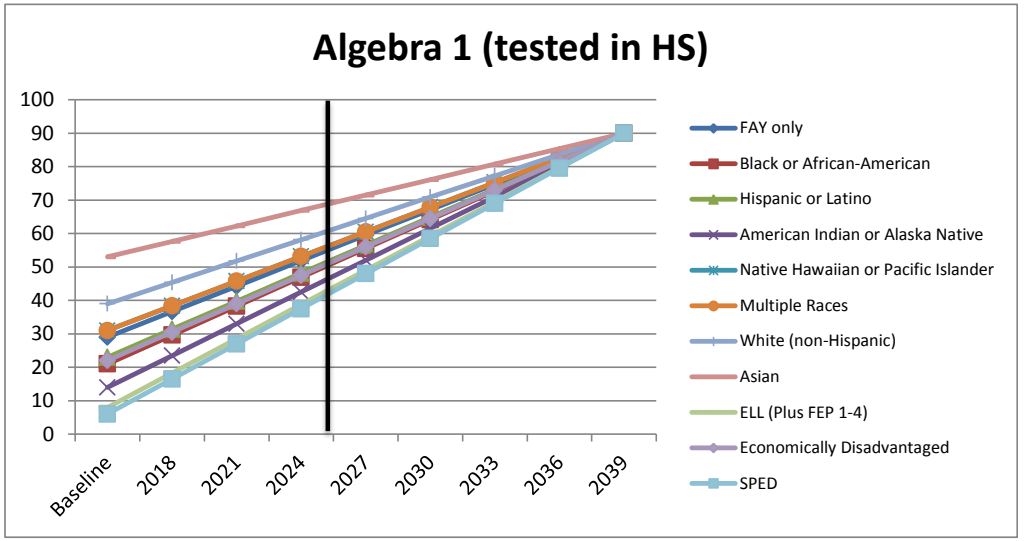
	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	78	80	81	83	84		86	87	89	90
Black or African-American	*									90
Hispanic or Latino	*									90
American Indian or Alaska Native	*									90
Native Hawaiian or Pacific Islander	*									90
Multiple Races	*									90
White (non-Hispanic)	75	77	79	81	83		84	86	88	90
Asian	97	97	97	97	97		97	97	97	97
ELL (Plus FEP 1-4)	*									90
Economically Disadvantaged	*									90
SPED	*									90

* Denotes sub group population less than 10.



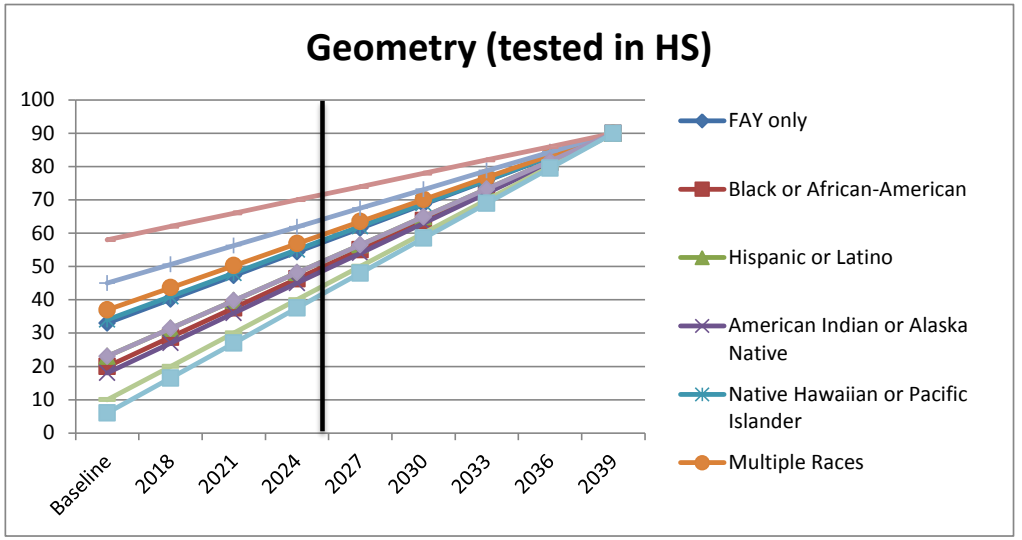
Algebra 1 (tested in HS)

	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
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



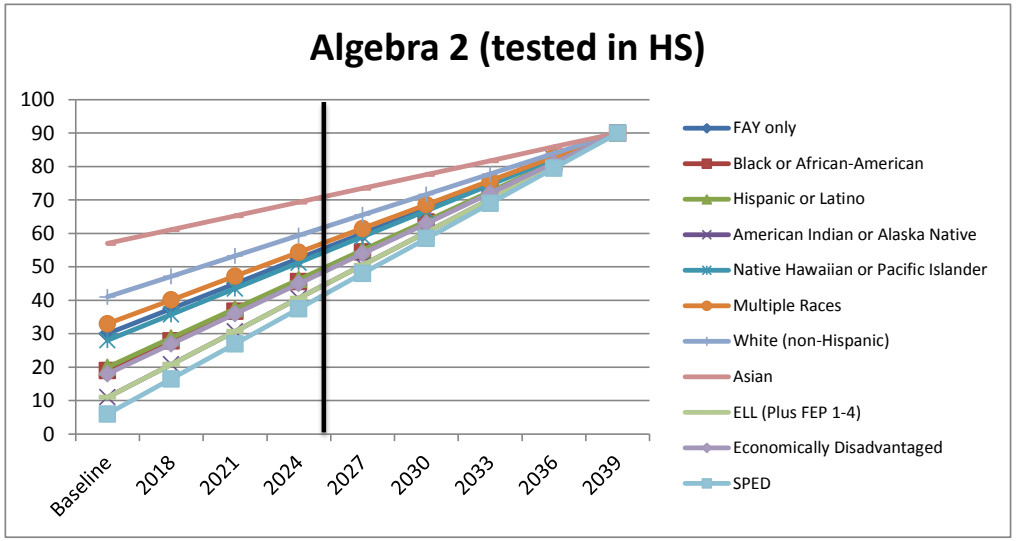
Geometry (tested in HS)

	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	33	40	47	54	62		69	76	83	90
Black or African-American	20	29	38	46	55		64	73	81	90
Hispanic or Latino	23	31	40	48	57		65	73	82	90
American Indian or Alaska Native	18	27	36	45	54		63	72	81	90
Native Hawaiian or Pacific Islander	34	41	48	55	62		69	76	83	90
Multiple Races	37	44	50	57	64		70	77	83	90
White (non-Hispanic)	45	51	56	62	68		73	79	84	90
Asian	58	62	66	70	74		78	82	86	90
ELL (Plus FEP 1-4)	10	20	30	40	50		60	70	80	90
Economically Disadvantaged	23	31	40	48	57		65	73	82	90
SPED	6	17	27	38	48		59	69	80	90



Algebra 2 (tested in HS)

	Baseline	2018	2021	2024	2027	Reassess and Reevaluate	2030	2033	2036	2039
FAY only	30	38	45	53	60		68	75	83	90
Black or African-American	19	28	37	46	55		63	72	81	90
Hispanic or Latino	20	29	38	46	55		64	73	81	90
American Indian or Alaska Native	11	21	31	41	51		60	70	80	90
Native Hawaiian or Pacific Islander	28	36	44	51	59		67	75	82	90
Multiple Races	33	40	47	54	62		69	76	83	90
White (non-Hispanic)	41	47	53	59	66		72	78	84	90
Asian	57	61	65	69	74		78	82	86	90
ELL (Plus FEP 1-4)	11	21	31	41	51		60	70	80	90
Economically Disadvantaged	18	27	36	45	54		63	72	81	90
SPED	6	17	27	38	48		59	69	80	90



EXECUTIVE SUMMARY

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

☒ 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.

The Board opened rulemaking at its April 24, 2017 Board meeting and a public hearing was held on May 15, 2017 regarding the proposed rule.

Recommendation to the Board

It is recommended that the Board close 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;

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

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.

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

EXECUTIVE SUMMARY

Issue: Update on AELAS Implementation and FY18 Budget Request

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

ADE has entered its sixth year of development of the Arizona Education Learning and Accountability System (AELAS). The Department continues to contract with WestEd/CELT for quarterly, independent, third-party monitoring. WestEd/CELT recently completed their site visit in April, conducting project reviews and attending several meetings vital to AELAS implementation. A full report from the WestEd/CELT visit detailing their observations and quarterly findings is attached to this report. The team will conduct is final quarterly review for FY17 the second week of July 2017.

During its April 2017 visit, the WestEd/CELT team monitored progress on the Department's efforts in the following areas (as approved by the State Board and the Joint Legislative Review Committee):

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

The team provided commendation for the technology approach ADE has taken with AzEDS and the ongoing operational efficiencies the new data system has created. They reiterated their finding that new data reporting process is working well, and the estimates as to the amount of savings from more accurate student counts is $40 million. This represents a one-year payback for the overall AELAS project cost to date. The monitors noted that IT staff has incorporated their recommendations for improving the support center, resulting in a significant reduction of customer wait times.

While the team conducted its normal monitoring activities, this report once again focuses the fiscal instability of the funding sources for the completion of the development work and the ongoing maintenance needs. WestEd/CELT outlines the risks associated with delaying the redevelopment work of the APOR/CHAR rewrite. The team has also created an appendix to the report with recommendations for ensuring AELAS sustainability funding.

AELAS FY2018 Budget Request

This year's development work will be focused on connecting all of the existing agency functions to the new database structure developed as part of SAIS replacement. $1.5 million of the total AELAS appropriation will allow IT to complete more work towards this final decommissioning of SAIS. These development funds will be directed towards

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

connecting and maintaining existing technologies affecting student data and payment, as well as towards emerging technologies that enhance all remaining reporting functions of the Agency.

The main portion of SAIS replacement, the way student information is collected, managed and stored, has been completed, leaving the connections to the dozens of existing web-based tools to be completed. These critical databases are tied to the Department's mandated reports. Not only are these systems woefully out of date technologically, they are incompatible with the newly-developed AELAS infrastructure.

The Department's plan has always called for this final work to be completed – the focus on SAIS replacement has rightfully taken top priority in the early years of the program. To that end, major work to reengineer the technology that processes state aid payments remains. To date, AELAS appropriations have not included sufficient funding to include the development work to complete the reengineering of APOR/CHAR. These functions remain on the outdated, unsupported technology housed in SAIS. IT is requesting to use $500,000 to continue to collect the requirements needed to develop a technologically sound payment system.

As in previous years, ADE requested an operational budget to ensure technology investments, like that made in AELAS, continue to run smoothly and remain up-to-date technologically. This year's request was not funded, so $5.3 million is need for support and maintenance to avoid system failure and general disrepair.

The lack of funding for maintenance and support has slowed development for the past four years. In the early years of AELAS development, there was not a need to include maintenance support funds because there were not new functioning systems. As new systems became available, the Department included requests for maintenance to ensure newly developed tools were working, available and functioning for educators throughout Arizona. Year over year, the Department has not received its full development request, nor its maintenance and support funding request. These requests are built based on what work could be accomplished and supported annually – the chronic underfunding of both development and maintenance has added to AELAS's overall costs.

Recommendation to the Board

ADE IT is requesting Board approval of the FY2018 AELAS program plan, which focuses on completing the remaining student portions of SAIS replacement, migrating existing applications over to AzEDS and providing ongoing support and maintenance for AELAS systems to the benefit of LEAs and other education stakeholders.

• APOR/CHAR requirements	$ 500,000
• AzEDS	$ 1,500,000
• AELAS Maintenance and Operations	$ 5,300,000
○ AzEDS Support	
○ Program management	
○ AZDash	
○ ADEConnect	
○ Hardware and Software	
TOTAL	$ 7,300,000

A Quarterly Performance Review of the Arizona Education Learning and Accountability System: AELAS

Submitted to the Arizona Department of Education by WestEd and CELT

Date: April 2017

DRAFT

CELT
Center for Educational Leadership and Technology

WestEd

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INTRODUCTION

This report documents a quarterly performance review of the Arizona Education Learning and Accountability System (AELAS) by an independent evaluator as required by *Arizona Revised Statutes* (A.R.S.) 15-249 that was conducted April 5-6, 2017. WestEd, the prime contractor, and the Center for Educational Leadership and Technology (CELT), the subcontractor, were hired by the Arizona Department of Education (ADE) to serve as that independent evaluator. This quarterly monitoring report is a follow-up to the initial performance review conducted in 2013, with a report submitted on September 9, 2013. This report follows and builds on all previous quarterly monitoring reports, updating commendations and recommendations.

This report, as did the prior report, will focus largely on the fiscal instability of the funding sources for the completion and ongoing support of the key components of AELAS, including the replacement of the old SAIS. Concern for AELAS funding and ongoing support has been a finding by the WestEd/CELT reports since the first report in 2013. There are other current risks to AELAS that this report will discuss, but these are relatively minor in comparison to the risks created by the fiscal instability concern. In fact, in the January 2017 report, the financial instability was so acute as to put at risk the entire project. Because a one-time funding from the Legislature has been recommended in lieu of the zero-budget funding noted in January, the danger is partially mitigated, but only temporarily. It is imperative that funding to complete the planned development is obtained as well as sustainability funding to ensure that the costs of ongoing maintenance can be met.

FINDINGS

The main findings from this monitoring visit include:

1. **Fiscal Year 2018 Sustainability Funding**: The FY2018 budget request was $10.1 million for the support, maintenance, and ongoing operation of AELAS and $7.5 million for further development. As of the April visit, the budget recommendation that has been put forth by the Legislature totals $7.31 million for support, ongoing operation and maintenance as well as development. This amount is in non-recurring funds. While this is much more workable for AELAS than the initial proposed budget of zero dollars, it still represents a serious concern. The proposed funding does allow ADE IT to maintain the systems it has most recently constructed (which includes the AELAS systems of AzEDS, AzDASH, ADEConnect and the new ADE ODS data marts) and the remaining legacy SAIS applications. However, the $7.31 million is on the low end of the amount needed to maintain AELAS operations, and does not provide funding for further development, in particular the replacement of APOR/CHAR. The following short and long term concerns stem from this budget finding:
    a. The proposed budget means that the significant development work that was planned to begin in March 2017 to replace APOR/CHAR will not be pursued. This in turn means that the old legacy APOR/CHAR applications must be maintained, together with the obsolete and unsupported Server 2000 hardware and operating systems. These obsolete servers have been identified in previous reports as presenting serious security and operational risks to key financial systems for the ADE. Under the original plan, these

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systems were to be maintained until the APOR/CHAR rewrite was complete. ADE IT has taken significant measures to isolate and protect these servers so that they will remain operable and secure for that finite period of time. Under the current proposed budget, there is no funding for the APOR/CHAR replacement and there is no plan or identified timeframe for getting off the already unsupported and obsolete Server 2000 systems. This *de facto* strategy of indefinitely supporting already obsolete servers and operating systems is not plausible. It is essential that an acceptable "Plan B" be developed and funded for APOR/CHAR replacement.

b. Fiscal uncertainty has created personnel turnover issues for the ADE IT. Already, the IT area has seen resignations, as talented employees began to be concerned for the potential of staff reductions and layoffs resulting from the fiscal uncertainty. The ADE IT team has a great many talented staff that are very marketable and hard to replace in the Phoenix market with government salaries. This loss of staff and institutional knowledge required to support a state-of-the-art computer system will create operational and maintenance risks to the AELAS systems. The loss of personnel at key leadership positions may occur, creating a loss of the necessary knowledge and technical and/or organizational leadership that will make the future development difficult to carry out. ADE needs to maintain its IT workforce, not lose it to uncertainty, especially those with the vision and expertise to see to completion the entirety of the AELAS project.

c. On the surface it would appear that receiving $7.31 million of non-recurring funds instead of zero dollars means that AELAS "dodged a bullet". However, this short-term conclusion fails to recognize the long-term historical trend of ADE IT systems. Rather than dodging a bullet, AELAS appears to be falling into the same pattern as its predecessor, SAIS. This pattern is:
    i. The SAIS system was developed and became operational.
    ii. As the system moved from development to operation, funding was reduced to include only maintenance.
    iii. As budget deliberations each year became difficult, IT dollars were seen as more politically "safe" to reduce.
    iv. SAIS funding was reduced over time such that the system was kept as-is, rather than continuously upgraded and enhanced to keep it current and reliable.
    v. SAIS eventually fell far behind current systems designs and capabilities and became more and more difficult (and costly) to support.
    vi. Support costs began to rise, but there was no increased funding to meet the support demands.
    vii. Support demands went unmet, customer satisfaction suffered, system performance and reliability trended downward and data errors and reporting errors became issues and risks.
    viii. Eventually, frustration and risk associated with SAIS became such a known state-wide issue that political support was mustered to correct the problem.

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2. **SIS Opt-in Finding**: The legislative stipulation that prohibits ADE from using funds to actively market the SIS Opt-in option has contributed to the lack of new districts coming onboard with this strategy. This, together with the low margins for small districts creates a funding imbalance such that the program is nearing the point where it is no longer self-sustaining. While the SIS Opt-in is a good program, especially for smaller districts, and one that other states have successfully applied, the current situation does not allow for its long-term continuance in Arizona. The ADE has decided that this program will not be sustained beyond 2018. The ADE also plans to communicate this decision to the affected districts at the earliest time practical, to allow them time to plan their migration path off the ADE program.
3. **End-of-Year Rollover for AzEDS**: The end of year rollover for AzEDS is unique this year. This is the first year that AzEDS has been fully operational with daily updates from the districts. Conversations have begun with school finance to determine how this end of year rollover process will work, however, the process is not fully developed and vetted. The rollover will need to occur in the June-July timeframe.
4. **Data Governance**: The ADE is placing a renewed emphasis on data governance after a period of inactivity in this area. Data stewards had not met for about a year, and were not actively collaborating to solve data issues, develop and populate a data dictionary, and consolidate data collection/reporting. The area of data governance now has new staff that are becoming informed about the past history and the needed infrastructure to effectively deal with data privacy and data governance. The lead person is new to ADE and to Arizona, and therefore has a learning curve. Additionally:
    a. Data privacy is an important area for the department to safeguard, and data governance provides the structure for this by getting data stewards actively involved in assigning access rights to data. Past reports have highlighted the need for ADE to focus efforts in this area.
    b. The Data Governance Commission is a legislated entity with responsibility to approve how ADE uses funds and what data they collect. This commission has not met under the current administration because they are short a quorum from unappointed positions.
    c. The department has a draft data governance policy, but it has not been fully vetted and adopted.
5. **Legacy Applications:** Converting the legacy applications from SAIS is an important next step for the AELAS project. This conversion was reported to occur in two phases – first to point the legacy applications to data marts created from the ODS instead of SAIS and then to look at collapsing and combining these applications. The work to create the data marts is underway and the overall intent is to create as few data marts as practical and maintain read-only access by the legacy apps. The application conversion work will carry on for an as-yet undetermined amount of time. During this time, ADE will work to convert the older (2003) servers for these apps to newer servers on the Azure platform to avoid the need to maintain unsupported system software.

RECOMMENDATIONS

The WestEd/CELT team recommends the following:

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1. **Fiscal Year 2018 Sustainability Funding**: Recommendations include:
    a. Move at least $5 million of the proposed $7.31 million ADE IT funds into recurring funds for the FY18 budget.
    b. Consider options that ensure AELAS does not follow the same historical track as SAIS. These include:
        i. Charge districts a per student fee for AELAS.
        ii. Vigorously pursue the sale of AELAS components and maintenance services to other education agencies.
        iii. Vigorously pursue the sale of AELAS components to a software/services company.
        iv. Put out an RFP for the ongoing support and development of AELAS. As part of the RFP, offer co-ownership of the AELAS software, such that the winning firm can develop, market and generate revenue from the AELAS software.

        These options are further explored in the Appendix.

    c. The APOR/CHAR project is currently on hold, but was preparing to enter into the design phase in the third quarter of FY 2017. Some requirements gathering work has already been pursued. A path forward that allows this work to continue must be established as the above sustainability options are considered.
2. **SIS Opt-in Funding**: While the WestEd/CELT team feels that this type of program is beneficial to smaller districts and a valid service that other states have successfully offered, the current legislation effectively stymies its growth and long-term sustainability. We agree that early communication regarding its planned discontinuance and migration planning should be pursued with the districts.
3. **End-of-Year Rollover for AzEDS:** Recommendations include:
    a. Work with the finance area to establish and document the rollover process as quickly as possible to allow time for system changes, communication and testing.
    b. Communicate the relevant aspects of the process to the districts and charter schools.
4. **Data Governance**: Recommendations include:
    a. Re-engage the data stewards to continue work to solve known data issues, develop and populate a data dictionary, and consolidate data collection/reporting.
    b. Most importantly, use the data stewards to review and authorize data access to strengthen the data privacy practices of the department.
    c. Work with the Governor's office to get the Data Governance Commission appointments made and the group to begin meeting again in support of ADE data initiatives.
    d. Finalize and publish the data governance policy.
    e. Ensure that there is visible leadership for data governance within ADE, with an explicit vision and the enlistment of buy-in from departmental business partners.
5. **Legacy Applications:** This report has no specific recommendations in this area, except to encourage the continuance of this work.

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COMMENDATIONS

Commendations pertain to activities that ADE is doing especially well and are highlighted as examples of superlative performance. The WestEd/CELT team has noted the following commendations from observations during the April 2017 site visit:

1. ADE IT staff have been invited to be on the Technology Board for Ed-Fi. This represents an acknowledgement of the importance of the AELAS achievements to the Ed-Fi Alliance.
2. IT Production Services continues to look for ways to reduce the operational and security risks for the obsolete and unsupported SAIS servers. They have begun work to send SPLUNK logs through a collection and third party service that parses through logs and looks for threats. They will add the Server 2000 systems to this process.
3. ADE IT is putting in place a work-flow tool to make the 915 process better. The tool provides district control to the student level that was not in place before. Overall however, the 915 process seems obsolete with the real-time and current-year funding capabilities of AzEDS. This might benefit from a legislative review of this requirement.
4. ADE IT has developed a Split tool which is going into UAT in a couple of weeks. This tool helps districts to more easily correct the data errors where two students share the same number/record and the record needs to be spilt. A merge tool (to help districts more easily correct duplicate student records) was developed and is already in production.
5. ADE has hired a new counsel to lead the work on data privacy and data governance. This individual currently is coming up to speed with the task at hand and being assisted by a current ADE staff member who has knowledge of the issues.
6. A finding in a previous report (October 2016) was that the ADE help desk services did not reflect the commonly accepted best practices and use of metrics as recommended by such frameworks as ITIL or COBIT. This had resulted in a backlog of tickets and long average resolution times. The ADE has focused on this issue. This has resulted in an improved help desk service and a better focus on KPIs for help desk operations. There is still some remaining work to be done to establish the help desk best practices across the whole IT department, but significant progress has been made to reduce average ticket backlog and resolution time.
7. The ADE has taken steps to remain in line with the Ed-Fi data standards and API. This promotes adoption of these standards by other agencies and vendors and lowers the costs in the long run for maintaining the APIs. Ed-Fi release 2.1 was installed in the ADE sandbox before Christmas and ADE IT deployed the REST API changes for UAT in mid-March. Production is scheduled for July 1.
8. ADE has made an improvement to the Ed-Fi 2.1 API and data model in the area of tracking student funding. The "out-of-the-box" API did not track funding to the student, but rather had enrollment and an implicit reference to funding. ADE IT added an extension to the Ed-Fi data structure and API to provide a more direct connection between the student and the district of record. This enhancement can be shared on the Ed-Fi exchange to benefit other districts and states.
9. ADE continues to make good use of the Azure platform capabilities to better scale and manage the performance of AELAS. They have used the recent enhancements to the Azure platform to improve the real-time performance monitoring tools for the AELAS transactions. The data center monitoring tools they have developed are very sophisticated and enable operations to trend and identify performance problems as they are developing to allow proactive measures to be taken.

DRAFT

APPENDIX: ENSURING AELAS SUSTAINABILITY FUNDING

In addition to moving AELAS funding into the recurring fund category, which still is at risk of future budget cuts, this report recommends further effort be expended to ensure the long-term sustainability of AELAS. This is important in order to prevent the AELAS system from going down the same funding strangulation path as SAIS before it.

Four potential options are suggested in the body of this report:

1. Charge districts a per student fee for AELAS.
2. Vigorously pursue the sale of AELAS components and maintenance services to other education agencies. This option will fall under the SB 1438 (Chapter 317: software; computer system; sale; lease) and as such, 60% of the realized revenue will go into the general fund and 40 percent into the AELAS support fund.
3. Vigorously pursue the sale and co-ownership of AELAS components to a software/services company (public/private venture). The company can in turn market AELAS components to other education agencies. Such an option might include terms that either generate revenue immediately from the sale or over time in the form of profit sharing, or both. This option also falls under SB 1438.
4. Release an RFP for the ongoing support and development of AELAS (privatize AELAS support). As part of the RFP, offer co-ownership of the AELAS software, such that the winning firm can develop, market and generate revenue from the AELAS software. This revenue would either be shared directly with ADE (and also come under the SB 1438) or used indirectly to reduce the ongoing support and development costs for ADE.

Each option is intended to leverage the $38 million invested to date in AELAS development in order to help cover future AELAS support and maintenance costs.

The pros and cons of each are outlined in the table below:

Pros	Cons
Charge districts a per student fee for AELAS	
Requires no major expenditures to enact this approach.	This is a politically sensitive arrangement and will be unpopular with the districts.
Does not require ADE to market the AELAS product.	Districts will likely seek ways to get out of the arrangement over time, jeopardizing AELAS sustainability funding.
Sell AELAS to other education agencies	
Generates revenues that come to Arizona directly and are not shared with other (private) entities.	ADE is not allowed to use funds to market IT products per SB 1438
	ADE is not positioned or funded to create a version of AELAS that is usable by other education entities.
	ADE does not have the staff and processes necessary to go into the product and services business.

DRAFT

Pros	Cons
	Developing and supporting software for use by external entities is a risk to ADE – money will need to be spent to position ADE for this type of business and there is no guarantee that any sales will occur.
Sell AELAS to a software/services company (public/private venture)	
Does not require extensive marketing, which is not allowed under SB 1483.	Revenues that are generated must be shared with other (private) entities.
May generate revenue for the state from the $38 million investment to develop AELAS.	ADE IT must still maintain staff and expertise to support AELAS for Arizona.
ADE does not need to create a version of AELAS that is usable by other education entities.	
ADE does not have to develop the staff and processes necessary to go into the product and services business.	
Presents a low risk option for generation of revenues that can be applied to the support of AELAS.	
Retains co-ownership of AELAS components, which reduces future risks associated with vendor performance.	
Can be pursued in the near term.	
Privatize the AELAS software support and maintenance	
May generate revenue (or reduced support costs) from the $38 million investment to develop AELAS.	Revenues that are generated must be shared with other (private) entities.
Requires no further investment in AELAS to pursue this approach.	Creates future risks associated with vendor performance and dependence.
Does not require ADE to market the AELAS product.	Will be difficult to bring the support back in house in the event that the vendor underperforms.
The vendor selected to support AELAS carries the risks associated with sales and support to other education agencies.	Loss of control over a critical state process (school financing).
Can be pursued in the near term.	
ADE IT does not have to maintain staff and expertise to support AELAS for Arizona. These staff can be moved to the vendor.	
Helps to prevent (by contract) legislated cuts in AELAS future support.	

This report recommends a more in-depth review of the benefits and risks associated with Option 3 (sale to private software company) and Option 4 (privatization) for sustaining the ongoing support and maintenance of the AELAS system. This review might include a request for information (RFI) to determine interest in such public private ventures.

DRAFT

Outsourcing and Privatization Risks

Privatization in the context of government operations refers to strategies that governments employ to take advantage of services and capabilities available from the private sector in order to provide better value (e.g., lower costs, better service, etc.) for taxpayers. Many states have studied privatization, and information on their findings is readily available (e.g., New Jersey, Illinois, Texas, Florida, to name a few).

In 2010, Governor Christie created the New Jersey Privatization Task Force. This Task Force concluded that, "through sensible planning and implementation, privatization offers a variety of benefits to governments and taxpayers, including lower costs, improvements in the quality of public services and access to private sector capital and professional expertise". An example offered by the study included a Florida effort begun in 2002 which was a $350 million privatization contract to "consolidate and automate human resource, payroll administration, staffing and benefits functions". This effort was reported to save the state "$12 million from staff reductions and $80 million by avoiding the cost of rebuilding its own system, in addition to other efficiencies gained through the elimination of duplicative services".

IT privatization (or outsourcing) by state governments is known to have risks and less than stellar performance[1]. A study performed in 2010[2] on the Florida HR outsourcing contract mentioned above outlined the aspects of this effort that created less-than perfect results. Texas cut short its seven-year contract with IBM to provide data center and disaster recovery services for 27 state agencies. Virginia's contract with Northrop Grumman to run the state's computers, e-mail systems and help desk has been an example of cost overruns and poor performance.

Such risks can be mitigated by thorough understanding of the costs and benefits, careful planning, proper service level agreements, strong oversight and well-designed contract terms. It is the recommendation of this report that this diligence be applied to any effort to privatize AELAS.

DRAFT

Note 1: Management and Labor - The Pros and Cons of Privatizing Government Functions, by Russell Nichols, December 2010

Note 2: Florida's HR Reforms: Service First, Service Worst, or Something in Between? Elsie B Crowell; Mary E Guy; Public Personnel Management; Spring 2010; 39, 1; ABI/INFORM Global pg. 15

Arizona's Education Transformation

Presented to:

Arizona State Board of Education

May 22, 2017

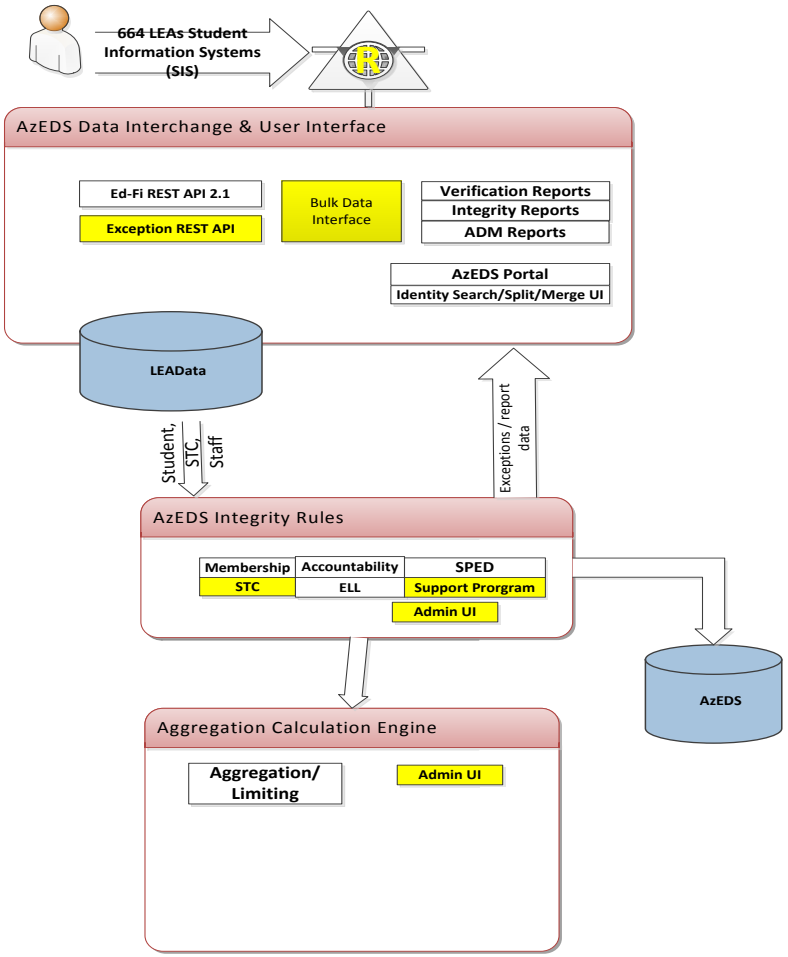
Mark T. Masterson

Chief Information Officer

First and foremost

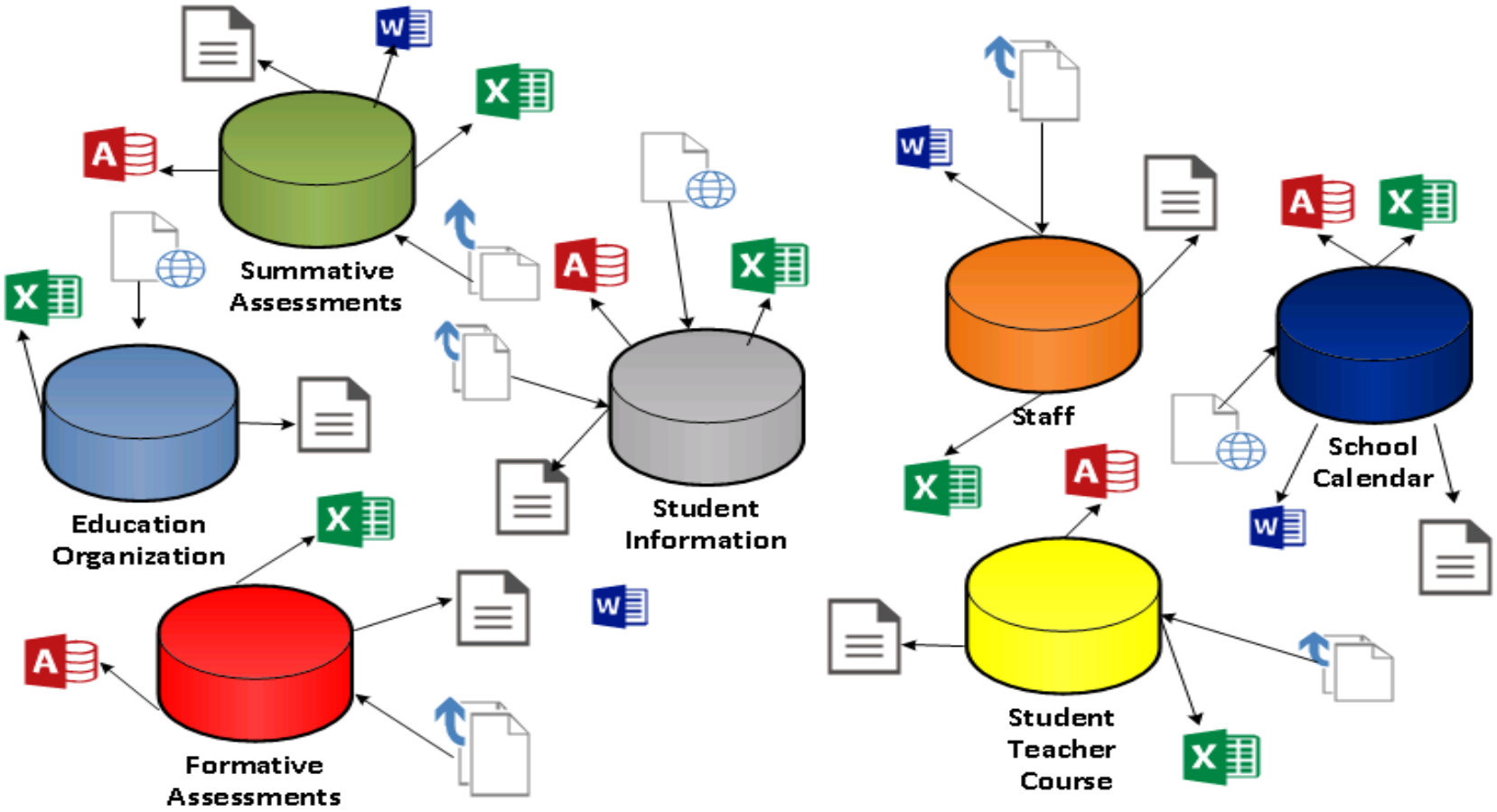
AzEDS data quality has provided the State of Arizona an annual cost savings of $40M compared to SAIS

Components of AELAS
AzEDS



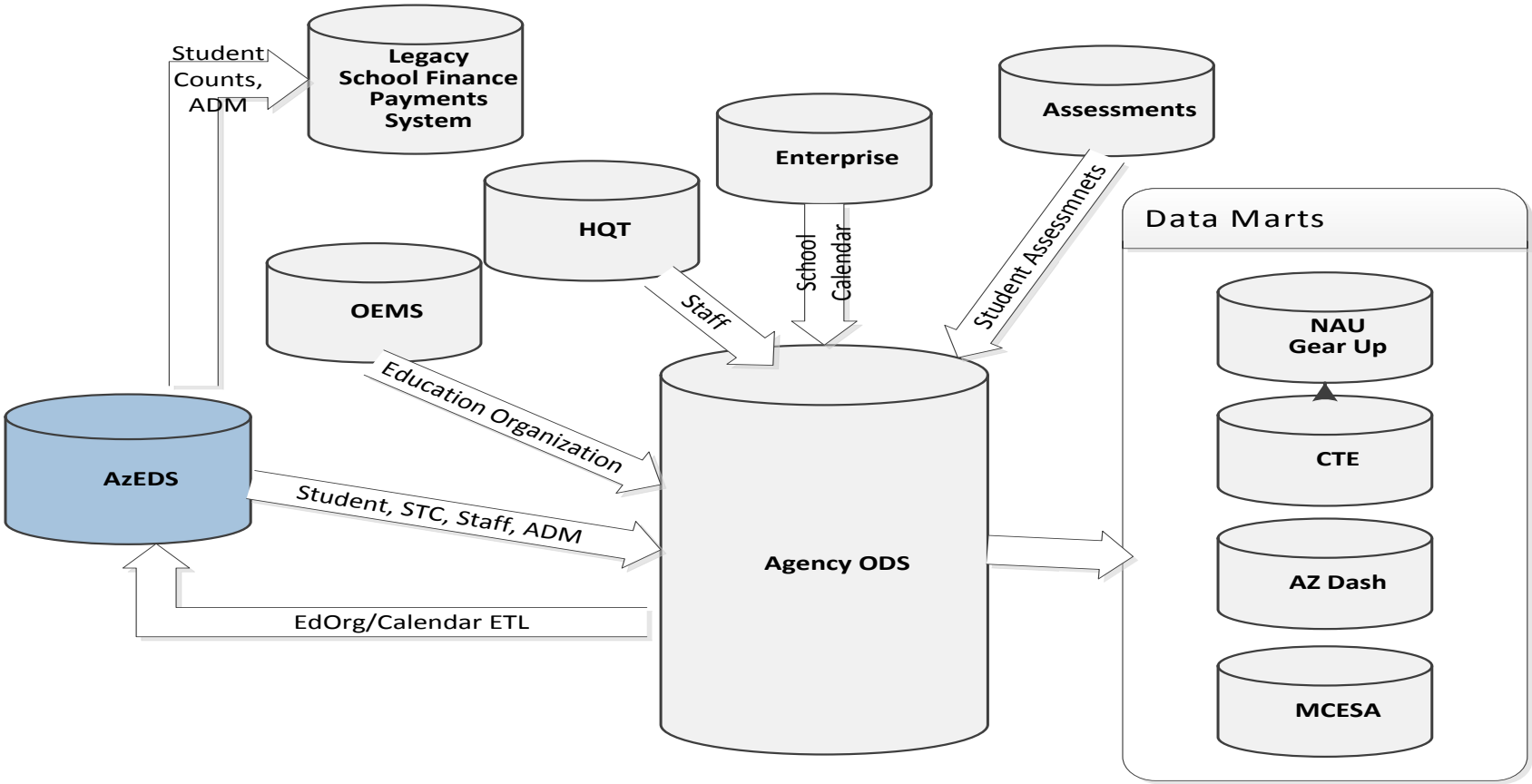
- 4-10M transactions daily
- Returned $40M back to the State due to accuracy of systems and rules
- Returns $40M each and every year going forward

Components of AELAS Operational Data Store

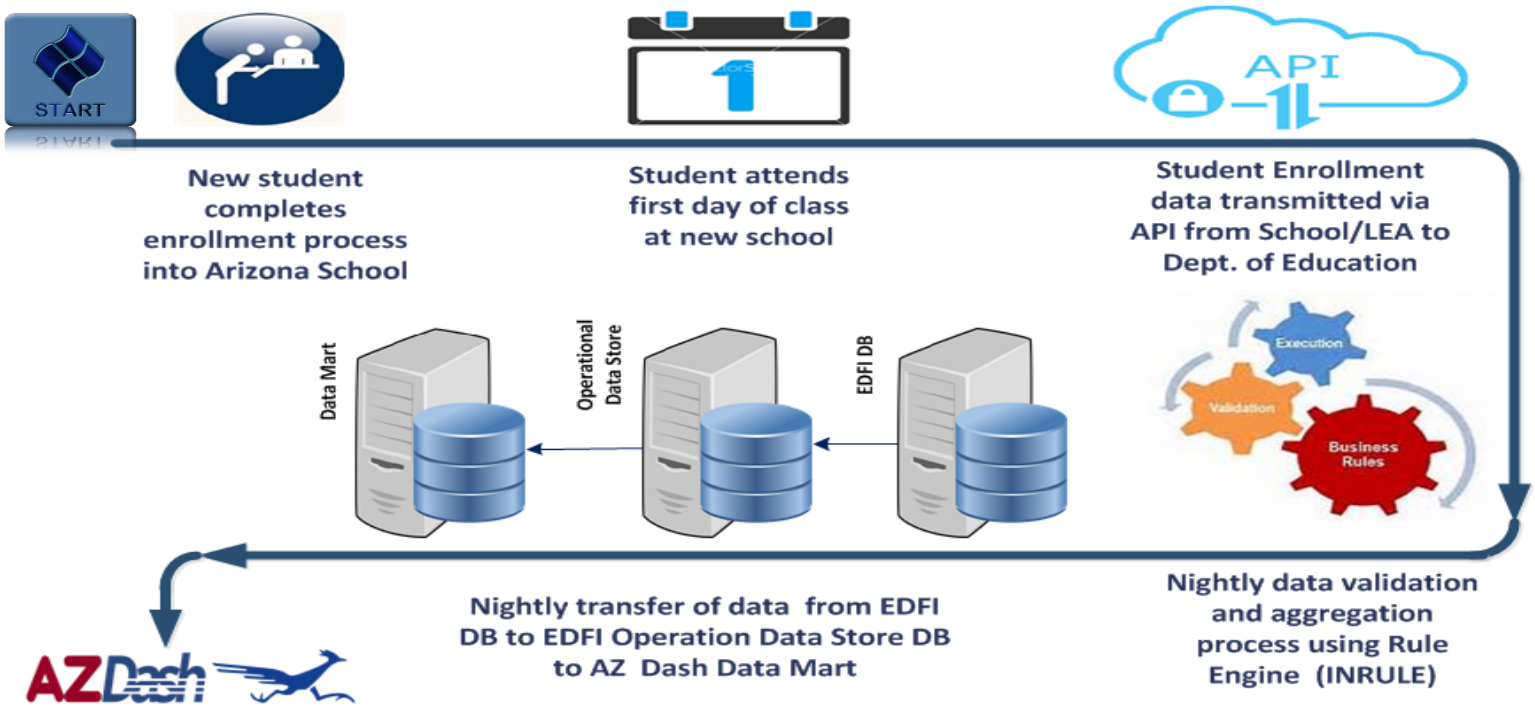


Components of AELAS Operational Data Store

Our design and implementation to-date and with continued investment will remove these silos.



Components of AELAS
AZDash



AZDash
Accelerating Student Achievement

- Assessment History
- Attendance History
- Enrollment History
- Student Program History
- Student Demographics

Longitudinal student data available next business day after data submission from School/LEA

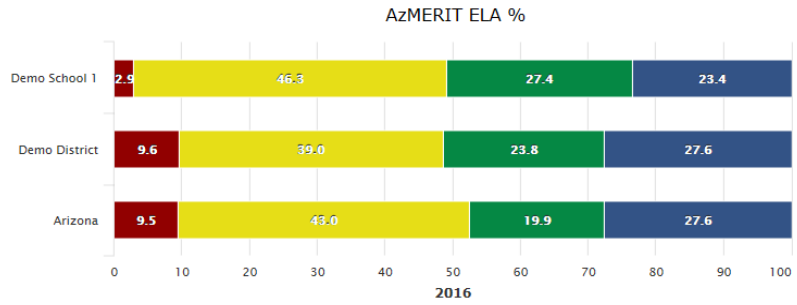
AZDash Application

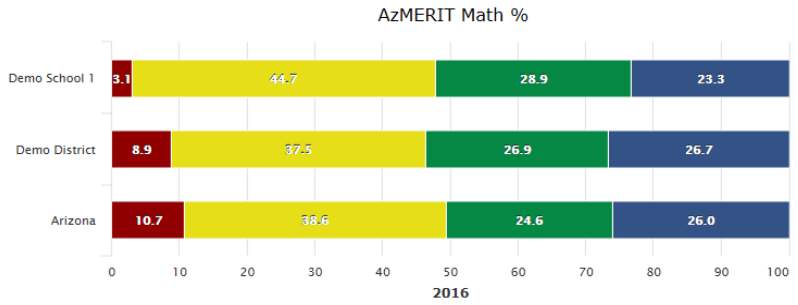
District: Demo District | School: Demo School 1 | Teacher: Teacher - 111131

My Schedule: 2016-2017

Course	Class Period	Students Enrolled
Language Arts (grade 4)	Period: 4th	22
Reading (grade 4)	Period: 4th	22
Writing (grade 4)	Period: 4th	22
Composition—Other	Period: 4th	22
Mathematics (grade 4)	Period: 4th	22
Science (grade 4)	Period: 4th	22
Social Studies (grade 4)	Period: 4th	22

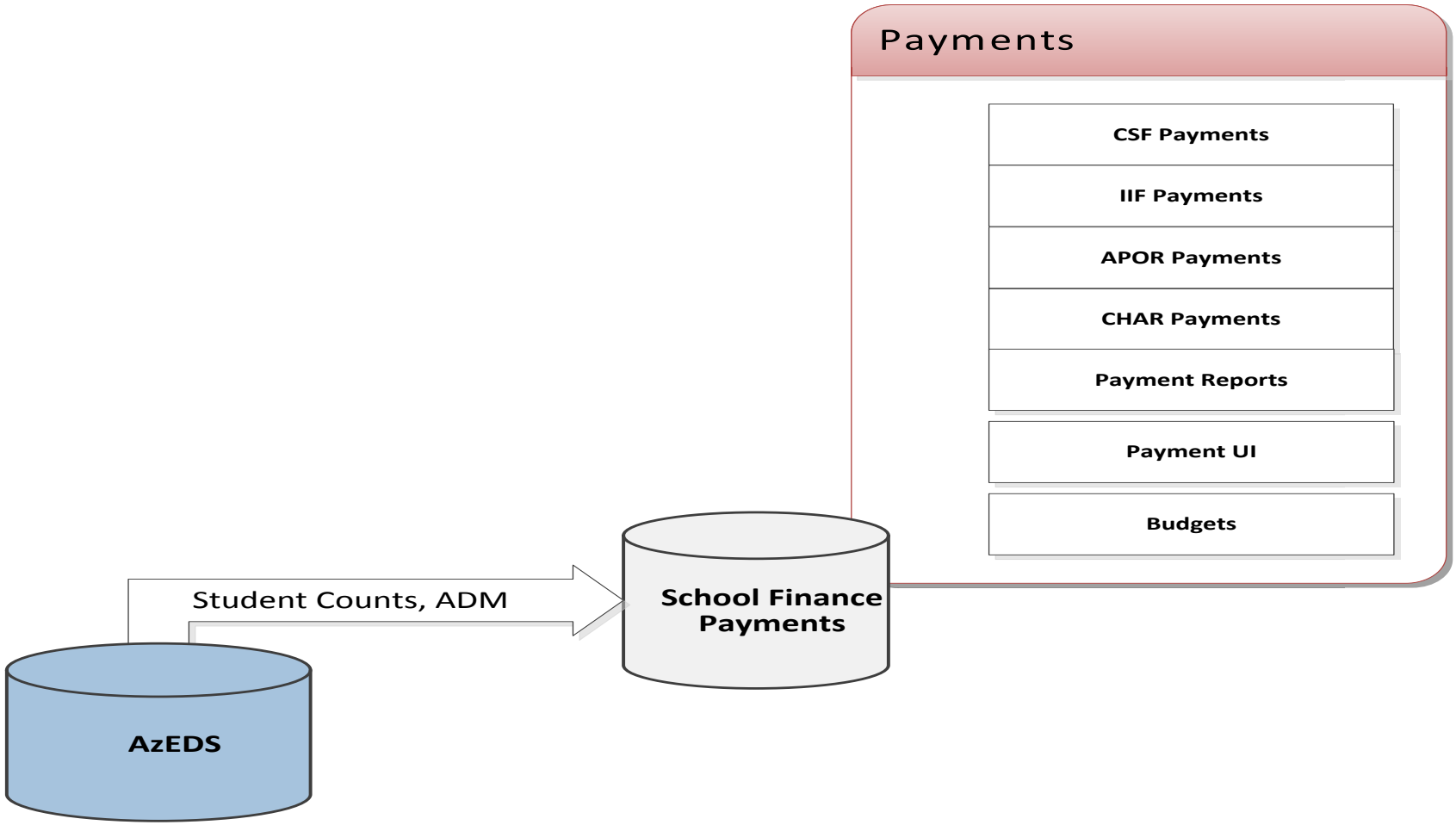
Assessment Results





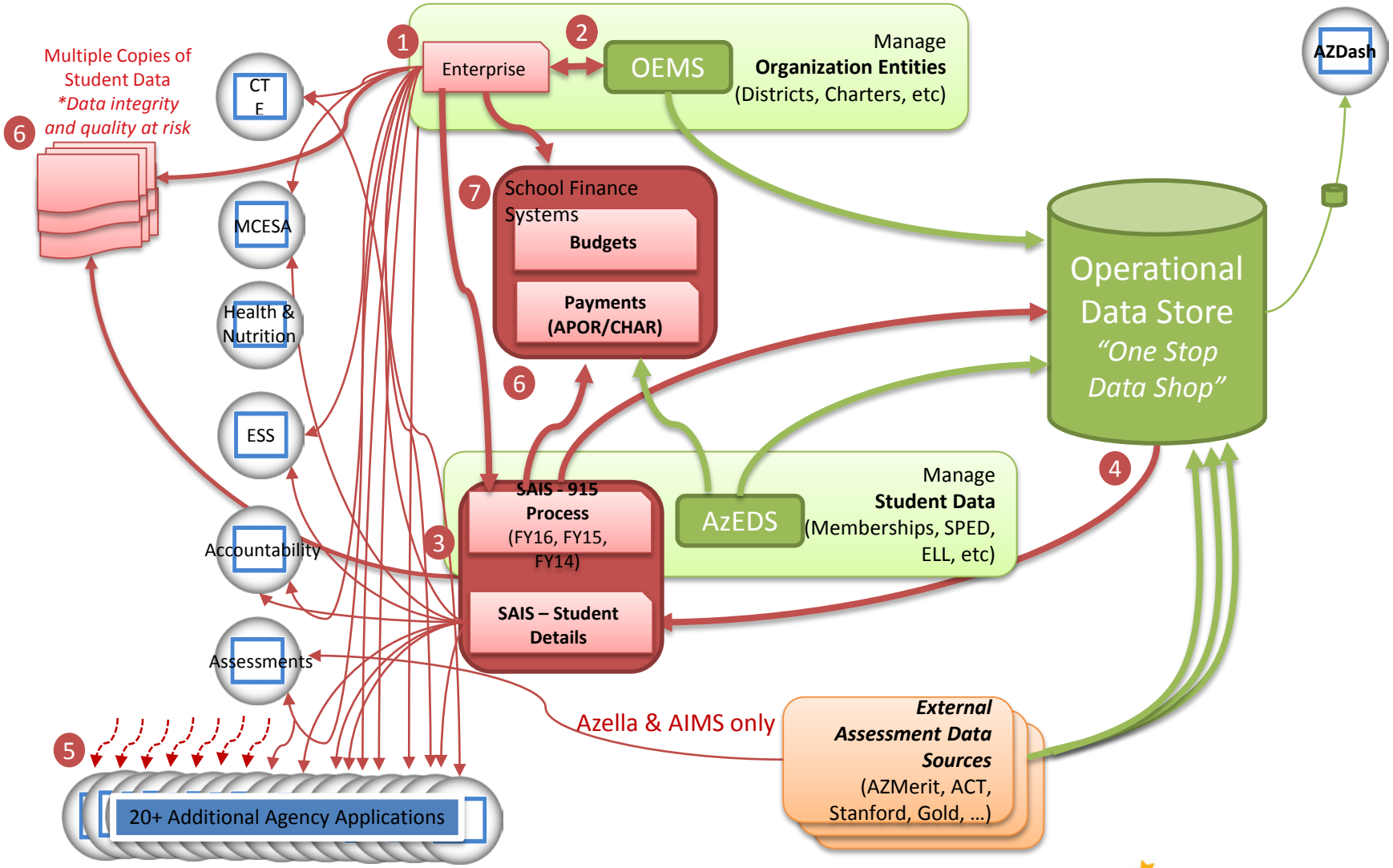
Arizona Department of Education

Components of AELAS
School Finance payment system

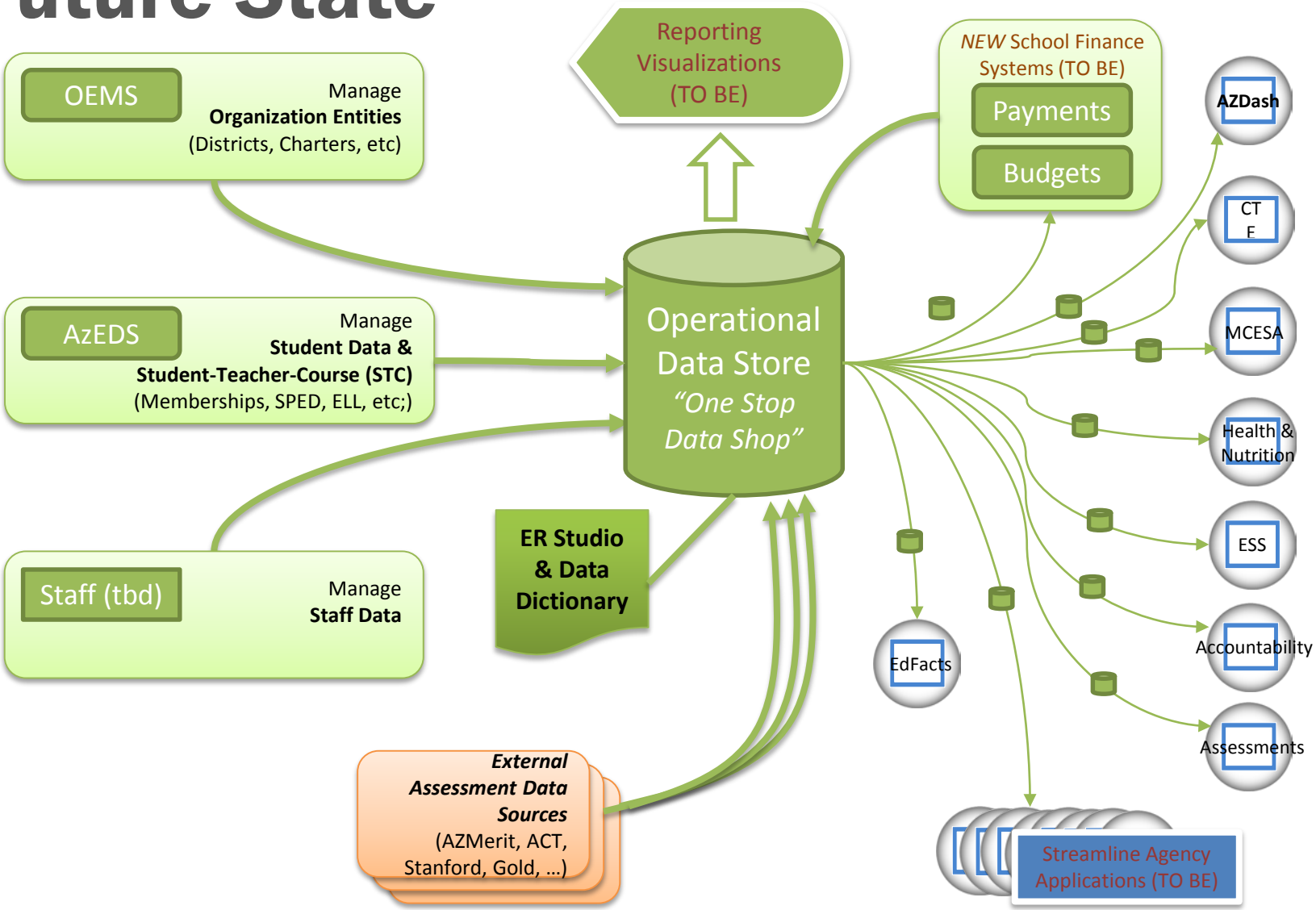


A picture of today

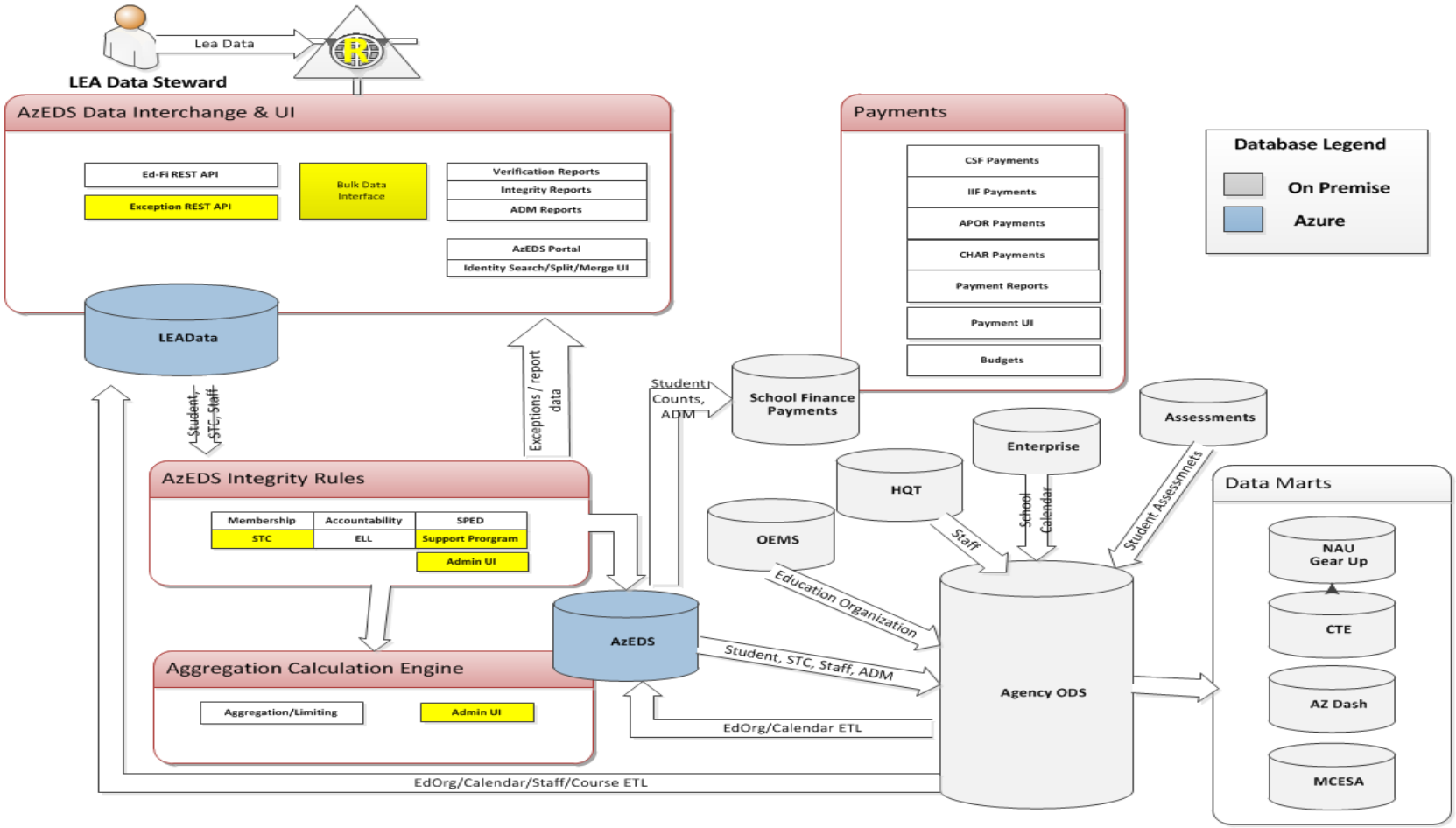
Note – Not depicted but also part of current state are:
- Staff / HQT – applications currently pulling data directly and will streamline in future state
- STC in AzEDS
- Calendar (Enterprise)



Future State



2017 AzEDS high-level architecture



AzEDS FY18 development

- 4 main deliverables for FY 2018 in AzEDS for a total of $1.5M
  - Operational Data Store continued development
  - AzEDS LEA vendor Application Program Interface (API)
  - AzEDS LEA Finance/Teacher API build out
  - Organizational Entity Management System (OEMS) front-end user interface for LEAs

AzEDS Operational Data Store

- 30 SAIS-based systems need to use AzEDS as data source
  - Ed Facts reporting has 180 reports
  - Enable the shutdown of legacy Enterprise
  - Build new School Finance database
  - Build new ADM database
  - Build new Staff database (Teacher Data)
  - Build 10-15 data marts for specific State and Fed data by Program Area
  - Build data cubes for analytics reporting
  - Enable Program Areas to use AzEDS data

AzEDS LEA vendor (16) Application Program Interface (API)

- Jan 2018 API release
  - LEA Calendar migration from legacy Enterprise
  - Legislative session add-on requirements

- June 2018 API release
  - ESSA requirements

Organizational Entity Management System (OEMS) front-end user interface for LEAs

- LEA contacts build out to enable legacy Enterprise to shut down
- Decommission miscellaneous Enterprise applications
- Decouple APOR/CHAR from legacy Enterprise

APOR/CHAR requirements

- High-level requirements for new payment system
  - Replaces technologically inadequate existing manual processes
  - Create statute-based modeling for proposed replacement

- Develop requirements for AzEDS API needed to support financial transparency
  - ESSA requirements and Board rules
  - Site-level financial transparency

What was tabled in FY17

- Integrating existing systems that use SAIS for data
- New dashboards for AZDash
- Adequate software/hardware needs for AELAS development
- APOR/CHAR rewrite

FY18 AELAS spending plan

APOR/CHAR requirements	$ 500,000
AzEDS	$ 1,500,000
AELAS Maintenance and Operations – AzEDS Support – Program Support Office – AZDash – ADEConnect – Hardware and Software	$ 5,300,000
TOTAL	$ 7,300,000

Thank You

Contact
Mark T. Masterson
Chief Information Officer
(602) 542-0804
Mark.Masterson@AZED.gov

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding guidelines on educator applications and certification enforcement actions involving individuals with DUIs or domestic violence

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

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

A.R.S. §15-203(B)(4) states that the Board may provide for an advisory committee to determine whether grounds exist to approve or deny an initial application for certification or a request for a renewal of a certificate.

Board staff has reviewed and compiled a list of recent actions taken by the Board at previous meetings regarding applications, negotiated settlement agreements and contested actions for cases involving DUIs and/or domestic violence.

The presentation serves to inform the Board as it sets a range of suggested disciplinary action.

Recommendation to the Board

It is recommended that the Board create a range of suggested action for immoral or unprofessional conduct by applicants and certificated individuals involving DUIs and/or domestic violence.

Contact Information:

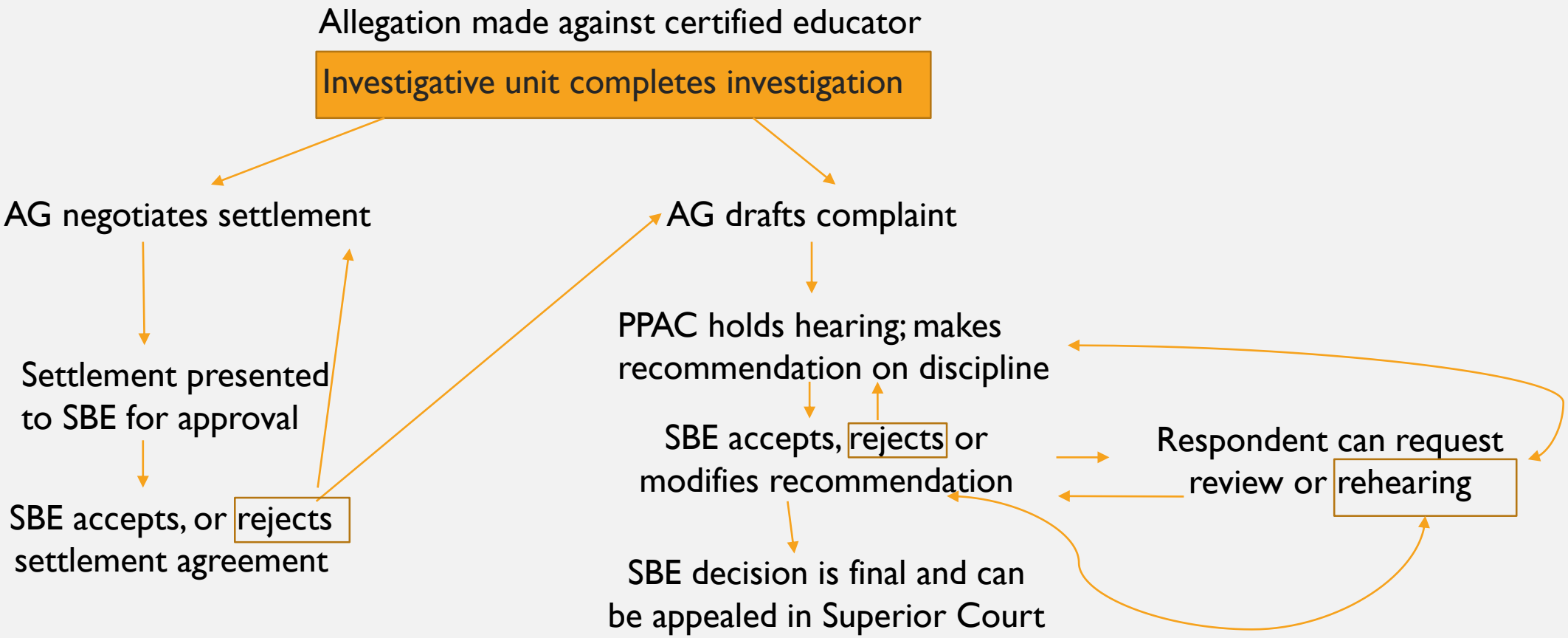
Dr. Karol Schmidt, Executive Director, State Board of Education

DISCIPLINE GUIDELINES

Applications and Certification Enforcement Actions

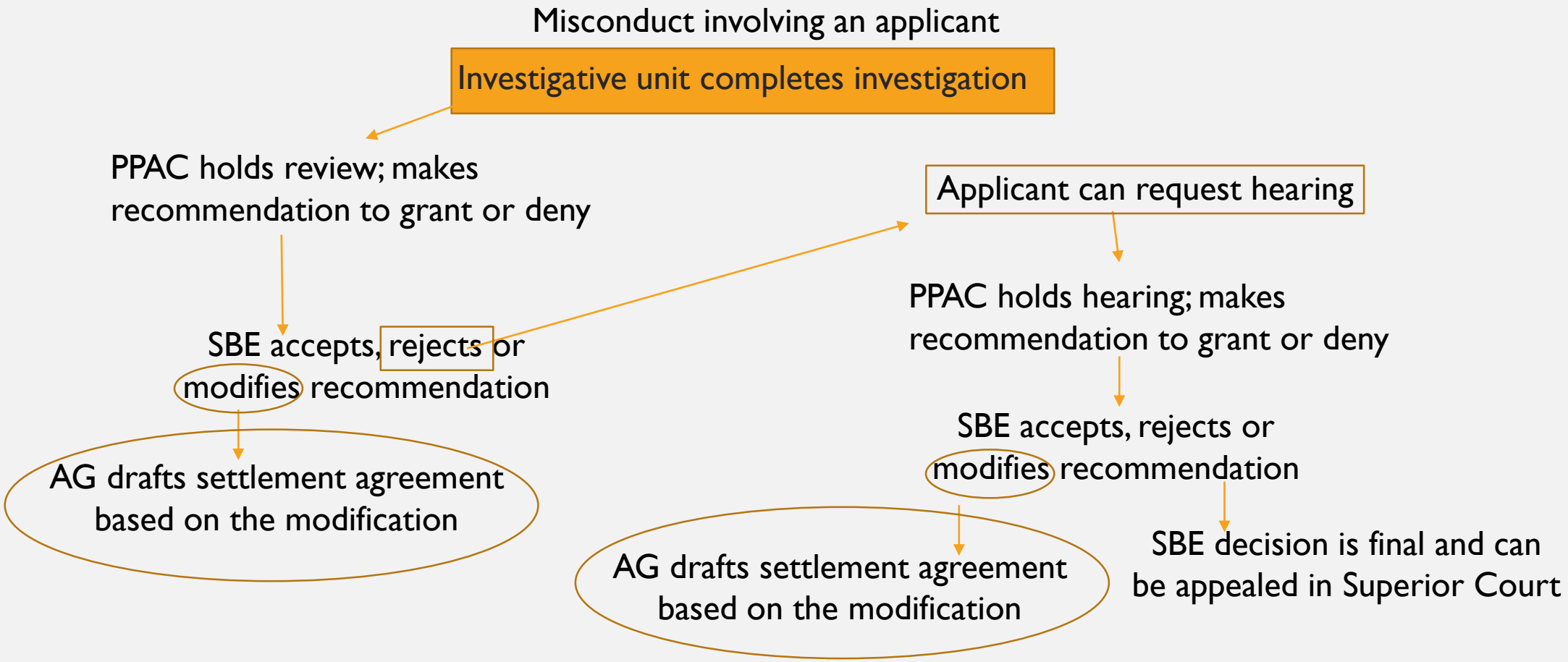
CERTFICATION ENFORCEMENT ACTIONS

LETTER OF CENSURE, SUSPENSION, SUSPENSION WITH CONDITIONS, REVOCATION



APPLICATIONS

GRANT OR DENY



ACTIONS REVIEWED

- Board application and enforcement actions from 2012 through 2017 were reviewed:
    - DUI
    - Domestic violence

DUI APPLICATIONS

PPAC	Board action
• (DV and DUI) – Grant	➢ Denied application 4.27.17
• Grant	➢ Denied application 4.27.17
• Accept NSA	➢ Rejected original NSA; modified with conditions that if arrested again for DUI subject to immediate revocation and loss of due process 4.27.17
• Accept NSA	➢ Accepted NSA 4.27.17
• Grant	➢ Granted application 1.23.17
• Grant	➢ Granted application 2.27.17
• Grant	➢ Denied application 12.19.16
• Grant	➢ Granted application 10.24.16
• Grant	➢ Granted application 12.8.14
• Deny	➢ Denied application 10.27.14
• Grant	➢ Granted application 2.24.14
• Grant	➢ Granted application 12.2.13
• Grant	➢ Granted application 5.20.13
• Grant	➢ Granted application 4.23.12

Board suggested guidelines:

DOMESTIC VIOLENCE APPLICATIONS

PPAC	Board action
• Grant • Grant	➢ Granted application 4.23.12 ➢ Denied principal certification but approved teaching certification 8.22.16

Board suggested guidelines:

DUI ENFORCEMENT ACTION

Contested Action	PPAC	Board action
• DUI • DUI	• Revocation • Suspend	➢ Revocation 4.27.17 ➢ 2-year suspension 4.27.17

Board suggested guidelines:

DOMESTIC VIOLENCE ENFORCEMENT ACTION

Settlement Agreement	Board action
• (DV and DUI) – Suspension through expiration	➢ NSA approved 2.27.17

Board suggested guidelines:

EXECUTIVE SUMMARY

Issue:	Recommended Vendor for Arizona Instrument to Measure Standards - Science

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

ARS §15-741 A.7 requires states to establish a fair and consistent method and standard by which test scores from schools in a district may be evaluated taking into consideration demographic data.

Arizona's Instrument to Measure Standards (AIMS) Science, a criterion-referenced achievement test aligned to and measuring mastery of the Arizona Science Standards was first administered in Spring 2008 to meet the federal science assessment requirements of what is currently known as Every Student Succeeds Act (2015).

AIMS Science results provide student academic achievement results to students, parents, teachers, school administrators, and Local Educational Agency (LEA) staff. This information is used by LEAs and schools to improve instruction; by students, parents, and teachers to guide learning objectives; by education researchers and the public to assess the performance of schools; and by policy makers to inform Arizona's school accountability measures.

The passage of ESSA, the planned revision of the Arizona Science Standards, and evolving best practices for statewide assessment necessitate revisions to AIMS Science that include the test's administration mode, alignment to new science content standards, item types, achievement standards, and reporting structure.

The purpose of this solicitation is to establish a contract with a Contractor for the implementation of the statewide science assessment, AIMS Science, beginning in spring 2018 and continuing through the term of the contract.

Timeline

- The RFP was released on January 5, 2017
- The RFP was approved to advertise on January 12, 2017 in the Daily News-Sun
- Letters of Intent were e-mailed through ProcureAZ on January 5, 2017 to 706 suppliers obtained from the ProcureAZ bid list
- A Pre-offer conference was held on January 23, 2017 with a total of (6) six vendors in attendance.
- The RFP closed on February 28, 2017 and (5) five responses were received.

As allowed by Arizona procurement law, an independent evaluation team consisting of 4 evaluators was assembled to review vendor proposals, to assess the extent to which

Contact Information:
Audra Ahumada, Deputy Associate Superintendent of Assessment
Kelly Koenig, Associate Superintendent of Student Achievement and Educator Excellence

proposals address the requirements listed in the RFP, and to recommend a contract award to the vendor that best addressed the state's requirements and is the most advantageous to the ADE based on the evaluation factors set forth in the solicitation.

Recommendation to the Board
It is recommended that the Board approve ADE's recommendation for the selected vendor for the AIMS Science Assessment.

Contact Information:
Audra Ahumada, Deputy Associate Superintendent of Assessment
Kelly Koenig, Associate Superintendent of Student Achievement and Educator Excellence

Issue: Recommended Vendor for Migrant Education Program to manage the State Migrant Education data system.

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

ADE is a grantee implementing a program for Migratory children under The Elementary and Secondary Education Act of 1965, Title I, Part C, and the Every Student Succeeds Act of 2015, Title I Part C, Section 1301-1309 https://results.ed.gov/legislation. Regulations particular to the needs of migrant children are addressed in Sections 200.26(i)-200.29(c)(1). The Migrant Education Program (MEP) is required to document the eligibility of all children served under the program using the National Certificate of Eligibility (COE) Office of Management and Budget Control No. 1810-0662.

The MEP is required to provide disaggregated assessment results for these children within each Local Educational Agency (LEA) and school by migrant status per DOE 34 CFR 200.2(b)(10) as well as students not included for accountability purposes per DOE 34 CFR 200.6(c). Further, the states are required under No Child Left Behind (NCLB) Section 1308(b)(2)(A)to provide a functional interconnectivity system to the Migrant Student Information Exchange (MSIX). There are approximately eleven thousand Migratory children served by the Arizona MEP. There are approximately 200 users who will need differing levels of access to the data system.

ED*Facts* is a U. S. Department of Education (USDE) initiative to put performance data at the center of policy, management and budget decisions for all K-12 educational programs. ED*Facts* centralizes performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management. The purpose of ED*Facts* is to:

- Place the use of robust, timely performance data at the core of decision and policymaking in education.
- Reduce state and district data burden and streamline data practices.
- Improve state data capabilities by providing resources and technical assistance.
- Provide data for planning, policy, and management at the federal, state, and local levels.

EDEN: Education Data Exchange Network (EDEN) Submission System. The EDEN Submission System is designed to provide SEAs and the Federal government the capacity to transfer and analyze information about education programs. This is a United

States Government computer system operated and maintained by the U.S. Department of Education which encourages its use by staff, researchers and contractors.

Timeline

- The RFP was released on March 6, 2017
- The RFP was approved to advertise on March 7, 2017 in the Daily News-Sun
- Letters of Intent were e-mailed through ProcureAZ on March 6, 2017 to 1,415 suppliers obtained from the ProcureAZ bid list
- The RFP closed on April 6, 2017 and (3) three responses were received.

Evaluation Process

- The Evaluation team consisted of 3 evaluators
- The evaluation meetings were complete May 9, 2017.
- Negotiations and discussions were not held.

Recommendation to the Board

It is recommended that the Board approve the Migrant Education Program's recommendation for the selected vendor for the migrant education state data system.

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Robert J. Appleton, Case No. C-2015-096

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Robert J. Appleton holds a Substitute certificate valid until February 13, 2019.

The investigative unit received a report from the Department of Public Safety that Mr. Appleton was arrested for Felony Aggravated Assault/Dangerous Instrument.

Mr. Appleton was found guilty for One Count of Disorderly Conduct with a Weapon/Instrument on December 21, 2015.

Mr. Appleton was contacted by the investigative unit and surrendered his Arizona teaching certificate on March 14, 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 Robert J. Appleton, 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 Certificate Surrender for Jesus Armenta, Case No. C-2016-476

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Jesus Armenta holds a Standard Elementary Education (1-8) certificate valid until September 2, 2021.

The investigative unit received a report from the Douglas Unified School District Human Resources Department alleging that Mr. Armenta inappropriately touched a female 4th grade student.

Mr. Armenta was contacted by the investigative unit and surrendered his Arizona teaching certificate on March 22, 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 Jesus Armenta, 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 Certificate Surrender for Benjamin M. Bedell, Case No. C-2017-143

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Benjamin M. Bedell holds a Standard Elementary Education (K-8) certificate valid until September 25, 2017.

The investigative unit received a report from the Gilbert Unified School District alleging that Mr. Bedell had an inappropriate relationship with a minor female student.

Mr. Bedell was contacted by the investigative unit and surrendered his Arizona teaching certificate on March 20, 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 Benjamin M. Bedell, 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 Certificate Surrender for Hayden L. Drescher, Case No. C-2016-277

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Hayden L. Drescher holds a Substitute certificate valid until November 12, 2021.

The investigative unit received a report from the Department of Public Safety that Mr. Drescher's Fingerprint Clearance Card was suspended due to an arrest for Felony Sexual Exploitation of a Minor.

Mr. Drescher was contacted by the Attorney General's Office and surrendered his Arizona teaching certificate on March 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 Hayden L. Drescher, 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 Certificate Surrender for Gustave O. Frey Jr.
Case No. C-2017-186

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Gustave O. Frey Jr. holds a Substitute certificate valid until December 18, 2017.

The investigative unit received a report from the Cenpatico Agency that Mr. Frey made threatening statements to harm students.

Mr. Frey was contacted by the investigative unit and surrendered his Arizona teaching certificate on April 18, 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 Gustave O. Frey 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: Consideration of Certificate Surrender for Kaili Galbraith
Case No. C-2017-240

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Kaili Galbraith holds a Provisional Mild-Moderate Disabilities Special Education (6-12) certificate and a Provisional Elementary Education (1-8) certificate, both of which expire on February 21, 2020.

The investigative unit received a report from the Certification Unit at ADE that Ms. Galbraith had submitted an altered exam score report to obtain certification.

Ms. Galbraith was contacted by the investigative unit and surrendered her Arizona teaching certificates on March 30, 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 Kaili Galbraith, 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 Certificate Surrender for Irene Gonzalez
Case No. C-2016-281

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Irene Gonzalez held a Standard Secondary Education (6-12) certificate, which expired on April 15, 2016.

The investigative unit received a report from Maricopa County Superior Court that Ms. Gonzalez was convicted of Possession of Dangerous Drugs, methamphetamine, a Class 4 Felony.

Ms. Gonzalez was contacted by the investigative unit and surrendered her Arizona teaching certificate on March 29, 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 Irene Gonzalez, 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 Certificate Surrender for Tanner Hatch
Case No. C-2017-142

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Tanner Hatch holds a Provisional Elementary Education (1-8) certificate and a Provisional Cross Categorical Special Education (K-12) certificate, both of which expire on September 16, 2018. Mr. Hatch also has a Substitute certificate, which expires on August 28, 2021.

The investigative unit received a report from DPS that the fingerprint clearance card of Mr. Hatch had been suspended due to an arrest for downloading child pornography. These images were also saved to his computer while he was at school.

Mr. Hatch was contacted by the investigative unit and surrendered his Arizona teaching certificates on March 10, 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 Tanner Hatch, 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 Certificate Surrender for Christopher Lesniak
Case No. C-2015-176

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Christopher Lesniak held a Standard Elementary Education (K-8) certificate, which expired on June 25, 2016.

On April 8, 2016, Mr. Lesniak was convicted of kidnapping, a Class 2 Felony, and Aggravated Assault, a Class 4 Felony, as the result of a domestic violence incident that occurred on July 7, 2015.

Mr. Lesniak was contacted by the Attorney General's Office and surrendered his Arizona teaching certificate on April 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 Christopher Lesniak, 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 Certificate Surrender for John G. Mariscal
Case No. C-2016-236

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

John G. Mariscal holds a Standard Secondary Education (6-12) certificate, valid until March 24, 2020.

The investigative unit received a report from the Douglas Unified School District that Mr. Mariscal was observed by students to be watching pornography on his school issued computer during school hours.

Mr. Mariscal was contacted by the investigative unit and surrendered his Arizona teaching certificate on April 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 John G. Mariscal, 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 Certificate Surrender for Daniel E. Prokosch
Case No. C-2014-068

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Daniel E. Prokosch holds a Standard Secondary Education (6-12) certificate and a Standard Career and Technical Education Business and Marketing certificate, both of which expire on August 2, 2019.

The investigative unit received a report from DPS reporting that Mr. Prokosch's fingerprint clearance card had been suspended due to an arrest for Child Abuse involving Domestic Violence.

Mr. Prokosch was contacted by the investigative unit and surrendered his Arizona teaching certificates on March 23, 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 Daniel E. Prokosch, 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 Weiser Case No. C-2017-115, Pursuant to A.R.S. § 15-550.

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

William Weiser held a Temporary Secondary (7-12) certificate, which expired on July 1, 1994.

Mr. Weiser was found guilty of the crime of Open or Gross Lewdness, for inappropriately touching a female student multiple times, by the Second Judicial District Count for the State of Nevada on or about February 2, 2017.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants 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 Weiser, 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 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.

State Board Action

At the Arizona State Board of Education Meeting on April 24, 2017, a Negotiated Settlement Agreement was discussed and Board members expressed a willingness to consider granting Mr. Castle's application with conditions that is Mr. Castle was ever arrested again he would be subject to automatic revocation of his certificate. The Board members then asked that the Negotiated Settlement Agreement be brought back before the Board at the May meeting.

Settlement Agreement and Conditions

Mr. Castle agrees to the following:
The State Board of Education will grant Mr. Castle's application for certification with conditions: "If Applicant is arrested for any criminal offense at any time after the date this Agreement is approved and adopted by the Board, Applicant shall notify the Board of that arrest in writing within five working days of the date of that arrest, and Applicant waives his due process rights to a disciplinary administrative hearing and will be subject to automatic revocation of any and all of his certificates, which is a disciplinary action that will be reported to the National Association of State Directors of Teacher Education and Certification ("NASDTEC") and will bar Applicant from applying for any certificate for five years."

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, of William Castle.

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 David Contreras, C-2016-715R

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Mr. Contreras is applying for certification through an Institutional Recommendation ("IR") in the area of K-12 Art Education.

Mr. Contreras was arrested in June of 2008 for Extreme DUI.

Mr. Contreras was cited in December of 2013 for open alcohol containers in a vehicle. Mr. Contreras pled guilty to an Open Container Alcohol: passenger area, a Class 2 Misdemeanor.

Mr. Contreras was arrested for Possession of Narcotics and Drug Paraphernalia in December of 2014. On April 17, 2015, Mr. Contreras was found guilty of one count of Solicitation to Unlawfully Possess a Narcotic Drug: Cocaine and one count of Unlawful Possession of Drug Paraphernalia. Both counts were Class 6 Undesignated Felonies. On July 11, 2016, both counts were designated as Class 1 Misdemeanors.

Mr. Contreras only reported the 2008 arrest on his application for certification.

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

The PPAC, at its April 11, 2017 meeting, recommended by a vote of 5 to 0, that the Board grant Mr. Contreras' application for certification despite evidence showing that the Mr. Contreras 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 David Contreras.

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 Applications for Certification for Roland Youngling, C-2017-069R

☒ Action/Discussion Item ☐ Information Item

Background and Discussion
Mr. Youngling is applying for a Substitute teaching certificate and a Provisional Secondary Education (6-12) certificate.

On January 6, 2013, Mr. Youngling was arrested for Marijuana Possession, Possession of Drug Paraphernalia, and DUI. He was subsequently convicted of Extreme DUI.

On October 25, 2014, Mr. Youngling was arrested for Felony Possession of Narcotic Drug (Cocaine) and Felony Possession of Marijuana. He was subsequently convicted of one count of Solicitation to Unlawfully Possess a Narcotic Drug and one count of Unlawful Possession of Drug Paraphernalia. Both counts were Class 6 Undesignated Felonies.

Recommendation of the Professional Practices Advisory Committee ("PPAC")
The PPAC, at its April 11, 2017 meeting, recommended by a vote of 6 to 0, that the Board grant Mr. Youngling's applications for certification despite evidence showing that the Mr. Youngling 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 applications of Roland Youngling.

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

Issue:	Presentation, discussion and possible action regarding the Recommendation for Certificate Suspension, with conditions, of Alexandra Balch, Case No. C-2016-267.

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Ms. Balch held a Standard Special Education ID certificate (K-12) which expired on March 1, 2017, and a Standard Elementary Education certificate (K-8) which expired on November 27, 2016. On September 21, 2016, Ms. Balch filed applications to renew those certificates.

On September 30, 2010, Ms. Balch was arrested for DUI by an Arizona Department of Public Safety ("DPS") officer.

At the DPS office, Ms. Balch was tested to determine her blood alcohol content ("BAC"). Ms. Balch's BAC was 0.230 at 5:51 p.m. and 0.224 at 5:57 p.m.

On February 4, 2011, Ms. Balch pled guilty to one count of Driving While Impaired to the Slightest Degree, a Class 1 Misdemeanor.

On April 3, 2016, DPS received a call regarding an erratic driver on Interstate 8 and, based upon the caller's information, DPS officers were able to locate the vehicle and the driver, Ms. Balch, at her residence.

Ms. Balch admitted to officers that she had been driving from Phoenix to Yuma, had her six year old son in the car with her, and had hit a guardrail while driving.

DPS officers took Ms. Balch to the DPS office, where her BAC was tested. Ms. Balch's breath samples were 0.283 BAC at 9:21 p.m. and 0.280 BAC at 9:28 p.m. A blood sample showed a BAC of 0.283.

Ms. Balch was indicted by a grand jury in Yuma on the following charges:

a. Count 1: Aggravated Driving Under the Influence of Intoxicating Liquor While a Minor Present (Class 6 Felony)
b. Count 2: Aggravated Driving Under the Influence of Intoxicating Liquor Having a Blood Alcohol Concentration of .08 or More While a Minor Present (Class 6 Felony)
c. Count 3: Endangerment (Class 6 Felony)

On October 11, 2016, Ms. Balch entered a plea agreement and was convicted on one count of Extreme DUI with a BAC of .20 or more, a Class 1 Misdemeanor.

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

The PPAC, at its April 11, 2017 meeting, recommended, by a vote of 5 to 1, that the State Board of Education suspend any and all certificates held by Alexandra Balch for a period three

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

years, with the conditions that Ms. Balch successfully completes counseling, therapy, or a treatment program which addresses the substance abuse issues that led to the conduct.

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 Alexandra Balch for a period of three years, with conditions, 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 issue a letter of censure on the certificate(s) of Robin Bennett, C-2016-648

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Ms. Bennett holds a Standard Elementary Education certificate (K-8) and a Standard Cross Categorical Special Education certificate (K-12), both of which expire on August 13, 2017.

Ms. Bennett was employed at Chino Valley High School ("CVHS") in the Chino Valley Unified School District ("CVUSD") located in Chino Valley, Arizona.

On September 29, 2016, Ms. Bennett was arrested following a single vehicle accident on State Route 89 in Chino Valley, Arizona.

On October 4, 2016, Ms. Bennett was reassigned to home by the superintendent of CVUSD. Ms. Bennett resigned from her position at CVUSD on or about October 18, 2016.

Ms. Bennett subsequently faced on the following criminal charges in Yavapai County Superior Court:

Count 1:	Possession or Use of Dangerous Drugs (Class 4 Felony) [Zolpidem/Ambien]
Count 2:	Possession or Use of Narcotic Drugs (Class 4 Felony) [Cannabis]
Count 3:	Possession or Use of Narcotic Drugs (Class 4 Felony) [Morphine]
Count 4:	Possession of Drug Paraphernalia (Class 6 Felony)
Count 5:	Driving or Actual Physical Control While Under the Influence of Intoxicating Liquor or Drugs (Class 1 Misdemeanor)

On November 17, 2016, Ms. Bennett pled guilty to:

(1) one count of Possession or Use of Narcotic Drugs (Morphine), a Class 4 Felony;
(2) one count of Possession of Drug Paraphernalia (Non-Methamphetamine), a Class 6 Undesignated Felony; and
(3) one count of Driving or Actual Physical Control While Under the Influence of Intoxicating Liquor or Drugs, a Class 1 Misdemeanor

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

The PPAC, at its April 11, 2017 meeting, recommended, by a vote of 6 to 0, that the State Board of Education issue a letter of censure on the certificate(s) held by Robin Bennett.

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 issue a letter of censure on the certificate(s) of Robin Bennett, 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 Michael Kawa, Case No. C-2016-704

☒ Action/Discussion Item ☐ Information Item

Background and Discussion

Mr. Kawa holds a Standard Secondary Education certificate (6-12), which expires on September 19, 2018.

Mr. Kawa was employed as a teacher at Dobson High School ("Dobson") in Mesa Public Schools ("Mesa") located in Mesa, Arizona.

On December 6, 2016, Mr. Kawa was transported to a medical facility by Dobson administration due to the suspicion that Mr. Kawa was under the influence of drugs and/or alcohol upon arrival at Dobson that morning.

At the medical facility, Mr. Kawa produced a urine sample for drug testing and a breath sample for alcohol testing.

Upon returning to Dobson, the school resource officer searched a bag that Mr. Kawa had been carrying and discovered that the bag contained heroin, methamphetamine and drug paraphernalia.

On December 6, 2016, Mr. Kawa was assigned to home with pay.

Mr. Kawa was charged with the following:

A. Count 1: Possession of Dangerous Drugs (Class 4 Felony)
B. Count 2: Possession of Narcotic Drugs (Class 4 Felony)
C. Count 3: Possession of Dangerous Drugs in a Drug Free School Zone (Class 4 Felony)
D. Count 4: Possession of Narcotic Drugs in a Drug Free School Zone (Class 4 Felony)
E. Count 5: Possession of Drug Paraphernalia (Class 6 Felony)

Mr. Kawa's drug test came back positive for heroin, methamphetamine and marijuana. Mr. Kawa tested negative for alcohol in his system.

Recommendation of the Professional Practices Advisory Committee (PPAC)

On April 11, 2017, the PPAC recommended, by a vote of 6 to 0, that the Board take disciplinary action through revocation of any and all of Mr. Kawa's teaching certificates.

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

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 Michael Kawa's teaching certificates and that all states and territories be so notified.

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