



## Arizona State Board of Education

### NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Monday, April 25<sup>th</sup>, 2016, at 9:00 AM at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007**. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to A.R.S. § 38-431.03(A)(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 13<sup>TH</sup> day of April, 2016.

Arizona State Board of Education

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

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

AGENDA  
ARIZONA STATE BOARD OF EDUCATION  
April 25<sup>th</sup>, 2016  
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Monday, April 25<sup>th</sup>, 2016  
9:00 AM  
Arizona Department of Education, Room 122  
1535 W. Jefferson, Phoenix, AZ 85007

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

1. BUSINESS REPORTS

A. President's Report

1. Introduction of Dr. Rita H. Cheng
2. Scheduling of summer retreat

B. Superintendent's Report

1. Ms. Cadi Angeli – Sonoran Trials Middle School, Cave Creek SD – State Counselor Award
2. Ms. Katherine Pastor – Flagstaff SD – National Counselor Award

C. Board Member Reports

1. Academic Standards updates – Jared Taylor

D. Executive Director's Report

1. Policy development updates
2. Investigative Unit updates
3. Education learning and accountability system quarterly reports
4. Updates regarding requests for video streaming of Board meetings

2. CONSENT AGENDA

All items on the 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 additional monies for Teacher Compensation for the fiscal year 2016-2017

B. Approval to receive 2016 state aid and budget capacity due to the Capital Transportation Adjustment for Small School Districts

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- C. Approval of Move On When Ready qualification scores for the Arizona World History Spring 2016 administration
- D. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by:
  - 1. Ryan Robert Rath
  - 2. Murat Ahmet Alev
- E. Approval of the voluntary surrender of the educator certificates held by:
  - 1. Alden Edward Young
  - 2. Angel Roman Verdugo
  - 3. Grant L. Turley
  - 4. James McNamee
  - 5. Lilian Houston
  - 6. Humberto R. Gutierrez
  - 7. Steven M. Grant
  - 8. Douglas A. Cline
  - 9. Douglas Eugene Clapp
- F. Approval of negotiated settlement agreements held by:
  - 1. Christopher M. Rice
  - 2. Gordon Ray
  - 3. Donna M. Colson
  - 4. Catherine Mary Ballman
  - 5. Brandon Brothers
- 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 the Performance Audit of the Arizona Department of Education K-3 Reading Program.
  - B. Presentation, discussion and possible consideration to approve the request of Phoenix Elementary School District No. 1 to assume accounting responsibility, pursuant to A.R.S. § 15-914.01.

- C. Presentation and discussion regarding legislative affairs. The Board may take action to support, oppose or remain neutral on specific legislative proposals.
- D. Presentation, discussion, and possible action regarding the retention status of third grade students who read significantly below grade level for the 2016-2017 school year as determined by scores on the third grade English Language Arts AzMERIT exam due to delayed receipt of AzMERIT scores.
- E. Presentation, discussion and possible action regarding creation of a Career and Technical Education Task Force to develop policy recommendations on the Career and College Pathway and on career literacy.
- F. Presentation, discussion and possible action to revise the Arizona Framework for Measuring Educator Effectiveness.
- G. Presentation, discussion and possible action to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to deny the application for certification of Allan Smith.
- H. Presentation, discussion and possible action to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to suspend the certification of Maria Giles.

## 5. STUDY SESSION

Presentation, discussion and possible action regarding discipline guidelines on certification enforcement actions. Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session for discussion or consultation for legal advice on this item.

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

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

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

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

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

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

**Recommendation to the Board**

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

ID	CTDS	County	Name
4511	150404000	La Paz	Quartzsite Elementary District
4259	070405000	Maricopa	Isaac Elementary District
4443	110243000	Pinal	Apache Junction Unified District
4220	050206000	Graham	Pima Unified District
4286	070510000	Maricopa	Phoenix Union High School District
4252	070381000	Maricopa	Nadaburg Unified School District
4396	090227000	Navajo	Kayenta Unified School District
4403	100201000	Pima	Tucson Unified District

**Contact Information:**

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

## AGENDA ITEM

ASSOCIATE SUPERINTENDENT APPROVAL: \_\_\_\_\_

STATE BOARD MEETING DATE: April 25, 2016

SUBJECT: Approval for the attached Small School Districts to receive the indicated 2016 state aid and budget capacity due to the Capital Transportation Adjustment for Small School Districts pursuant to 15-963

SUBMITTED BY: Chelsea Jemison, Payment Analyst- School Finance

MANAGEMENT TEAM REVIEW: Lyle Friesen 

### BACKGROUND INFORMATION:

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

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

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

*School finance has verified that the districts included in the attached have applied for this Transportation adjustment, the dollar amount calculated is based on SBE previously does not exceed 20% of the total amount which a county may budget for that fiscal year in all small district service program funds as provided in section 15-365, subsection F.*

*School Finance Unit staff has reviewed all requests and has verified that this multiple District request **does meet state requirements***

BOARD ACTION REQUESTED: [ ] INFORMATION [X] ACTION/DESCRIBED BELOW

[X] Pursuant to A.R.S. 15-963, please approve the attached FY2016 Capital Transportation Adjustments

ATTACHMENTS: YES [X] NO [ ]

## EXECUTIVE SUMMARY

**Issue:** Approval for the attached Small School Districts to receive the indicated 2016 state aid and budget capacity due to the Capital Transportation Adjustment for Small School Districts pursuant to 15-963

☒ Action/Discussion Item

☐ Information Item

### Background and Discussion

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

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

*Once approved, district is authorized to increase their District Additional Assistance by this SBE approved dollar amount. School finance has verified that the districts included in the attached have applied for this Transportation adjustment, the dollar amount calculated is based on SBE previously does not exceed 20% of the total amount which a county may budget for that fiscal year in all small district service program funds as provided in section 15-365, subsection F.*

### Recommendation to the Board

It is recommended that the Board approve the attached adjustments for the Capital Transportation adjustment pursuant to A.R.S. 15-963. School Finance Unit staff has reviewed all requests and has verified that this multiple District request **does meet state requirements**

### Contact Information:

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

Small School Transportation Adjustment

A R S 815-963

County	District	Small School Transportation Amount Requested	Small School Transportation Need	Application Date	County Small School Payment Total	Allowable 20%	Total Average Daily Miles	Total Average Transported Students	% of County	Award
Apache	Concho Elementary District		): Funding to replace one high mileage 77 \$85,000.00 passenger school bus.	08-Feb-16	\$52,102.24	\$10,420.45	1915	261	70.13%	\$7,308.12
Apache	Vernon Elementary District			09-Feb-16	\$52,102.24	\$10,420.45	678	132	29.87%	\$3,112.33
Apache Total										
Cochise	Bowie Unified District		Replacement bus for > an old bus that keeps breaking down and we are over 100 miles from a \$35,000.00 > repair facility.	03-Feb-16	\$ 131,465.83	\$26,293.17	206	18	11.85%	\$3,116.67
Cochise	Double Adobe Elementary District			08-Feb-16	\$ 131,465.83	\$26,293.17	110	43	12.17%	\$3,199.01
Cochise	Pearce Elementary District		Purchased a special needs van to transport \$11,000.00 handicapped, wheelchair bound students	02-Feb-16	\$ 131,465.83	\$26,293.17	135	58	15.85%	\$4,166.33



Small School Transportation Adjustment

A R S 815-963

County	District	Small School Transportation Amount Requested	Small School Transportation Need	Application Date	County Small School Payment Total	Allowable 20%	Total Average Daily Miles	Total Average Transported Students	% of County	Award
Cochise	San Simon Unified District		15 passenger vehicle to aide in student transportation	03-Feb-16	\$ 131,465.83	\$26,293.17	360	102	33.05%	\$8,689.29
Cochise	Valley Union High School District		Cummins ISB13 54 passenger 2016 Bluebird school bus	03-Feb-16	\$ 131,465.83	\$26,293.17	372	65	27.09%	\$7,121.87
Cochise Total										\$26,293.17
Coconino	Fredonia-Mocasin Unified District			03-Feb-16	\$ 69,065.41	\$13,813.08	226	92	41.49%	\$5,730.81
Coconino	Maine Consolidated School District			03-Feb-16	\$ 69,065.41	\$13,813.08	397	105	58.51%	\$8,082.27
Coconino Total										\$13,813.08
Gila	Pine Strawberry Elementary District		2015 Starcraft, 14 passenger w/wheelchair for sport trips and small field trips	08-Feb-16	\$ 57,554.51	\$11,510.90	190	89	100.00%	\$11,510.90
Gila Total										\$11,510.90

Small School Transportation Adjustment

A R S 815-9153

County	District	Small School Transportation Amount Requested	Small School Transportation Need	Application Date	County Small School Payment Total	Allowable 20%	Total Average Daily Miles	Total Average Transported Students	% of County	Award
La Paz	Bicentennial Union High School District	\$28,000.00 Ford Explorer for student conferences		08-Feb-16	\$ 60,920.42	\$12,184.08	729	104	64.81%	\$7,896.51
La Paz	Bouse Elementary District	\$60,000.00 Bus to replace existing 1997 school bus.		02-Feb-16	\$ 60,920.42	\$12,184.08	57	35	11.72%	\$1,427.73
La Paz	Salome Consolidated Elementary District	\$100,000.00 bus		10-Feb-16	\$ 60,920.42	\$12,184.08	147	63	23.47%	\$2,859.83
<b>La Paz Total</b>										
Maricopa	Aguila Elementary District	\$25,000.00 years old and worn out. No local funds.	New student school bus. Ours are more than 10	02-Feb-16	\$ 109,656.75	\$21,931.35	60	71	8.75%	\$1,917.94
Maricopa	Morristown Elementary District	\$125,000.00 District bus to be replaced has over 230,000 miles	New conventional bus for student transport.	02-Feb-16	\$ 109,656.75	\$21,931.35	624	129	35.65%	\$7,818.69

Small School Transportation Adjustment

A R S 815-963

County	District	Small School Transportation Amount Requested	Small School Transportation Need	Application Date	County Small School Payment Total	Allowable 20%	Total Average Daily Miles	Total Average Transported Students	% of County	Award
Maricopa	Palo Verde Elementary District	\$130,000.00	Replacement of 1996 school bus	02-Feb-16	\$ 109,656.75	\$21,931.35	389	319	43.87%	\$9,622.26
Maricopa	Sentinel Elementary District	\$25,000.00		02-Feb-16	\$ 109,656.75	\$21,931.35	230	32	11.73%	\$2,572.46
										\$21,931.35
Mohave	Littlefield Unified District	\$124,959.55	Littlefield Unified has purchased two school buses through a financed purchase. The balance on the first bus purchase is \$28,619.13. The balance on the second bus purchase is \$96,339.42, for a total of \$124,959.55. Our district is requesting the balance of \$124,959.55. Our district is requesting the balance of \$124,959.55.	02-Feb-16	\$ 104,204.48	\$20,840.90	301	302	100.00%	\$20,840.90
										\$20,840.90
Navajo	Cedar Unified District	\$200,000.00	Buses. Our current buses (5 ea.) are 2000, 2001 models and are requiring extensive repairs. We are currently in receivership and receive no funding for purchasing capital items.	03-Feb-16	\$ 52,102.24	\$10,420.45	460	77	31.78%	\$3,311.94
Navajo	Heber-Overgaard Unified District	\$26,373.21	FY2015 IC Ce School Bus - VIN4DRBUAAN5FB699180 - Transport student to \$26,373.21 and from school	02-Feb-16	\$ 52,102.24	\$10,420.45	536	366	68.22%	\$7,108.51
Navajo Total										\$10,420.45

Small School Transportation Adjustment

A R S 815-963

County	District	Small School Transportation Amount Requested	Small School Transportation Need	Application Date	County Small School Payment Total	Allowable 20%	Total Average Daily Miles	Total Average Transported Students	% of County	Award
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Pinal	Mary C O'Brien Accommodation District	\$150,000.00 Air Conditioned Handicapped Accessible Bus		03-Feb-16	\$ 109,656.75	\$21,931.35	778	220	24.59%	\$5,393.32
Pinal	Oracle	\$130,000.00 BUS		04-Feb-16	\$ 109,656.75	\$21,931.35	1133	432	41.35%	\$9,069.71

Pinal	Ray Unified District	\$142,415.00 2017 Bluebird School Bus		04-Feb-16	\$ 109,656.75	\$21,931.35	553	215	20.39%	\$4,471.95
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Pinal	Santa Cruz Valley Union High School Distr	\$5,000.00 Assist the District with a lease purchase of a bus		02-Feb-16	\$ 109,656.75	\$21,931.35	382	140	13.66%	\$2,996.37
Pinal Total										\$21,931.35

This is the final lease payment on a Special Needs Bus. The District plans to purchase another bus next fiscal year at an approximate cost of \$72,000. The District is in desperate need of a new bus. Our \$9,479.48 small fleet is getting older and every bus is cur

Yavapai	Beaver Creek Elementary District			02-Feb-16	\$ 136,918.10	\$27,383.62	275	234	21.45%	\$5,872.93
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Yavapai	Congress Elementary District	Annual payment for 2016 BlueBird Bus already purchased		04-Feb-16	\$ 136,918.10	\$27,383.62	230	47	8.63%	\$2,363.60
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APR 615-963

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## EXECUTIVE SUMMARY

<b>Issue:</b>	Move On When Ready Qualification Scores – Arizona World History – Spring 2016 Administration
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☒ Action/Discussion Item

☐ Information Item

### Background and Discussion

The Arizona Move On When Ready (MOWR) initiative is an innovative performance-based initiative at the high school level designed to increase student academic achievement and to prepare all students for college and careers. The Move On When Ready legislation passed in 2010 and 2011 provide a framework for an education model that enables students to advance in their educational career based on demonstrated learning instead of seat time. Key provisions include the establishment of the Grand Canyon High School Diploma, a performance-based high school diploma available to students who demonstrate they are college and career ready, and the implementation of Board Examination Systems, which are coherent and aligned instructional systems.

On January 24, 2011, the State Board of Education approved several providers of Board Examination Systems for use in Arizona, including both lower and upper division course offerings from Cambridge International Examinations and ACT QualityCore, and upper division course offerings from College Board Advanced Placement and International Baccalaureate.

Pursuant to A.R.S. §15-792.02 these examination systems shall “have common passing scores that are prescribed by an interstate compact on board examination systems and that are set to the level of skills and knowledge needed to succeed in college-level courses....” To assist the Board in meeting this requirement the National Center on Education and the Economy (NCEE) convened a technical advisory committee to establish pass points on the Excellence for All (E4A) World History exam developed by Arizona and Kentucky teachers to serve as a complement to the ACT QualityCore instructional system. The Center for the Future of Arizona is seeking approval of the college readiness qualification score recommended by the technical advisory committee for the Spring 2016 Arizona administration of the E4A World History exam.

Attached is the NCEE white paper, which explains the qualification score and process of the technical advisory committee in more detail.

### Recommendation to the Board

It is recommended that the Board approve the qualification score set by the technical advisory committee for the Spring 2016 Arizona administration of the E4A World History exam.

### Contact Information:

Breanne Bushu, Development Manager and Policy Advisor, Center for the Future of Arizona



**EXCELLENCE FOR ALL**  
WORLD-CLASS INSTRUCTIONAL SYSTEMS FOR OUR SCHOOLS

## **Setting College-Ready Qualification Scores for the Fall 2015 Mississippi and Spring 2016 Arizona World History Examinations**

The *Excellence for All* initiative calls for students to demonstrate competence in five subject matter areas – mathematics, English language arts, history, the sciences and the arts – to be eligible to earn a proficiency-based diploma (e.g., Arizona’s Grand Canyon Diploma) as early as the end of their sophomore year in high school. Depending on the aligned instructional system their school has chosen, students take end-of-course examinations in each of these subjects from either the University of Cambridge’s International General Certificate of Secondary Education (IGCSE) or ACT’s *QualityCore* systems. The National Center on Education and the Economy’s (NCEE) Technical Advisory Committee (TAC) has established the qualification scores for English language arts and mathematics for both systems, but the states are responsible for setting the qualification scores in the three other subject areas.

Establishing suitable qualification scores is critical to the success of the initiative because these qualification scores set the standard for which every single high school student should be striving and the standard to which each school is committed to helping every student achieve. At the request of the participating states, NCEE convened a History Task Force to recommend a qualification score for the ACT *QualityCore* and IGCSE history courses. State education agencies in Arizona, Kentucky and Mississippi and the Capitol Region Education Council in Connecticut were each invited to appoint members to the task force, which initially met in May 2012 to set qualification scores for the *QualityCore* U.S. History and IGCSE (World) History examinations. Participants included high school history teachers, community college and university faculty, state education department curriculum professionals, and representatives of the private sector.

ACT *QualityCore* does not include a world history assessment, so since 2012, an NCEE-appointed committee has collaborated with teachers at participating *Excellence for All* schools using the *QualityCore* instructional system to create a coherent end-of-course examination that would be well aligned with their curricula. For the Fall 2015 Mississippi and Spring 2016 Arizona examinations, this committee consisted of Abby Reisman, University of Pennsylvania; Lloyd Bond, consulting scholar at the Carnegie Foundation for the Advancement of Teaching; and Emily Brimsek, NCEE.

In December 2012, NCEE convened a subset of the larger Task Force to recommend a qualification score for the May 2012 administration of the Kentucky world history examination, an assessment that was developed as a complement to the ACT *QualityCore* U.S. History examination used in that state. The *Excellence for All* world history examination changes yearly and has since been introduced in schools implementing the *QualityCore* instructional system in Arizona and Mississippi.

NCEE has convened subsets of the larger Task Force on several other occasions between 2012 and 2015 to set qualification scores for additional administrations of the *Excellence for All* world history exam in the participating states. In Fall 2015, a school in Mississippi administered the latest iteration of the *Excellence for All* world history examination at the end of a semester-long, double-period world history course. This examination will also be used as the end-of-course examination in Spring 2016 for students in Arizona who are taking a year-long world history course in the 2015-2016 school year. In February 2016, NCEE invited previous members of the Arizona and Mississippi World History Task Forces to set a qualification score for the Fall 2015 Mississippi/Spring 2016 Arizona administration of the exam.<sup>1</sup>

Like the ACT *QualityCore* U.S. History examination, the world history examination includes both a multiple choice section and a constructed response section. However, while the multiple choice and constructed response portions of the *QualityCore* examination are weighted equally, the constructed response portion of the *Excellence for All* examination is weighted twice as heavily as the multiple choice portion. The differential weighting is intended to allow the exam to capture the wide range of skills taught in the *Excellence for All* world history course and to allow students to demonstrate their ability and understanding beyond the scope that traditional multiple choice questions allow. This examination was designed to include multiple means for students to demonstrate their ability to recall and use historical information, to comprehend and evaluate original source materials, to reason historically, to analyze conflicting interpretations of history, and to make and support an historical argument with evidence.

Students taking the world history examination have the potential to earn 60 total points: 20 points from the multiple choice section and 40 points from the constructed response section. The multiple choice section includes questions spanning the entire chronology of the course. The constructed response section requires students to complete four short answer questions that assess their ability to evaluate, corroborate, contextualize and ultimately make an argument about an historical event using four primary sources.

After the administration of the examination in Fall 2015, graduate students (doctoral candidates in history) were trained to score the constructed response items using a scoring guide developed by the committee that developed the examination. Each item was scored by three separate scorers, and at least two scores were used in the development of the final score for each task. After the results were compiled and analyzed, the World History Task Force met in February 2016 to review the examination and a range of examples of student work for the constructed response tasks, and to recommend a qualification score for the examination.

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<sup>1</sup> A complete set of biographical sketches of the members of the task force is attached as an appendix.



The Task Force was charged with two specific goals:

- First, the qualification score should be an indicator of readiness to move forward in education, either to an upper division secondary history or social science course or to the initial credit-bearing course in a history or social science program of study in an open enrollment college.
- Second, the score is also intended to serve as an approximation of basic civic competence, indicating that a student who meets the qualification score has demonstrated mastery of knowledge consistent with that of an educated person entering young adulthood. Students who meet the qualification score should have a set of tools in hand that will allow them to navigate civil society and participate in our democratic institutions.

Because the examination format has changed from the initial administration in May 2012, there is no extant data on student performance on the examination or on the relationship of student performance on the exam to subsequent success in high school or college. Therefore, the Task Force has had to approach developing a qualification score recommendation for this assessment somewhat differently than it had for the two IGCSE History examinations and the *QualityCore* U.S. History examination, though they employed the same approach used to set the qualification score for the previous world history examinations.

The Task Force reviewed examples of student work on the constructed response section of the test, selected to indicate low/middle to high/middle performance on the exam. The Task Force also reviewed a concordance table, prepared by Lloyd Bond, showing the likely performance of students on the multiple choice portion of the exam, given their performance on the constructed response tasks. This process is in accordance with the measurement community's understanding that it is easier for expert panels to come to consensus on student performance levels when they can examine student work rather than relying solely on student answers to multiple choice questions. The Task Force also agreed that a reliable and trustworthy judgment about the appropriate qualification score would be achieved if they first evaluated student work on the constructed response tasks and then used this information to guide their thinking about corresponding performance required on the multiple choice items.

Additionally, normative data about the student performance on this examination was tabulated prior to the meeting, but was not distributed to the Task Force until they had come to an initial agreement on the qualification score.

In considering the student work, the Task Force understood that the qualification score for world history needed to be seen not just as a mark for a single subject, but as one part of a larger qualification framework in which students would also have to reach a qualification score in (i) another history course; (ii) similar standards in the

sciences and the arts; and (iii) meet demanding standards in English and mathematics already set by the NCEE TAC. Given the crucial role that English and mathematics play in virtually all post-secondary opportunities, the NCEE TAC placed special value on preventing false positives for these subjects (i.e., ensuring that students who are not yet ready for college are not told that they are). In contrast, the Task Force concluded that for this history exam there was greater value in preventing false negatives (i.e., ensuring that students who are ready for college-level work are not prevented from moving on). Furthermore, while the Task Force shares the general belief that as a society we need to “raise the bar” for student performance, the Task Force did not believe this exam should be used to create an elite program. There was also wide agreement that basic literacy in history was essential to meet the shared objective that students leave high school ready to lead the life of an educated person. Balancing these influences, the Task Force decided that the qualification score for the world history courses should not be as stringent as the scores for mathematics and the English language arts.

Key considerations for developing a qualification score recommendation for the world history examination were the following:

- What knowledge, skills and dispositions are priorities for the exam?
- How do these priorities align with what is necessary for success in open-enrollment college courses, in upper division high school history courses, and, most importantly, for civic competence?
- What skill levels reflected in the student work from the constructed response tasks demonstrate readiness for success at open-enrollment colleges or upper division high school history courses?

The Task Force’s discussion was anchored by seven sets of student work from the Fall 2015 administration. Each set included one student’s responses to all four constructed response items. Five of the sets contained student work from the first of the two content options on the exam. These examples ranged from student performance that the Task Force was unlikely to deem “ready,” to student performance that the Task Force would likely characterize as exceeding the threshold for readiness to move on to the next level of education. The two additional sets contained student work from the other of the two content options on the exam. These two samples corresponded, in terms of student performance level and overall score, to Sample 2 and Sample 4 from the first group of examples. The task force based their conversation primarily on this first group, but considered the second group in order to ensure that the qualification score would be comparable across both exam options.

As a group, the Task Force examined each set of student work, and debated whether the student’s performance (taken as representative of others performing at a similar

level of achievement) demonstrated readiness to move on to the next level of education. Ultimately, they decided that the readiness/educated person benchmark lay between the third and fourth samples of student work, which had earned constructed response scores of 17 and 19, respectively. Therefore, the Task Force agreed that a score of 18 on the constructed response section was representative of the standard they were seeking.

After deciding on a constructed response score of 18, the Task Force turned to the prediction of multiple choice scores based on the constructed response scores. The psychometric analyses prepared by Lloyd Bond that was provided to them suggested that a score of 18 on the constructed response portion of the exam would predict a multiple choice score of 9. However, the Task Force felt that given the way that the exam was constructed, a multiple choice score of 10 or 11 added to a constructed response score of 18 would be more appropriate given the standard of readiness they expect students to meet. Therefore, the Task Force focused on a qualification score in the range of 28-29.

There are multiple ways for students to reach the overall score, as points are awarded in a compensatory manner where weakness in one set of questions may be offset by strengths in another. A scale score in the range of 28 or 29 would typically require students to demonstrate a middle range of ability on both the multiple choice and constructed response sections. While it would be possible for students to earn all of the necessary points in the constructed response section alone, it is unlikely that a student would achieve the qualification score in this way due to the rigor of the constructed response section of the examination. The Task Force decided that a student who was able to achieve a combined score in this range would have a skill level appropriate to satisfy the Task Force's goals.

Once the Task Force had narrowed their discussion to this range, the normative data for the Fall 2015 administration of the examination was shared with them. It indicated that a score of 29 represented the 93<sup>rd</sup> percentile and 28 the 91<sup>st</sup> percentile. The Task Force considered whether this data might lead them to refine their recommendation in one direction or the other. While the Task Force felt strongly that a score of 18 on the constructed response section of the exam represented readiness, they did not have as strong an opinion on whether this should be increased by 10 or 11 points representing performance on the multiple choice portion of the exam. Given the normative data, and cognizant of the fact that the world history examination represents one of eight exams and that false negative decisions should be minimized, the group decided that the lower of the two scores was most appropriate. Therefore, they unanimously agreed to recommend a score of **28**.

*March 2016*

Appendix: Task Force Members

## **Appendix**

### **Task Force Members**

#### **Edward Lee Childress**

Edward Lee Childress has been superintendent of the Corinth (MS) School District for 12 years. He led the Corinth School District in a reorganization of school campuses through the consolidation of services of four schools into two along with the passage of a \$12.8 million bond issue. The bond issue allowed the construction of the new Corinth Elementary School and numerous renovations at Corinth Middle School, which is located in a historic former high school building. Dr. Childress is a trustee for Mississippi Public Employees Retirement System representing public school and community college educators; serves as vice chairman of the Mississippi Commission on School Accreditation; serves as the president of the Program for Research and Evaluation in Public Schools; and sits on the board of directors of the Mississippi Association of School Superintendents and the Advisory Board for the Mississippi School for Math and Science.

Prior to becoming Corinth's superintendent, Dr. Childress served as a social studies teacher in the Clarksdale Public Schools and then became program manager for the Mississippi Department of Education's School Executive Management Institute, which provided training for over 2,000 Mississippi school administrators. He was also director of school improvement for the DeSoto County School District before serving for nine years as Assistant Superintendent for the Corinth School District. He is a graduate of Delta State University.

#### **Richard V. Damms**

Richard V. Damms is associate professor of history at Mississippi State University where he was recognized by the Mississippi Humanities Council as the university's "Humanities Teacher of the Year" for 2011. He specializes in United States political history and the history of American foreign relations and has published three books, *The Eisenhower Presidency* (Longman, 2002), *Culture, Power, and Security: New Directions in the History of National and International Security* (Cambridge Scholars Press, 2012) and *Scientists and Statesmen: President Eisenhower's Science Advisers and National Security Policy* (Republic of Letters, 2015). In the last decade, he has become increasingly involved in history education initiatives in Mississippi, directing a U.S. Department of Education Teaching American History Grant program for a consortium of schools headed by the Starkville Public School District (2003-6), serving two terms as editor-in-chief of Mississippi History NOW: the Online Journal of the Mississippi Historical Society (which seeks to make recent scholarly research accessible to a high-school audience), and acting as a content specialist consultant for the Mississippi Department of Education during the drafting of the new (2010) U.S. History since 1877 curriculum and the development of related assessment tools. He previously chaired the Mississippi Historical Society's History in the Schools

Committee. He holds a Ph.D. in American History from The Ohio State University.

### **Mark Klobas**

Mark Klobas is an instructor of history at Scottsdale Community College in Scottsdale, Arizona. A graduate of the University of Arizona, he received his Ph.D. in history from Texas A&M University. He has developed curriculum for a range of courses, from American history and world history, to specialized courses on English history, Irish History, and the history of the modern Middle East.

### **Kevin Olson**

Kevin Olson is a partner in the law firm of Steptoe & Johnson LLP, a Washington DC firm with offices in Phoenix, Los Angeles, New York, Chicago, London, Brussels and Beijing. He practices in the firm's business solutions group. His work is in the areas of general corporate advice, start-up and later stage financings, securities and corporate finance, mergers and acquisitions, and other commercial transactions. Mr. Olson represents clients in many industries, including consumer electronics, alternative energy, food distribution, and technology. He is also a member of the Securities Section of the State Bar of Arizona (for which he is a past chairman) and the Business Section of the State Bar of Arizona (for which he is also a past chairman).

### **Alexa Neal**

Alexa Neal is a high school history teacher at Imagine Prep Surprise. She graduated from Arizona State University where she received a Bachelor's in Secondary Education, with a concentration in history. Mrs. Neal was Imagine Prep's 2010-2011 Teacher of the Year, and is highly qualified in history and English. She has worked on developing both history and English curricula at the secondary level, and holds accreditation from Cambridge International Examinations in the areas of literature, world history, and American history. Mrs. Neal is also currently attending Grand Canyon University, working toward a Master of Public Administration with an emphasis in government and policy.

### **Advisors**

#### **Lloyd Bond**

Lloyd Bond is a consulting scholar with the Carnegie Foundation for the Advancement of Teaching and emeritus professor of education at the University of North Carolina, Greensboro. From 2002 to 2008 he was a senior scholar at Carnegie working in the area of assessment across several Carnegie Foundation programs. Dr. Bond has published widely in the area of assessment, measurement theory and testing policy and has made fundamental contributions to the literature on measuring complex performance and cognitive process underlying test

performance. He has held editorial positions on the leading journals in educational and psychological measurement and serves on numerous commissions and panels devoted to testing and testing policy. He is currently a member of the Data Analysis Committee of the National Assessment of Educational Progress (NAEP) and the Psychometric Panel of The College Board. Previously he served on the National Academy of Sciences' Committee on Indicators of Science and Mathematics Education and their Committee on Science Assessment Standards. A fellow of both The American Psychological Association (APA) and the American Educational Research Association (AERA), he is the recipient of numerous honors and awards, including the Presidential Citation from AERA for Contributions to Educational Measurement and an APA Distinguished Service Award for his work on the Joint Standards for Educational and Psychological Testing. He has served as a trustee for The College Board, and currently sits on the boards of the Human Resources Research Organization and the National Center for Research on Evaluation, Standards & Student Testing. Dr. Bond obtained a Ph.D. in Psychology from the Johns Hopkins University, specializing in psychometrics and quantitative methods. He taught test theory and psychometrics at the University of Pittsburgh, and at the University of North Carolina, Greensboro.

### **Avishag (Abby) Reisman**

Dr. Reisman is an Assistant Professor of Teacher Education in the Teaching, Learning, and Leadership Division of the University of Pennsylvania's Graduate School of Education. Prior to her arrival at Penn, Dr. Reisman was a visiting professor at Teachers College, Columbia University, and a researcher at the National Center for Research on Evaluation, Standards, and Student Testing at UCLA. She received her Ph.D. from Stanford University, where she directed the "Reading Like a Historian" Project in San Francisco, the first extended history curriculum intervention in urban high schools. Her 2011 dissertation won the Larry Metcalf Award from the National Council for the Social Studies. An article that emerged from her dissertation won the 2013 William Gilbert Award from the American Historical Association. Dr. Reisman began her career in education as a classroom teacher in a small, progressive high school in New York City. Her work has appeared in *Cognition and Instruction* (2012) and *Journal of Curriculum Studies* (2012), and is forthcoming in *Teachers College Record*.

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Permanent Revocation of Certificate for Ryan Robert Raths, Case No. C-2014-006, Pursuant to A.R.S. § 15-550.

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Ryan Robert Raths holds a Standard Elementary Education, K-8 certificate, which expires on November 22, 2016.

On or about January 6, 2016, in Maricopa County Superior Court of Phoenix, AZ, Ryan Robert Raths pled guilty to one count of Sexual Assault and two counts of Attempted Sexual Assault. Sentencing occurred on or about March 11, 2016. Mr. Raths was sentenced to six years in the Arizona Department of Corrections penal system. He will be placed on lifetime probation upon release and required to register as a sex offender.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of his Arizona teaching certificate.

**Recommendation to the Board**

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

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Permanent Revocation of Certificate for Murat Ahmet Alev, Case No. C-2014-065, Pursuant to A.R.S. § 15-550.

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Murat Ahmet Alev holds a Substitute certificate, which expires on August 18, 2016.

On or about January 11, 2016, in Maricopa County Superior Court of Phoenix, AZ, Murat Ahmet Alev pled guilty to three counts of Attempted Sexual Exploitation of a Minor. Sentencing occurred on or about February 11, 2016. Mr. Alev was sentenced to ten years in the Arizona Department of Corrections penal system. He is required to register as a sex offender upon release.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

**Recommendation to the Board**

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

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education



**EXECUTIVE SUMMARY**

<b>Issue:</b>	Consideration of Certificate Surrender for Alden Edward Young, Case No. C-2014-082.
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☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Alden Edward Young holds a Substitute teaching certificate that expires on October 1, 2019.

On March 20, 2014, the Pima County Sheriff's Department discovered Mr. Young with his fifteen year old student from Catalina Foothills High School (C.F.H.S.) alone together in his personal vehicle. The vehicle was parked in a secluded area at 1:17 a.m. The teenage student was with Mr. Young past the 10:00 p.m. curfew. The deputy did not suspect any sexual activity occurring between Mr. Young and the student prior to his contact. However, Mr. Young was arrested for Contributing to the Delinquency of a Minor.

On October 20, 2014, Mr. Young was interviewed by the CFHS Principal regarding the incident and he admitted to participating in the inappropriate conduct. Mr. Young was subsequently placed on administrative leave and later terminated by the school district.

On October 7, 2014, in Pima County Consolidated Justice Court, Mr. Young was acquitted of his criminal charge.

On March 10, 2016, Mr. Young surrendered his teaching certificate to the Investigative Unit.

**Recommendation to the Board**

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

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for Angel Roman Verdugo, Case No. C-2011-010

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Angel Roman Verdugo held a Standard Elementary Education Certificate, K-8, which expired on October 1, 2012.

Mr. Verdugo was a teacher at Herrera Elementary School in the Phoenix Elementary School District from 2005 through 2007. On or about September 11, 2009, the Board received a report of allegations of inappropriate conduct with students on or about June 2006. Two parents notified the District in August 2009. Phoenix Police Department conducted an investigation. No charges were filed. Mr. Verdugo did not accept a contract for the 2007-2008 school year and as a result his termination was presented to the Governing Board as a resignation.

Mr. Verdugo was certified in Pennsylvania and worked as a lecturer in education at Holy Family University and at Kensington High School, both located in the Philadelphia School District, Philadelphia, PA. He was disciplined by the Pennsylvania Department of Education, Professional Standards and Practices Commission on or about April 25, 2013, resulting in a revocation of his teaching credentials due to allegations of sexual misconduct with a male student.

During the Board investigation, Mr. Verdugo was informed that a complaint would be filed against his teaching certification. Subsequently, Mr. Verdugo chose to voluntarily surrender his certificate. On March 11, 2016, the Board Investigative Unit received Mr. Verdugo's notarized affidavit in which he surrendered his certificate.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificate(s) held by Angel Roman Verdugo, and that all states and territories be so notified.

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

**EXECUTIVE SUMMARY**

<b>Issue:</b>	Consideration of Certificate Surrender for Grant L. Turley, Case No. C-2015-159.
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☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Grant L. Turley holds a Supervisor Certificate, Principal Certificate, and a Standard Secondary Education 6-12 Certificate, both of which expire January 4, 2019.

On or about May 12, 2015, the State Board of Education received a complaint alleging Mr. Turley was observed taking pictures of students in an “odd” way. Mr. Turley’s computers were inspected. Mr. Turley had external drives attached to his computer which contained image files of female students in suggestive poses, and pornography. The female students were not aware they were being photographed.

On March 2, 2016 the Board Investigative Unit notified Mr. Turley of the intent to file a complaint seeking disciplinary action against his teaching certificates. Mr. Turley chose to voluntarily surrender all of his teaching certificates.

**Recommendation to the Board**

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

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for James McNamee, Case No. C-2013-104

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

James McNamee holds a Substitute Certificate, which expires July 16, 2018.

On July 25, 2012, Mr. McNamee was arrested and charged for indecent exposure after he walked around the campus of Devry University in Phoenix, AZ and attempted to go to class, completely unclothed.

During the Board investigation, Mr. McNamee was informed that a complaint would be filed against his teaching certification. Subsequently, Mr. McNamee chose to voluntarily surrender his certificate. On March 12, 2016, the Board Investigative Unit received Mr. McNamee's notarized affidavit in which he surrendered his certificate.

**Recommendation to the Board**

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

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

<b>Issue:</b>	Consideration of Certificate Surrender for Lilian Houston, Case No. C-2016-092.
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☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Lilian Houston holds a Standard Cross Categorical Special Education certificate, Standard Early Childhood certificate, Standard Elementary Education 1-8 certificate and a Principal certificate, all of which expire on March 14, 2021.

On or about March 3, 2016, the Investigative Unit received a complaint alleging Ms. Houston left a bruise on the arm of an autistic child and antagonized another autistic child by “flickering” shaved ice on his face.

On March 15, 2016, the Board Investigative Unit notified Ms. Houston of the intent of the Arizona State Board of Education (“Board”) to file a complaint seeking disciplinary action against her teaching certificate. Ms. Houston chose to voluntarily surrender her teaching certificate.

**Recommendation to the Board**

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

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

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<b>Issue:</b>	Consideration of Certificate Surrender for Humberto R. Gutierrez, Case No. C-2015-074.
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☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Humberto R. Gutierrez held an Emergency Substitute teaching certificate, which expired on July 1, 2015.

On June 1, 2015, the Arizona Department of Public Safety notified the Investigative Unit that Mr. Gutierrez was arrested on May 29, 2015, for Felony Armed Robbery – with a Deadly Weapon, Felony Aggravated Assault with a Deadly Weapon, Felony Endangerment and Felony Threat-Intimidate.

On March 6, 2016, the Board Investigative Unit notified Mr. Gutierrez of the intent to file a complaint seeking disciplinary action against his teaching certificate. Mr. Gutierrez chose to voluntarily surrender his teaching certificate.

**Recommendation to the Board**

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

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

## EXECUTIVE SUMMARY

<b>Issue:</b>	Consideration of Certificate Surrender for Steve M. Grant, Case No. C-2016-061
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☒ Action/Discussion Item

☐ Information Item

### Background and Discussion

Steve M. Grant held a Provisional Career and Technical Education teaching certificate, which expired on March 13, 2016.

On February 1, 2016, Dysart Unified School District notified the Board Investigative Unit that Steve M. Grant had breached his employment contract with the district.

During the Board investigation, Steve M. Grant was notified of the intent to file a complaint seeking disciplinary action against his teaching certificate. Steve M. Grant chose to voluntarily surrender his teaching certificate.

### Recommendation to the Board

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

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### Contact Information:

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for Douglas A. Cline, Case No. C-2013-164

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Douglas A. Cline held a Standard Elementary Education, K-8 Certificate and a Principal Certificate, both which expired on September 16, 2015.

Mr. Cline was a teacher at Laguna Elementary School in the Flowing Wells Unified School District ("FWUSD") from July 1, 1990 through October 25, 2013. On or about October 21, 2013, the Investigative Unit received a report from FWUSD alleging that during the 2012-2013 school year, Mr. Cline, who served as Treasurer for the Laguna Elementary School Parent Teacher Organization ("PTO"), made six withdrawals from the Laguna PTO's credit union account totaling \$6,300.00. The withdrawals were made by writing checks to his wife, a retired certified teacher. The financial irregularities were discovered when a new treasurer was elected by the Laguna PTO. Mr. Cline subsequently returned the funds.

Mr. Cline resigned on or about October 16, 2013. The Governing Board approved his resignation on or about October 22, 2013.

During the Board investigation, Mr. Cline was informed that a complaint would be filed against his teaching certification. Subsequently, Mr. Cline chose to voluntarily surrender his certificate. On February 22, 2016, the Board Investigative Unit received Mr. Cline's notarized affidavit in which he surrendered his certificate.

**Recommendation to the Board**

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

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education



**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for Douglas Eugene Clapp, Case No. C-2012-038

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Douglas Eugene Clapp held a Standard Secondary Education Certificate, 7-12, which expired on March 21, 2014.

Mr. Clapp was a teacher at Peoria High School in the Peoria Unified School District from August 1984 through May 2012. On or about February 27, 2012, Mr. Clapp was arrested and charged with two counts of Fraudulent Schemes, one count of Theft and five counts of Forgery. On or about July 3, 2013, in Maricopa County Superior Court, Mr. Clapp pled guilty to one count of Solicitation to Commit Forgery, a Class 6 Felony. The conviction was the result of allegations of embezzlement from the football fundraising program over a three year period.

Mr. Clapp was placed on paid administrative leave on January 27, 2012. He was on paid administrative leave from January 27, 2012 through May 25, 2012. The district did not renew his contract for the 2012-2013 school year.

During the Board investigation, Mr. Clapp was informed that a complaint would be filed against his teaching certification. Subsequently, Mr. Clapp chose to voluntarily surrender his certificate. On February 19, 2016, the Board Investigative Unit received Mr. Clapp's notarized affidavit in which he surrendered his certificate.

**Recommendation to the Board**

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

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

## EXECUTIVE SUMMARY

<b>Issue:</b>	Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Christopher M. Rice, Case No. C-2015-103
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☒ Action/Discussion Item

☐ Information Item

### Background and Discussion

Christopher M. Rice holds a Standard Secondary Education 7-12 certificate, which expires June 20, 2019.

While employed at Cienaga High School, Vail Unified School District, Mr. Rice gave rides to a 16- year old female student (Student "A") in his personal vehicle on multiple occasions, gave rides to Student A to and from school/work including late at night, stopped at his residence with Student A on multiple occasions, was in contact with Student A through text messages outside of school hours, and never informed Student A's parents about these activities he engaged in with Student A.

Mr. Rice's actions constitute unprofessional conduct.

The Negotiated Settlement Agreement consists of a 3 year suspension of any and all certificates, with the following conditions;

- Participate and successfully complete a State Board of Education approved course or seminar which addresses boundary issues.
- Furnish a letter of successful completion to the Board certifying he has successfully completed the course or seminar addressing the issues that led to the conduct described above.

### Recommendation to the Board

It is recommended that the State Board of Education accept the negotiated settlement agreement, with conditions and suspend any and all certificates held by Christopher M. Rice, for 3 years from today's date, with the above listed conditions, and that all states and territories be so notified.

### Contact Information:

*Garnett Winders, Chief Investigator  
State Board of Education*

## EXECUTIVE SUMMARY

<b>Issue:</b>	Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Gordon Ray, Case No. C-2015-158
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☒ Action/Discussion Item

☐ Information Item

### Background and Discussion

Gordon Ray holds a Principal certificate which expires November 20, 2019, and a Standard Secondary Education 6-12, which expires on November 20, 2017.

Mr. Ray was employed as Assistant Principal/Counselor for Poston Butte High School during school year 2013-2014.

On or about February 18, 2014, a female student told Mr. Ray that she had been raped a year and a half earlier by an 11<sup>th</sup> grade student. The female student told Mr. Ray that her mother was already aware of the incident. Mr. Ray wrote a note to remind himself to report the sexual assault, but stated it was lost on his desk amongst other papers.

On or about January 20, 2016, the Investigative Unit notified Mr. Ray that a complaint would be filed against his teaching certificate. Mr. Ray acknowledged that he did not report the sexual abuse of a student within an appropriate time frame and made no excuse for his lack of reporting. Mr. Ray entered into negotiations and agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a Letter of Censure to be placed in Gordon Ray's permanent file, and that all states and territories be so notified.

### Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for a Letter of Censure to be placed in Gordon Ray's permanent file, and that all states and territories be so notified.

### Contact Information:

*Garnett Winders, Acting Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Donna M. Colson, Case No. C-2013-136

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Donna M. Colson holds a Standard Elementary Education K-8 teaching certificate, which expires on February 19, 2018.

Ms. Colson was a teacher at Stevenson Elementary School ("Stevenson") located in the Douglas Unified School District ("DUSD") Douglas, Arizona.

On September 20, 2013, staff at Stevenson observed Ms. Colson behaving erratically and slurring her speech while on campus. Staff notified DUSD Superintendent Sheila Rogers and DUSD Assistant Superintendent Gloria Lopez regarding the observations and asked Ms. Colson to submit to drug testing. Ms. Colson agreed and was transported to a medical facility where she submitted to the drug testing.

On September 20, 2013 Ms. Colson was reassigned to home by Superintendent Rogers. The drug test results were positive for cocaine. On September 27, 2013, Assistant Superintendent Lopez issued a Notice of Intent to Impose Discipline to Ms. Colson. On September 27, 2013, Ms. Colson submitted a letter of resignation to DUSD.

On or about January 30, 2014, the Investigative Unit notified Ms. Colson that a complaint would be filed against her teaching certificate. The Investigative Unit sent Ms. Colson the complaint via USPS certified mail. Ms. Colson responded to the complaint notification and entered into negotiations and agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a two-year suspension, with the following conditions:

- Ms. Colson shall participate in a counseling, therapy, or treatment program which addresses substance abuse issues. Any such counseling, therapy, or treatment program must be approved by the Board staff.
- Ms. Colson shall furnish a letter of proof of successful completion to the Board certifying she has successfully completed the substance abuse treatment addressing the issues that led to the conduct.

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

## **EXECUTIVE SUMMARY**

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### **Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions and suspend any and all certificate(s) held by Donna M. Colson, for 2 years from today's date, with the above listed conditions, and that all states and territories be so notified.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Catherine Mary Ballman, Case No. C-2014-087

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Catherine Mary Ballman holds a Standard Secondary Education 7-12 certificate, which expires on April 15, 2017.

Ms. Ballman was a teacher at South Mountain campus, in the Phoenix Union High School District ("PUHSD"), located in Phoenix, Arizona. On August 7, 2014, the State Board Investigative Unit received a report from Phoenix Union High School District ("PUHSD") alleging that:

- On August 1, 2014, while on the South Mountain campus, Ms. Ballman was receiving in-service training on the PUHSD Drug-Free Workplace Policy, including the district's policy on non-medical use or abuse of drugs.

- After the in-service training, three South Mountain administrators smelled alcohol on Ms. Ballman's breath. MDC-Mobile Drug Collections ("MDC"), a mobile testing company, was called to respond to the South Mountain campus to test Ms. Ballman's blood alcohol content ("BAC"). Ms. Ballman voluntarily consented to being tested and an MDC technician performed a breathalyzer test on Ms. Ballman to determine her BAC. The test results showed Ms. Ballman's BAC was 0.178 at 12:11 a.m. and 0.173 at 12:29 pm.

On August 1, 2014, Ms. Ballman was placed on paid administrative leave by PUHSD. Ms. Ballman tendered her resignation to PUHSD on December 9, 2014, with an effective date of March 22, 2015. Her resignation was approved by the PUHSD Governing Board on January 8, 2015. On or about October 6, 2015, the Investigative Unit notified Ms. Ballman that a complaint would be filed against her certificate. The Investigative Unit sent Ms. Ballman the complaint via certified mail. She entered into negotiations regarding a settlement agreement. She agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a two-year suspension of any and all certificates, with the following conditions;

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

## **EXECUTIVE SUMMARY**

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- Participate in counseling, therapy, or a treatment program which addresses substance issues. Any such counseling, therapy or treatment program must first be approved by the Board staff.
- Provide a letter of proof of successful completion to the Board certifying completion of sufficient counseling, therapy, or treatment addressing the issues that led to the conduct described above.

### **Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions and suspend any and all certificates held by Catherine Mary Ballman for two years, from today's date, with the above listed conditions, and that all states and territories be so notified.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Brandon Brothers, Case No. C-2014-078

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Bryan Brothers holds a Provisional Secondary Education 7-12 certificate, which expires on June 11, 2016.

During the 2013-2014 school year, Mr. Brothers was employed as a teacher at Centennial Middle School ("Centennial") in the Kyrene Elementary School District ("KESD") located in Phoenix, Arizona.

On or about March 14, 2014, Mr. Brothers made the comment "tough titties" to at least some of the players on the Centennial Junior Varsity girls' basketball team. On March 17, 2014, Centennial Principal Jocelyn Sims had a verbal discussion with Mr. Brothers about appropriate conduct.

On May 16, 2014, Respondent wrote the following comment near the fold of an 8th grade female student's yearbook: "There is a penis in your crack LOL". Mr. Brothers also drew a picture of a penis next to that comment.

On May 16, 2014, KESD Superintendent Dr. David Schauer reassigned Mr. Brothers to home pending investigation into the alleged conduct.

On June 10, 2014, the KESD Governing Board voted to dismiss Mr. Brothers from employment with KESD.

On or about June 26, 2014, Mr. Brothers submitted a letter of resignation to KESD.

On July 2, 2014, the KESD Governing Board approved Mr. Brother's resignation effective immediately.

On or about January 19, 2016, the Board Investigative Unit and Mr. Brothers' counsel entered into negotiations regarding a settlement agreement. He agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a one-year suspension of any and all certificates, with the following conditions:

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education



## **EXECUTIVE SUMMARY**

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- Participate in, and successfully complete, a course or seminar which addresses boundary issues. Any such course or seminar must first be approved by the Board staff.
- Provide a letter of proof of successful completion to the Board certifying completion of the course or seminar addressing the issues that led to the conduct described above.

### **Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions and suspend any and all certificates held by Brandon Brothers for one year from today's date, with the above listed conditions, and that all states and territories be so notified.

**EXECUTIVE SUMMARY**

**Issue:** Presentation and discussion regarding the Performance Audit of the Arizona Department of Education – K-3 Reading Program.

☐ Action/Discussion Item

☒ Information Item

**Background and Discussion**

This presentation to the Arizona State Board of Education is regarding the Performance Audit of the Arizona Department of Education – K-3 Reading Program. The report is in response to A.R.S. §41-2958 and was conducted by the Auditor General based on authority granted under A.R.S. §41-1279.03.

The report concluded:

The K-3 Reading Program (Program) is intended to improve the reading proficiency of kindergarten through third grade (K-3) students in Arizona. We reviewed a random sample of public school districts and public charter schools (school districts and charter schools) and found that nearly all spent program monies consistent with statute, but overall, program implementation has been inconsistent. The Arizona Department of Education (Department) should take steps to improve program administration and oversight, which would help ensure school districts' and charter schools' consistent program implementation. The Legislature should also consider various statutory changes to help improve program oversight. In addition, the Department should prioritize enrollment in and increase access to its reading trainings for school district and charter school educators, take steps to ensure that its use of reading-training-fee monies is consistent with statute, and align its reading-training fees with its costs to provide these trainings.

No recommendations were directed to the Board.

**Recommendation to the Board**

Information only item. Staff from the Auditor General's office will present additional information and be available to answer questions.

**Contact Information:**

Jeff Gove, Performance Audit Manager

Dr. Karol Schmidt, Executive Director

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the participation of Phoenix Elementary School District No. 1 in the accounting responsibility program, pursuant to A.R.S. § 15-914.01

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Per ARS § 15-914.01, school districts with a student count of at least four thousand may apply to the State Board of Education to assume accounting responsibility. Accounting responsibility means authority for a school district to operate with full independence from the county school superintendent with respect to revenues and expenditures, including allocating revenues, monitoring vouchers, authorizing and issuing warrants and maintaining and verifying staff records for certification and payroll purposes.

A school district applying to the State Board of Education to assume accounting responsibility shall develop and file with the Department of Education an accounting responsibility plan. Phoenix Elementary School District No. 1 has done so.

Prior to January 1 of the fiscal year preceding the fiscal year of implementation and before submitting an application to assume accounting responsibility, a school district shall apply for evaluation by the Office of the Auditor General. On completion of the evaluation, the Auditor General may recommend approval or denial of accounting responsibility to the State Board of Education. The Auditor General recommended approval of the school districts' accounting responsibility plans.

School districts that are approved by the State Board of Education to assume accounting responsibility shall contract with an independent certified public accountant for an annual financial and compliance audit. The Auditor General may reevaluate the school district annually based on the audit to determine compliance with the Uniform System of Financial Records (USFR).

To assume accounting responsibility, a school district shall notify the county treasurer and the county school superintendent of its intention before March 1 of the fiscal year preceding the fiscal year of implementation. The Phoenix Elementary School District No. 1 has done so.

**Recommendation to the Board**

Approve Phoenix Elementary School District No. 1 to assume accounting responsibility for the fiscal year beginning July 1, 2016.

**Contact Information:**

Janice Durham, Director of Budget & Finance, Phoenix Elementary School District  
Dr. Karol Schmidt, Executive Director



State of Arizona  
Department of Education  
Office of Diane M. Douglas  
Superintendent of Public Instruction

March 31, 2016

Dear Superintendent Douglas:

The Phoenix Elementary School District No.1 has requested the State Board of Education approve the district's application to assume accounting responsibility as permitted by ARS 15-914.01. This statute requires review by both the Auditor General of Arizona and the Department of Education, as well as approval by the State Board of Education.

The statute requires that the school district making the application must "develop and file with the department of education an accounting responsibility plan and document in the plan:

1. Administrative and internal accounting controls designed to achieve compliance with the uniform system of financial records and the objectives of this section, including:

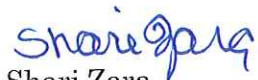
- (a) Procedures for approving, preparing and signing vouchers and warrants.
- (b) Procedures to ensure verification of administrators' and teachers' certification records with the department of education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services.
- (c) Procedures to account for all revenues, including allocation of certain revenues to funds.
- (d) Procedures for reconciling the accounting records monthly to the county treasurer.

2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and a comprehensive analysis of the budgetary implications of accounting responsibility for the school district and the county treasurer."


The Department of Education reviewed Phoenix Elementary School District No.1 Plan of Accounting Responsibility and also contacted the Maricopa County Superintendent's office

to seek their input. The Phoenix Elementary School District Plan of Accounting Responsibility does seem to be in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR) and the Maricopa County Superintendent's office acknowledged they do not have any concerns with the current staff of Phoenix Elementary School District to assume accounting responsibility as permitted by ARS 15-914.01.


Sincerely,



Shari Zara  
Deputy Superintendent

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The Governing Board, or the Board's designee, will ensure that cash is adequately safeguarded, recorded, and classified and will establish and maintain accounting records for all District cash receipts deposited with the County Treasurer. Such accounting records will also include those receipts earned from auxiliary operations and student activities.

### **Revenue Policies**

The Governing Board has the responsibility to establish and implement policies to help ensure that an adequate system of internal accounting control exists for receiving, safeguarding and recording District revenues. The first three policies listed below are those that are adopted to comply with statutory requirements. The last four are designed to strengthen internal accounting control over revenue.

1. Revenues will be credited to account codes prescribed by the Uniform System of Financial Records (USFR) Chart of Accounts. The Assistant Superintendent for Business Services, or designee, will maintain revenue accounting records of the District by fund and object code.
2. The Assistant Superintendent for Business Services, or designee, will apportion the monies of the District and give written notification of the amount apportioned to the County Treasurer.
3. The Assistant Superintendent for Business Services, or designee, will receive a validated treasurer's receipt from the County Treasurer for all District cash receipts deposited with the County Treasurer.
4. The duties of receiving, depositing and recording revenues will be segregated among employees.
5. Treasurer's receipts prepared by the Assistant Superintendent for Business Services, or designee, to document deposits to the County Treasurer should be prenumbered and issued in numerical sequence to ensure accountability.
6. Revenues should be recorded in the accounting records when the Assistant Superintendent for Business Services, or designee, is notified of the cash receipt.
7. Revenue transactions should be reviewed periodically by an employee not involved in the revenue process to ensure that established policies and procedures are being followed.

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The following procedures and their suggested assignment to achieve an adequate separation of duties will be followed when miscellaneous cash receipts are transmitted to the County Treasurer through the District. Revenues received directly by the District and transmitted to the County Treasurer include food services sales, community education and other miscellaneous receipts.

Performed By	Procedure
<b>Senior Accountant/Accountant/Office Manager</b>	1. Receives cash and checks. Completes cash receipt log.
<b>Accountant</b>	2. Restrictively endorses all checks.
	3. Copies checks and prepares deposit slip to Miscellaneous Receipts Clearing Account at weekly. Maintains one copy of checks and deposit slip.
<b>Senior Accountant</b>	4. Safeguards deposit until deposited into Miscellaneous Receipts Clearing Account.
	5. Remits cash, checks, and deposit slip to Miscellaneous Receipts Clearing Account. Posts revenue to District's accounting system.
<b>Accountant</b>	6. Receives copy of the validated depository receipt.
	7. Agrees amounts on the validated bank deposit receipt to the bank deposit slip copy, Miscellaneous Cash Receipts Summary, and supporting documentation.
<b>Senior Accountant</b>	8. Records bank deposit in check register and files documentation by date until monies accumulated in the bank account are deposited with the County Treasurer.
	9. Matches depository receipt to County Treasurer's Cash Receipts Deposit Listing.
	10. Reviews District deposit register from computer system monthly and agrees to County Treasurer's Monthly Cash Receipt Listing by Receipt Number, and investigates and resolves any differences.

Districts must remit monies in the miscellaneous receipts clearing account to the County Treasurer at least monthly.

Performed By	Procedure
<b>Senior Accountant/Accountant</b>	1. Writes a check payable to the County Treasurer and updates check register. The amount of the check should equal the balance in the miscellaneous receipts clearing accounts.
	2. Prepares a pre-numbered, electronic Treasurer's Receipts from Miscellaneous Cash Receipts Summaries and supporting documentation.
	3. Submits check, Treasurer's receipt, Miscellaneous Cash Receipts Summaries, and supporting documentation to the authorized check signer.
<b>Director of Budget &amp; Finance</b>	4. Reviews mathematical accuracy and completeness of the Treasurer's Receipts, verifies that check is made payable to the county Treasurer, and signs check and




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- Senior Accountant**
- Treasurer's Receipt,
5. Submits the check and Treasurer's Receipts original and two copies to the County Treasurer
  6. Submits Treasurer's Receipt copy, Miscellaneous Cash Receipts Summaries, and supporting documentation to the Accountant.
- Accountant**
7. Records Treasurer's Receipt number, date prepared, and amount in the Database software.
- Senior Accountant**
8. Records in the accounting records the revenue and Treasurer's Receipt number.
  9. Files Treasurer's Receipt with the Miscellaneous Cash Receipt Summaries and supporting documentation by Treasurer's Receipt number
- Accountant**
10. Receives copy of the depository receipt stamped by the County Treasurer and agrees to cash receipt log.
  11. Matches depository receipt to County Treasurer's Cash Receipts Deposit Listing.
- Senior Accountant**
12. Reviews District Deposit Register from computer system monthly and agrees to County Treasurer's Monthly Cash Receipt Listing by Receipt Number, and investigates and resolves any differences

Certain District revenues such as property taxes, state aid, national school lunch reimbursements, federal and state grants and interest on investments are received directly by the County Treasurer's Office. The County Treasurer records the revenues in the appropriate District fund.


Performed By	Procedure
<b>County Treasurer's Office</b>	1. Receives revenue from applicable source.
	2. Applies apportionment ratios if necessary and records revenue in the appropriate District funds.
	3. Notifies District of revenue recorded by a Treasurer's receipt.
<b>Accountant</b>	4. Receives Treasurer's receipt.
	5. Posts revenue to the District's accounting records
<b>Senior Accountant</b>	6. Reviews District deposit register monthly and agrees to external reports (e.g., state aid reports, federal and state grant agreements and County Treasurer's Monthly Cash Receipt Listing by Receipt Number) and investigates and resolves any differences or unusual items. Notifies County Treasurer of any Incorrectly posted revenues.

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The Governing Board must establish uniform District policies and procedures to provide adequate control over budgets and expenditures and to facilitate the preparation of meaningful management reports.

### Expenditure Policies


1. The Governing Board is responsible for the implementation of expenditure policies and procedures.
2. All expenditures will be ratified by the Governing Board.
3. Bidding procedures, established in accordance with prescribed State regulations will be followed.
4. Purchase orders must be prepared for District expenditures except for exempted items such as salaries and related costs, and in-state travel.
5. Blanket purchase orders may be used for purchases of a recurring nature. Blanket purchase orders will indicate a definite period covered and a specified expenditure limit.
6. Receiving reports will be prepared for all goods and services received except exempted items. The date of receipt, quantity received and signature of the recipient must be indicated.
7. Credit memos will be processed promptly, either by deduction of the credit amount from a subsequent invoice received from the vendor or by receipt of a refund check within the fiscal year.
8. The Governing Board must obtain voter approval for construction of buildings or purchase of sites unless the construction or purchase was formally approved by the Governing Board before January 1, 1980 (ARS 15-442.A.11 and 13).
9. Warrants made payable to "cash" or "bearer" are prohibited. In addition, warrants must be complete before they are signed.
10. Vendor invoices must be cancelled when paid to prevent duplicate payments.
11. Reversions of federal or state funds will be processed only upon receipt of notification from the granting agency, and will be processed using the regular disbursement procedures.

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Performed By	Procedure
School Site/Department Staff	1. Completes requisition information. Completes vendor, quantity, dollar amount, and account code.
School Site/Department Administrator	2. Approves requisition and forwards to Senior Accountant/Director of Budget & Finance.
Director of Budget & Finance	3. Reviews requisition for propriety of account codes and verify budget capacity or cash is available.
	4. Submits to Purchasing Clerk for processing.
Purchasing Technician	5. Determines proper disposition of pending requisitions. (Determines necessary procurement procedures to be followed)
Purchasing Technician/Manager	6. Approves requisition and generates a purchase order for approved purchase order numbers. Denied requisitions are returned to requisitioner
Purchasing Technician	7. Reviews and authorizes purchase orders for distribution electronically.
Purchasing Technician	8. Distributes purchase orders to vendor, and file. The receiving report is downloadable for the receiver.
Receivers	9. Receives goods. Counts items and signs and dates receiving report. Matches receiving report to vendor packing slip. Forwards to Accounts Payable clerk.
Accounts Payable Clerk	10. Receives vendor invoices and statements and maintains appropriate files
	11. Receives receiving report and retrieves corresponding vendor's invoice and purchase order from pending file.
	12. Verifies mathematical accuracy of vendor invoice.
	13. Inputs invoices into computer. If applicable, includes use tax.
	14. Periodically reviews and investigates unmatched purchase orders, receiving records, and unpaid invoices. Determines proper disposition of the outstanding documents.
Director of Budget & Finance	15. Prints a detailed expenditure listing and reviews for accuracy. Determines that budget capacity and sufficient cash exists.
Senior Accountant	16. Posts accounts payable. Prepares voucher cover and submits to Director of Budget & Finance or Assistant Superintendent for Business Services.
Director of Budget & Finance	17. Receives expenditure listing and voucher cover. Reviews and approves expenditure listing and returns listing to the Accounts Payable Clerk.
	18. Submits voucher cover and copy of expenditure listing to Board for approval.
Governing Board	19. Ratifies expenditure voucher.
Accounts Payable Clerk	20. Receives approved expenditure listing and generates

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	computer warrants for all approved expenditures.
<b>Payroll Senior Accountant</b>	21. Keeps blank warrants in the safe. Records beginning and ending warrant numbers and maintains a warrants log.
<b>Senior Accountant</b>	22. Keeps voided and spoiled warrants filed in numerical sequence in a secure location
<b>Accounts Payable Clerk</b>	23. Issues warrants in the amount requested.
<b>Payroll Senior Accountant</b>	24. Initial and dates warrant control log for warrants received from the Accounts Payable Clerk.
	25. Prints the signed warrants and returns unused warrants to the Payroll Senior Accountant.
	26. Distributes the signed completed warrants to the Accounts Payable Clerk
<b>Accounts Payable Clerk</b>	27. Examines signed warrants against invoices noting correct vendor name, address, amount, and other pertinent information.
	28. Mails warrants and stamps invoices paid.
	29. Files all invoices and other supporting documentation in the vendor file.

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Salaries and wages and related expenses account for a major portion of the District's annual budget. Therefore, the processing of payroll is an extremely important function requiring strict controls and close supervision.

### Payroll Policies

1. Written personnel policies will be established by the Governing Board and recorded in the Phoenix Elementary Policy Book.
2. A salary and wage schedule for all positions must be approved by the Governing Board. All contracts and salary agreements must be approved by the Governing Board before wages can be paid. A personnel report will be submitted to the Governing Board at each meeting so approval may be obtained for payroll changes such as new hires, terminations, or change of school location.
3. A delayed payroll system will be established by the Governing Board. This type of system ensures that employees receive only the amount of wages which they have earned.
4. The District will establish a system to account for the accrual and use of vacation and sick leave for all employees. Policies on leave time must include prescribed accrual rates for specified years of services, maximum amounts to be accrued and disposition of accrued time upon termination.
5. The Governing Board will establish procedures for recording the payroll expenses in the correct fiscal year.

### Employment and Payroll Processing

1. Written notification of employment terminations, rate changes, location changes, etc., must be prepared.
2. Changes must be approved by the Governing Board, except changes in voluntary deductions and withholding status.
3. Attendance records, reviewed and approved by authorized personnel, will be maintained for all employees (e.g., time summaries, clock cards and leave records). The specific procedures for implementing this guideline should be set by the Governing Board or Superintendent.


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#### Employment and Payroll Processing Continued


4. Pre-payroll registers (or prior-period payroll listings) must be updated from attendance records and pay rate change notifications. Completed pre-payroll registers must be approved by the Senior Accountant.
5. Segregation of duties in payroll processing must be maintained. The same employee will not be assigned responsibilities for voucher preparation, warrant distribution and maintenance of accounting records.
6. Each employee participating in the various stages of payroll voucher preparation and approval and warrant distribution will sign and date the voucher cover sheet.
7. Adequate control must be established over the processing, storing and issuing of warrants.

#### General Payroll Procedures

Performed By	Procedure
<b>Director of Budget &amp; Finance</b>	1. Verifies budget capacity and funds available prior to hiring and verifies account codes for new employees.
<b>Human Resource Department</b>	2. Hires employees and maintains personnel files in accordance with policies. Verifies administrator's and teacher's certification records with the Arizona Department of Education for all classroom and administrative personnel required to hold a certificate by the State Board pursuant to A.R.S. Section 15-203.
	3. Responsible for fingerprint testing of new classified employees.
	4. Responsible for maintaining records regarding validity of teaching certificates of all certified personnel.
	5. Maintains a copy of the current teaching certificate for each certified person employed by the District.
<b>Senior Accountant</b>	6. Withholds payroll from any certified employee who no longer holds a valid certificate
<b>Personnel</b>	7. Supplies Payroll with lists of new and terminated employees. Also sends W-4's and a Personnel Action Request (authorization to put an individual on the payroll or make changes to an existing employee) to payroll department. Personnel Action Request includes account code assignments.
<b>Payroll</b>	8. Receives copies of contracts and Personnel Action


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	Requests from Personnel Department.
<b>Position Inventory</b>	9. Inputs data from personnel action requests.
<b>Payroll Technician</b>	10. Inputs all changes to an employee's file such as voluntary deductions, annuity agreements, and leaves of absence.
<b>Timekeeping System Editors</b>	11. Prints time sheets each week from time management system. A timesheet will not be printed for an employee not already in the payroll system. Therefore, each employee must have a Personnel Action Request on file. If no Personnel Action Request is on file, payroll processing for that employee is suspended and the Personnel Department is notified. Processing is resumed when Personnel Action Request is on file and the employee has been activated in the payroll system.
<b>School Principal/Department Head</b>	12. Checks each time sheet for signature of employee, department head and (if applicable) federal projects supervisor. Upon approval, the time sheets are sent to the Payroll Department and distributed to the applicable payroll employee.
<b>Senior Accountant</b>	13. Receives time sheet information from departments and school sites. Verifies coding per USFR and budget capacity
<b>Payroll Technician</b>	14. Enters data from time sheets into computer system.
<b>Senior Accountant</b>	15. Prints time and attendance report and verifies that all information agrees to time sheets
	16. Runs preliminary payroll journal and reviews.
	17. Runs payroll distribution to fund/account report and reviews.
	18. Reviews Gross Pay for Salary employees. Extra job duty pay is verified
	19. Reviews preliminary payroll journal and payroll distribution report.
	20. Randomly checks Arizona State Retirement list to verify calculations were made properly.
	21. Randomly checks payroll, noting gross pay and withholdings for reasonableness and investigates on a test basis.
<b>Payroll Technician</b>	22. Inputs corrections from first run of payroll journals
<b>Senior Accountant</b>	23. Reviews second run for changes and initiates actual payroll.
	24. Initial and dates warrant control log for warrants received from the Accounts Payable Senior Accountant.
<b>Payroll Technician</b>	25. Prints the signed warrants and returns unused warrants to the Accounts Payable Senior


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	Accountant.
<b>Payroll Technician</b>	26. Spot checks payroll, noting gross pay and withholdings agree to the District payroll records
	27. An Arizona State Retirement list is produced with employee names, the amount, and the employer's matching deduction. Spot checks to verify calculations were made properly.
<b>Senior Accountant</b>	28. Holds signed warrants in the safe until distributed.
<b>Payroll Technician</b>	29. Prepares payroll voucher and submits to the Director of Budget & Finance.
<b>Director of Budget &amp; Finance</b>	30. Receives and reviews payroll voucher. Submits payroll voucher to Governing Board for approval
<b>Governing Board</b>	31. Ratifies payroll voucher
<b>Payroll</b>	32. On day of payroll distribution, warrants are put in school payroll bags which are picked up by a site representative and delivered to the schools. The site representative is allowed to pick up that school's warrants at the District office and return them to the school for distribution. Warrants not picked up are returned to the district office.
<b>Office Manager</b>	33. Distributes warrants to employees. Warrants which are not picked up are returned to the Payroll Technician
<b>Senior Accountant</b>	34. Delivers payroll tax expenditures warrants and related expenditure warrants to the bank
<b>Accountant</b>	35. Receives validated receipts for deposit of payroll expenditures warrants. Agrees deposit amounts to payroll deduction reports.
<b>Senior Accountant</b>	36. Prepares quarterly reports with accounting software.
<b>Payroll</b>	37. For year-end payroll cutoff, pays balance of contract.
	38. For year-end payroll cutoff adjusts payroll expense after June 30, for classified wages earned through June 30.



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Performed By	Procedure
Accounts Payable Clerk or Payroll Technician	1. Prepares written notice to cancel or void a warrant, and submits to the Senior Account for approval.
Senior Accountant	2. Receives and reviews written notice to cancel or void a warrant as well as supporting documentation (i.e. vendor's signed statement, employee's signed statement, etc.).
	3. Signs notice indicating approval and forwards one copy to the County Treasurer. Forwards additional copies to the Accounts Payable Clerk or the Payroll Technician for issuance of a replacement warrant and Senior Accountant/Director of Budget & Finance to cancel or void the check on the system.
Accounts Payable Clerk or Payroll Technician	4. Receives approved notice and prepares duplicate warrant, using regular warrant preparation procedures. Stamps warrant "duplicate" so that its character will be readily ascertained.
Senior Accountant	5. Cancels or voids warrant in computer system, and system automatically prepares journal entry.
	6. References journal entry with supporting documentation to the County Treasurer and the Director of Budget & Finance for reconciliation support.


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## Reconciliation Process


The reconciliation process consists of:

1. The receipt of the Treasurer's reports of warrants issued, warrants paid, warrants outstanding and month-end cash balances.
2. The comparison of the District's ending balance to the County Treasurer's ending balance.
3. The investigation, reconciliation, and documentation of differences.
4. The correction of errors noted in the District's accounting records.


Performed By	Procedure
Senior Accountant	1. Receives the Treasurer's reports and begins the reconciliation process by performing the following procedures:
	a. Enters beginning of the month balances for each fund by using the month-end balances from the previous month's reconciliation.
	b. Enters monthly revenues and expenditures by fund from the District's trial balance report.
	c. Calculates District's computed cash balances by adding District revenues and subtracting District expenditures.
	d. County Treasurer's balance for each fund from the Treasurer's Fund Ledger.
	e. Enters outstanding warrants and subtracts them from the Treasurer's balance to arrive at the Treasurer's computed balance
	f. Compares, by fund, the District's computed cash balance from c. above to the County Treasurer's computed cash balance.
	g. Ensures calculated cash balances agree to the general ledger.
	2. For unreconciled funds, performs the following if necessary.

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Performed By	Procedure
Senior Accountant	a. Compares total revenues for the month according to the District's trial balance report to total cash receipts according to the County Treasurer's Fund Ledger
	b. Investigates differences when the total revenue amounts do not agree. Differences in revenue amounts may occur due to one or more of the following:
	1) Timing differences resulting from revenues recorded by the County Treasurer in one month and recorded by the District in another month. Examples of timing differences are interest on pooled investments and tax apportionments (recorded by the County Treasurer but not by the District)
	2) Transfers or journal entries omitted or not recorded correctly by the County Treasurer or the District.
	3) Misclassifications resulting in revenues recorded in the records of an incorrect fund
	4) Clerical or mathematical errors.
	c. Examines the file of validated Treasurer Receipts. Totals the Treasurer receipts and compares the total to the total of receipts shown on the Treasurer's report.
	1) If the totals do not agree, examines each Treasurer's receipt and agrees each receipt to the receipts recorded on the Treasurer's Fund Ledger and the District's records by fund, amount and date.
	2) Compares the transfers or journal entries recorded on the District's records with those recorded on the Treasurer's Fund Ledger by fund, date and amount.
	3) Examines the previous month's reconciliation to ensure that all reconciling items from the previous month were recorded or corrected.

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	Reconciliation to the County Treasurer	Page 15 of 18	


Performed By	Procedure
Senior Accountant	4) Contacts the County Treasurer for additional information on the unreconciled difference.
	d. Documents each difference discovered during the examination of revenues on the reconciliation.
	1) Determines whether each difference affects the County Treasurer's balance or the District's balance. (For example, interest on investments recorded by the County Treasurer and not by the District should be added to the District's balance.)
	2) Lists each difference, including amount and description, on the reconciliation.
	3) Determines whether the District's and County Treasurer's cash balances agree after adjusting for the differences listed.
	a. If these balances agree, agrees expenditure totals and signs and dates the reconciliation.
	b. If these balances do not agree, examines the expenditures of the fund.
	e. Compares total expenditures according to the District's records to total disbursements according to the County Treasurer's Fund Ledger as follows. Total expenditures for the current month according to the District's records should equal total disbursements according to the County Treasurer's reports plus total outstanding warrants drawn in the current month, less warrants paid in the current month that were outstanding from prior months.
	1) If the total expenditure amounts agree, reviews the reconciliation of revenues to ensure that the reconciliation was performed correctly.
	2) Investigates the differences if the total expenditure amounts do not agree. The expenditure amounts recorded by the District and the County Treasurer may differ because of one or more of the following reasons.
	a. If the total expenditure amounts agree, reviews the reconciliation of revenues to ensure that the reconciliation was performed correctly.

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Performed By	Procedure
Senior Accountant	<ul style="list-style-type: none"> <li>b. Stopped warrants which are warrants paid by the County Treasurer, previously recorded as expenditures by the District, that have been stopped by the District and are not included in total expenditures of the District.</li> </ul>
	<ul style="list-style-type: none"> <li>c. Transfers or journal entries omitted or not recorded correctly by one of the entities.</li> </ul>
	<ul style="list-style-type: none"> <li>d. Misclassifications of expenditures posted to an incorrect District fund.</li> </ul>
	<ul style="list-style-type: none"> <li>e. Clerical or mathematical errors.</li> </ul>
	3) Examines the District's file of transfers made during the month.
	<ul style="list-style-type: none"> <li>a. Totals transfers in and transfers out according to the transfer forms and compares the totals to the transfer totals on the Treasurer's report.</li> </ul>
	<ul style="list-style-type: none"> <li>b. If the totals do not agree, examines each transfer form and agrees each transfer to the transfers recorded on the Treasurer's report and the District's records by fund, date and amount.</li> </ul>
	4) Examines the District's journal entries made during the month and agrees each journal entry to the Treasurer's report by District fund, journal entry number, date and amount.
	5) Examines the previous month's reconciliation to ensure that all reconciling items were handled appropriately.
	6) Performs a warrant by warrant comparison as follows.
	<ul style="list-style-type: none"> <li>a. Verifies that each warrant paid and outstanding on the County Treasurer's Warrants Issued, Paid and Outstanding Listing appears on the District's Detail Expenditure Report.</li> </ul>
	<ul style="list-style-type: none"> <li>b. Documents on the reconciliation each difference discovered during the examination of expenditures.</li> </ul>

	<b>Phoenix Elementary School District, #1</b> Accounting Responsibility Plan		1817 N 7th Street Phoenix, AZ 85006 (602) 257-2910
	Reconciliation to the County Treasurer	Page 17 of 18	

Performed By	Procedure
<b>Senior Accountant</b>	1) Determines whether each difference affects the County Treasurer's balance or the District's balance. (For example, stopped warrants recorded by the District but paid by the County Treasurer should be deducted from the District's adjusted balance.
	2) Lists each difference, including description and amount, on the reconciliation.
	3) Determines whether the District's and County Treasurer's cash balances agree after adjusting for the differences listed.
	4) Signs and dates the reconciliation.
<b>Director of Budget &amp; Finance</b>	3. Investigates reconciling items and prepares the necessary journal entries to balance to the County Treasurer and sends copy if necessary to the Treasurer's Office
	4. Submits the journal entries to Assistant Superintendent of Business Services.
<b>Assistant Superintendent of Business Services</b>	5. Reviews and approves journal entries and treasurer's transfers.
<b>Senior Accountant</b>	6. Submits treasurer's transfers and reconciliation
<b>Director of Budget &amp; Finance</b>	7. Review and approves treasurer transfers and reconciliation
<b>Senior Accountant</b>	8. Files the reconciliation by month

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In order for the District to implement the plan of accounting responsibility it is anticipated the following resources will be required.

1. Personnel

The District Business Office is adequately staffed and has the expertise to implement the required accounting procedures.

2. Training

Once the plan is implemented and procedures are executed the District will evaluate how to perfect and begin to cross train personnel.

3. Equipment

The District anticipates the need to acquire an additional printer for both payroll and accounts payable at an estimated cost of \$5,000.00 each, a total of \$10,000.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion, and possible action regarding the retention status of third grade students who read significantly below grade level for the 2016-2017 school year as determined by scores on the third grade English Language Arts AzMERIT exam.

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion:**

On August 24, 2015, the State Board of Education adopted an AzMERIT grade three reading score, for the purposes of Move on When Reading (MOWR) retention decisions, that was equivalent to the previous AIMS grade three reading MOWR threshold score. This decision applied to both the 2014-2015 school year and the 2015-2016 school year. In 2014-2015, schools did not receive AzMERIT assessment scores prior to the start of the school year; therefore, no students were retained as a result of the MOWR legislation.

School year 2015-2016 Spring AzMERIT Assessment data is not expected to be available on-line for schools and districts until June 6, 2016. Further, parent reports are not expected to arrive at schools for distribution to parents until July 11, 2016. In Arizona, the following holds true:

1. Some elementary schools follow a year-round schedule. These schools may not have AzMERIT testing data prior to the start of the school year.
2. Many other elementary schools begin early in August. Receipt of test data in June with parent reports in July raises the following concerns:
  - a. Notification of parents prior to the start of the 2016-2017 school year would be problematic.
  - b. In highly mobile areas of the state, families may move to a new school over the summer thus reducing the likelihood that the current school would be able to notify the parents prior to enrollment in the receiving school.
  - c. Schools would not have adequate time to implement summer reading intervention programs.
  - d. In the event that additional third grade teachers would be needed, schools may not have adequate time to hire and prepare these teachers.

A.R.S. §15-701 requires third grade students whose English Language Arts score on the AzMERIT exam indicates that they read significantly below grade level be retained in the third grade. A.R.S. §15-701 A 2(a) further indicates that, "A pupil may not be retained if data regarding the pupil's performance on the Arizona instrument to measure standards test, or a successor test, is not available before the start of the following academic year. A pupil who is not retained due to the unavailability of test data must

**Contact Information:**

Associate Superintendent Carol G. Lippert

Associate Superintendent Leila E. Williams Ph.D.



## EXECUTIVE SUMMARY

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receive intervention and remedial strategies pursuant to subdivision (c) of this paragraph if the third grade assessment data subsequently demonstrates that the pupil's reading ability falls far below the third grade level or the equivalent."

The State Board of Education should determine if schools will be in receipt of test scores with ample time to make effective educational and programmatic decisions related to the retention of third grade students for the 2016-2017 school year. Additionally, the State Board of Education, after making its determination should provide guidance to schools to assist them in appropriately administering the requirements of the Move on When Reading legislation in the 2016-2017 school year.

It is recommended that the SBE adopt one of the following actions for the 2016-2017 school year:

1. Implement retention practices as defined by A.R.S. §15-701 with no adjustments.
  - a. In this option, all districts and charters, regardless of start date, would be required to retain third grade students who read significantly below grade level for the 2016-2017 school year as determined by scores on the Spring 2016 English Language Arts AzMERIT exam.
  - b. Schools would additionally be required to notify parents upon receipt of scores.
  - c. As required in statute, all districts and charters will continue to submit literacy plans by the deadline of October 1, 2016.

-or-

2. Allow schools to submit school calendars to be considered for potential exemption from A.R.S. §15-701 retention requirements for only the 2016-2017 school year.
  - a. Schools must submit to the State Board of Education their local governing board approved school calendars which clearly indicate school start dates within three weeks of the expected receipt of parent reports on July 11, 2016.
  - b. The State Board of Education would make individual determination regarding eligibility for exemption from statute retention requirements for the 2016-2017 school year.
  - c. Exempted schools must plan and implement intervention and remedial strategies for the promoted student if third grade assessment data subsequently demonstrates that the pupil reads significantly below grade level as determined by scores on the Spring 2016 English Language Arts AzMERIT exam.
  - d. Non-exempted schools and districts must, as required by statute, retain third grade students who read significantly below grade level for the 2016-

**EXECUTIVE SUMMARY**

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2017 school year as determined by scores on the Spring 2016 English Language Arts AzMERIT exam.

- e. All districts and charters, regardless of exemption status must, as required in statute, submit literacy plans by the deadline of October 1, 2016.

-or-

- 3. Allow all districts and charters with third grade students to be exempt from A.R.S. §15-701 retention requirements for only the 2016-2017 school year.
  - a. Upon receipt of parent reports, schools must notify parents that their student's AzMERIT exam score indicates that they read significantly below grade level as determined by scores on the Spring 2016 English Language Arts AzMERIT exam.
  - b. Districts and charters must plan and implement intervention and remedial strategies for promoted students whose third grade assessment data subsequently demonstrates that they read significantly below grade level as determined by scores on the Spring 2016 English Language Arts AzMERIT exam.
  - c. As required in statute, districts and charters will continue submit literacy plans by the deadline of October 1, 2016.

**Recommendation to the Board**

It is recommended that the State Board of Education select one of the three options described within the body of this summary to best meet the needs of students, parents and educators and provide guidance to schools to assist them in appropriately administering the requirements of the Move on When Reading legislation in the 2016-2017 school year.

**EXECUTIVE SUMMARY**

<b>Issue:</b>	Discussion and possible action regarding creation of a Career and Technical Education Task Force to develop policy recommendations on the Career and College Pathway and career literacy
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☒ Action/Discussion Item☐ Information Item**Background and Discussion**

At the March 2016 meeting, the Board received a detailed presentation on a competency-based Career and College Pathway for discretionary adoption by LEAs. In addition, information was presented related to career literacy. Although under existing rule, the Board has recognized the critical importance of career development through adoption of Education and Career Action Plans (ECAPs), the presentation at the March meeting demonstrated the challenges faced by LEAs in implementing ECAPs and promoting career literacy.

An additional presentation addressed criteria for A-F accountability plans, providing evidence that over 30 states have included Career Readiness criteria in their school performance systems. As the Board's A-F School Accountability Committee meets in the upcoming months to discuss academic performance indicators, including multiple measures and college and career readiness, consideration can be given to career readiness criteria.

The Board could create a Career and Technical Education Task Force. The focus of the Task Force would be to develop policies for consideration and adoption by the Board related to competency-based Career and College Pathway for discretionary adoption by LEAs and on career literacy.

**Recommendation to the Board**

It is recommended that the Board form a Career and Technical Education Task Force to develop policy recommendations for adoption on the Career and College Pathway and career literacy.

**Contact Information:**

Dr. Karol Schmidt, Executive Director, State Board of Education  
Richard Condit, President – Economic Independence, LLC.

## EXECUTIVE SUMMARY

**Issue:** Presentation, discussion and possible action to revise the Arizona Framework for Measuring Educator Effectiveness

☒ Action/Discussion Item

☐ Information Item

### Background and Discussion

On April 25, 2011, the State Board of Education (SBE) unanimously passed the proposed Arizona Framework for Measuring Educator Effectiveness. This action resulted from the passage of SB 1040 that directed the SBE to adopt and maintain a model framework for teacher and principal evaluation that includes quantitative data on student academic progress. The initial framework was adopted on April 25, 2011, amended May 19, 2014 and took effect in the 2014-15 school year. Starting with the 2016-17 school year LEAs will use a revised framework, adopted by the SBE on January 25, 2016.

At the February 22, 2016 Board meeting, public comment was received requesting clarifying language to the framework to require LEAs to include data from all students enrolled in the LEA, rather than from only selective students.

At the March 21, 2016 Board meeting, clarifying language for both frameworks was proposed in an attempt to ensure that data from all students enrolled at an LEA are included in the teacher and principal evaluation framework. The Board directed the Teacher and Principal Evaluations Task Force to convene and consider the proposed changes.

On April 6, 2016, the Teacher and Principal Evaluations Task Force met and approved adding the following language to page 14 under “Additional Instructions and Recommendations to LEAs” for the framework effective for the 2016-17 school year as shown on the attached exhibit:

- LEAs shall include all students for whom valid and reliable data exists;

### Recommendation to the Board

It is recommended that the Board revise the Arizona Framework for Measuring Educator Effectiveness as described.

### Contact Information:

Dr. Karol Schmidt, Executive Director  
Mark McCall, Deputy Associate Superintendent for Educator Excellence

## EXECUTIVE SUMMARY

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### ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO LEAs

- LEAs shall ensure that multiple measures of student academic progress are used to calculate the portion of each teacher's evaluation dedicated to student academic progress;
- LEAs shall include all students for whom valid and reliable data exists;
- When available, data from statewide assessments shall be used to inform the evaluation process;
- All assessment data used in educator evaluations shall be aligned with Arizona State Standards;
- LEAs shall include student achievement data for reading and/or math as appropriate. However, student achievement data should not be strictly limited to these content areas;
- LEAs are encouraged to use SLOs when statewide assessment data are not available for the individual teacher;
- Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone;
- All evaluators should receive professional learning in order to effectively implement their LEA's teacher evaluation system;
- LEAs should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework;
- LEAs should develop and provide professional learning on the evaluation process and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education;
- As required by ARS § 15-537, LEAs shall develop with stakeholder input:
  - Incentives for teachers in the highest performance classification, which may include multiyear contracts not to exceed three years;
  - Incentives for teachers in the two highest performance classifications to work at schools that are assigned a letter grade of D or F;
  - Protections for teachers who are transferred to schools that are assigned a letter grade of D or F;
  - Protections for teachers if the principal of the school is designated in the lowest performance classification;
  - Performance improvement plans for teachers designated in the lowest performance classification; and
  - Dismissal or nonrenewal procedures for teachers who continue to be designated in the lowest performance classification.

**Contact Information:** Dr. Karol Schmidt, Executive Director  
Mark McCall, Deputy Associate Superintendent for Educator Excellence

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Recommendation to Deny Application for Certification for Allan Smith, C-2012-079R.

☒ Action/Discussion Item

☐ Information Item

**Background and Discussion**

Mr. Smith held a Provisional Elementary Education K-8 certificate which expired on November 8, 2014.

In September of 2012, the Investigative Unit of the Board received a statement of allegations from Washington Elementary School District ("WESD"), setting forth allegations of possible unprofessional or immoral conduct engaged in by Mr. Smith and three other Orangewood teachers. Included in the statement of allegations were allegations that Mr. Smith sold marijuana and smoked marijuana while employed with WESD.

On September 12, 2012, WESD placed Mr. Smith and the other three teachers on administrative leave with pay pending WESD's investigation into the allegations involving marijuana. Later in September of 2012, all four of those persons submitted their resignations to WESD.

On February 13, 2014, Mr. Smith filed an Application for Certification with the Certification Unit of the Arizona Department of Education seeking issuance of a Principal certificate.

On October 14, 2014, Mr. Smith, along with his counsel, appeared before the PPAC for a screening review regarding his application for a Principal certificate. The screening review addressed some of the allegations contained in the 2012 WESD statement of allegations. At the conclusion of the screening review, the PPAC voted unanimously (4-0) to recommend that the Board grant Mr. Smith's application for a Principal certificate.

On October 18, 2014, before the PPAC's October 14, 2014 recommendation could be presented to the Board, Mr. Smith was arrested in Scottsdale, Arizona, by Officer Christian Bailey of the Scottsdale Police Department and booked on charges of possession of marijuana and possession of drug paraphernalia.

On the night of October 18, 2014, Officer Bailey detected the odor of marijuana as Mr. Smith stood up out of the driver's seat of his rental car. Officer Bailey searched the vehicle and found marijuana in the rental car. Mr. Smith admitted to Officer Bailey that he did not possess a medical marijuana card and admitted to Officer Bailey that the marijuana belonged to him.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

## **EXECUTIVE SUMMARY**

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On March 24, 2015, Mr. Smith was charged, in Maricopa County Superior Court, with one count of Possession or Use of Marijuana, a Class 6 Felony, based upon his October 18, 2014 arrest.

On May 21, 2015, Mr. Smith consented to participate in a deferred prosecution program with TASC. On September 8, 2015, Mr. Smith successfully completed the Maricopa County Attorney/TASC Adult Deferred Prosecution Program.

On October 22, 2015, the criminal case was dismissed with prejudice based upon Mr. Smith's successful completion of the Maricopa County Attorney/TASC Adult Deferred Prosecution Program.

On November 10, 2015, Mr. Smith, along with his counsel, appeared before the PPAC for a second screening review regarding his application for a Principal certificate. The screening review addressed some of the allegations contained in the 2012 WESD statement of allegations and also addressed Mr. Smith's October 18, 2014 arrest in Scottsdale for marijuana possession. At the conclusion of the screening review, the PPAC voted unanimously (5-0) to adopt a conclusion of law stating that Mr. Smith had engaged in conduct which constituted unprofessional or immoral conduct pursuant to A.R.S. § 15-534(C) and A.A.C. R7-2-1308(B)(10), based solely on the October 18, 2014 marijuana arrest. However, the PPAC then voted by a majority (3-2) to recommend that the Board grant Mr. Smith's application for a Principal certificate despite the PPAC's finding that Mr. Smith had engaged in unprofessional or immoral conduct.

At a public meeting on December 21, 2015, the matter was presented to the Board for discussion and possible action regarding the November 10, 2015 PPAC recommendation to grant Mr. Smith's application for a Principal certificate. Mr. Smith was present at that meeting and answered questions from Board members. After discussion, the Board voted unanimously (9-0) to adopt the PPAC's findings of fact and conclusions of law, but the Board also voted unanimously to reject the PPAC's recommendation and to deny Mr. Smith's application for a Principal certificate.

On December 21, 2015, Garnett Winders, Chief Investigator of the Board's Investigative Unit, mailed a Notice of Denial of Application for Certification ("Notice of Denial") to Mr. Smith's counsel formally notifying Mr. Smith of the Board's December 21, 2015 denial of his application for certification. The Notice of Denial also informed Mr. Smith that he had a right to appeal the Board's denial and to request a hearing pursuant to A.R.S. § 41-1065.

On December 31, 2015, Mr. Smith, through counsel, filed a timely appeal and request for a hearing under A.R.S. § 41-1065.

## **EXECUTIVE SUMMARY**

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### **Review and Recommendation of State Board Committee**

On March 8, 2016, the Professional Practices Advisory Committee ("PPAC") conducted a hearing. Based on the Findings of Fact and Conclusions of Law, the PPAC recommended, by a vote of 4 to 0, that the State Board deny the application for certification of Allan Smith, and that all states and territories be so notified.

### **Recommendation to the Board**

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and Recommendation of the PPAC and deny the application for certification of Allan Smith, and that all states and territories be so notified.



## EXECUTIVE SUMMARY

**Issue:** Consideration of Recommendation for Certificate Suspension regarding Maria Giles, Case No. C-2015-044.

☒ Action/Discussion Item

☐ Information Item

### Background and Discussion

Maria Giles holds a Standard Cross Categorical Special Education K-12, and a Standard Elementary Education K-8, both of which expire on January 28, 2021.

On May 27, 2015, the State Board Investigative Unit received a report from a parent from Field Elementary School, in the Mesa Public Schools District, alleging misconduct on the part of Ms. Giles.

During the 2013-2014 school calendar year, Ms. Giles referred to her students with numerous derogatory comments including, "pathetic", "disgusting", "cesspool of germs", "petri dishes", "Einstein", and "little shits."

Ms. Giles stated that she hoped a student, "gets a dreaded disease".

On at least one occasion, Ms. Giles forced a student to stand out in the sun as punishment for misbehaving.

### Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee Meeting, at their March 8, 2016, meeting, recommended, by a vote of 3 to 1, that the State Board suspend any and all certificates held by Maria Giles, for three years, and that all states and territories be so notified.

### Recommendation to the Board

It is recommended that the State Board of Education adopt the recommendation of the PPAC and suspend any and all certificates held by Maria Giles, for three years, and that all states and territories be so notified.

### Contact Information:

*Garnett Winders, Acting Chief Investigator  
State Board of Education*