



## Amended Agenda

### NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Monday, January 29, 2018, at 9:00 A.M. at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007.** A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Boards may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

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

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

DATED AND POSTED this 25<sup>th</sup> day of January, 2018.

Arizona State Board of Education

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

  
Alicia Williams  
Executive Director  
(602) 542-5057

Monday, January 29, 2018  
9:00 AM  
Arizona Department of Education, Room 122  
1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, NATIONAL ANTHEM,  
PRAYER AND ROLL CALL

1. BUSINESS REPORTS: The Board may discuss and take action concerning any matters listed on the agenda for Business Reports.

A. President's Report

1. Presentation from Paradise Valley School District and Member Mak on School Resource Officers (SROs)

B. Superintendent's Report

1. U.S. Senate Youth Program
  - a) Vanessa Strait Constandse – Highland High School
  - b) Kaitlyn Yoo – Arizona College Preparatory – Chandler
  - c) Rodrigo Guerrero – Catalina Foothills High School
2. Superintendent Update

C. Executive Director's Report

1. Introduction of new staff
2. Update on Menu of Assessment Request For Information (RFI) and timeline
3. NASBE Legislative Conference Update

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

A. Approval of Secondary Education preparation program, leading to Arizona educator certification, for University of Phoenix, Masters of Secondary Education

~~B. Approval of Post-Baccalaureate Education preparation program, leading to Arizona educator certification, for Northern Arizona University, Yuma, Post Baccalaureate Education Certificates:~~

- ~~1. Post Baccalaureate Education Certificate, Biology – Secondary Education~~
- ~~2. Post Baccalaureate Education Certificate, Chemistry – Secondary Education~~

- ~~3. Post Baccalaureate Education Certificate, Earth Science—  
Secondary Education~~
- ~~4. Post Baccalaureate Education Certificate, General Science—  
Secondary Education~~
- ~~5. Post Baccalaureate Education Certificate, Geography—  
Secondary Education~~
- ~~6. Post Baccalaureate Education Certificate, History—  
Secondary Education~~
- ~~7. Post Baccalaureate Education Certificate, Mathematics—  
Secondary Education~~
- ~~8. Post Baccalaureate Education Certificate, Physical Science—  
Secondary Education~~
- ~~9. Post Baccalaureate Education Certificate, Physics—  
Secondary Education~~
- ~~10. Post Baccalaureate Education Certificate, Political  
Science/American Government—Secondary Education~~
- ~~11. Post Baccalaureate Education Certificate, English/Language  
Arts—Secondary Education~~
- ~~12. Post Baccalaureate Education Certificate, Environmental  
Science—Secondary Education~~

- C. Approval of Secondary Education preparation program, leading to Arizona educator certification, for Grand Canyon University, Masters of Education:
1. Master of Education, Emphasis in STEM – Secondary Education (M.Ed.)
  2. Master of Education, Emphasis in Humanities – Secondary Education (M.Ed.)
- D. Approval of the Arizona Charter School Program Grant, Project Years 2019-2021 Subrecipients
- E. Approval of the Adult Education Assistance Funding Awards for FY2018/19
- F. Approval of the Move on When Reading (MOWR) LEA and Charter school literacy plans for release of K-3 Reading Base Support Funds
- G. Approval of the Early Literacy Grant Program Annual Report
- H. Approval of preliminary allocations of Title I-C Migrant Basic LEA and Consortium Grants

- I. Approval of the contract between the State Board of Education and 31 local education agencies for Homeless Education Services pursuant to A.R.S. § 15-207
  - ~~J. Acceptance of the report on Arizona Education Learning and Accountability System (AELAS) development and implementation~~
  - K. Approval of the receipt of a contract award and authorization of expenditures for the 2014-2015 Johnson-O'Malley grant from the United States Bureau of Indian Education
  - L. Approval of the Structured English Immersion (SEI) Course Training Program(s) offered by:
    - 1. Casa Grande Elementary
    - 2. Grand Canyon University
    - 3. Arizona State University
  - M. Approval of appointments to the Certification Advisory Committee
  - N. Approval of appointments to the School Safety Program Oversight Committee
  - O. Approval of appointments to the Alternative Educator Preparation Application Review Committee
  - P. Approval of recommended collection of reading assessments for use in connection with demonstrating sufficient reading skills for the third grade pursuant to A.R.S. § 15-701(A)(2)(b)(iii)
  - Q. Approval of Teachers of Tomorrow as an alternative educator preparation program provider for elementary education
  - R. Denial of Teachers of Tomorrow as an alternative educator preparation program provider for secondary education
  - S. Approval of the Student Teaching Intern Written Supervision Plan for Prescott College
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

AA. 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.

A. Presentation, discussion and possible action regarding the Technical Advisory Committee's (TAC) report on the following:

1. Recommendation and report from the TAC on lowering the student number count (n-count) within the English Language Learner (ELL) indicator
2. Recommendation and report from the TAC on changing the denominator in the K-8 Acceleration indicator to "points eligible"
3. Recommendation and report from the TAC on addressing the Student Growth to Target (SGT) "ceiling effect" within the Growth indicator
4. Recommendation and report from TAC regarding the A-F model for non-typical grade configurations

B. Presentation and discussion regarding 2018 legislative priorities:

1. Arizona Education Association
2. Arizona School Boards Association
3. Arizona School Administrators Association
4. Arizona Charter Schools Association
5. Arizona Association of County School Superintendents

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 on the Special Education Qualified Professional List

E. Presentation, discussion and possible action to close rulemaking procedures for:

1. R7-2-301 regarding Minimum Course of Study and Competency Goals for Students in the Common Schools



2. R7-2-302 regarding Minimum Course of Study and Competency Requirements for Graduation from High School
5. **CONSENT AGENDA – CERTIFICATION ENFORCEMENT ACTIONS:**  
All items on this Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.
- A. Approval of the voluntary surrender of the educator certificates held by:
    1. Alan Grantham: Case no. C-2016-454
    2. Roland Willis: Case no. C-2016-649
  - B. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by John Rodenburg: Case no. C-2017-175
6. **GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS**
- A. Presentation, discussion and possible action to approve the Negotiated Settlement Agreements for:
    1. Morris Denetdeel: Case no. C-2017-505R
    2. Chanise Hart: Case no. C-2016-743
    3. Anna Johnson: Case no. C-2017-227
  - B. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the application for certification of Jesse Peterson, Case no. C-2017-089R
  - C. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to deny the application for certification of Conrad Navarrete and that the applicant be prohibited from submitting an application for certification for a period of three years, Case no. C-2017-341R
  - D. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to deny the application for certification of Farrah Bratcher and that the applicant be prohibited from submitting an application for certification for a period of five years, Case no. C-2017-508R

- E. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the suspension, with conditions, of the certificate(s) held by Andrew Little, Case no. C-2016-005
  - F. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the revocation of the certificate(s) held by Gregory Richman, Case no. C-2015-130
  - G. Presentation and discussion on proposed teacher discipline search tool
7. PRESENTATION OF CANDIDATES AND ELECTION OF STATE BOARD OF EDUCATION OFFICERS FOR 2018
8. SUMMARY OF CURRENT EVENTS, FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

**EXECUTIVE SUMMARY**

**Issue:** Consideration of recommendation to approve or deny secondary education educator preparation program leading to Arizona educator certification.

Action/Discussion Item

Information Item

**Background and Discussion**

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

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

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

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

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

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



## **EXECUTIVE SUMMARY**

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

The following University of Phoenix educator preparation program has met the standards and is being recommended for program approval through January 31, 2024:

- University of Phoenix, Master of Secondary Education (M.Ed.)

### **Recommendation to the Board**

It is recommended that the Board approve the Secondary Education educator preparation program listed above through January 31, 2024.

### **Contact Information:**

Keith Snyder, Deputy Associate Superintendent of Educator Excellence

Kelly Koenig, Associate Superintendent of Student Achievement and Educator Excellence Division

**EXECUTIVE SUMMARY**

<b>Education Preparation Program Scoring</b>	
<ul style="list-style-type: none"><li>• All worksheets and matrices within each domain are scored on a 0-3 scale.</li><li>• Scores for each domain are averaged to determine a domain score.</li><li>• Domain scores are then averaged to determine the program score.</li><li>• A score of 2.0 equals a “meets”.</li><li>• The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.</li></ul>	

Professional Preparation Institution	University of Phoenix
Educator Preparation Program	Masters of Education, Secondary Teacher Education
Date submitted	9/1/2017
Type of Approval	Program Renewal
Program Pathway	Traditional
Certificate	Secondary Education
Program Summary Date	1/12/2018

		Score
<b>Organizational Structures and Systems Domain</b>		
<b>Program Review Requirements Worksheets</b>	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.15
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
<b>Evaluation Procedure Component</b>	Evaluation Procedures & Monitoring Plan	2.00
<b>Organizational Structures and Systems Domain Total Score</b>		<b>2.03</b>
<b>Instructional Impact Domain</b>		
<b>Relevant Professional Standards Component</b>	Relevant Standards Matrix	5.50
	Content Knowledge Worksheet	2.00
	Content Knowledge Matrix	2.00
<b>Data Literacy Component</b>	Data Literacy Worksheet	2.15
	Data Literacy Matrix	2.20
<b>Technology Integration Component</b>	Technology Integration Worksheet	2.50
	Technology Integration Matrix	2.60
<b>Instructional Impact Domain Total Score</b>		<b>2.71</b>
<b>Clinical Practice &amp; Partnerships Domain</b>		
<b>Local Education Agency (LEA) Partnerships Component</b>	LEA Partnership Worksheet	2.10
<b>Field Experience Component</b>	Field Experience Worksheet	2.00
	Field Experience Matrix	2.25
<b>Capstone Readiness Assessment Plan Component</b>	Capstone Readiness Worksheet	2.00
<b>Capstone Component</b>	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.00
<b>Clinical Practice &amp; Partnerships Domain Total Score</b>		<b>2.06</b>
<b>Program Score</b>		<b>2.27</b>

## EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

### Background and Discussion

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

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

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

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

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

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

## **EXECUTIVE SUMMARY**

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

The following Grand Canyon University educator preparation programs have met the standards and are being recommended for program approval through January 31, 2024:

- Master of Education, Emphasis in STEM – Secondary Education (M.Ed.)
- Master of Education, Emphasis in Humanities – Secondary Education (M.Ed.)

### **Recommendation to the Board**

It is recommended that the Board approve the Secondary Education educator preparation programs listed above through January 31, 2024.

**EXECUTIVE SUMMARY**

<b>Education Preparation Program Scoring</b>	
<ul style="list-style-type: none"><li>• All worksheets and matrices within each domain are scored on a 0-3 scale.</li><li>• Scores for each domain are averaged to determine a domain score.</li><li>• Domain scores are then averaged to determine the program score.</li><li>• A score of 2.0 equals a “meets”.</li><li>• The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.</li></ul>	

Professional Preparation Institution	Grand Canyon University
Educator Preparation Program	Master of Education in Secondary Education
Date submitted	6/1/2017
Type of Approval	Program Renewal
Program Pathway	Both
Certificate	Secondary Education
Program Summary Date	12/21/2017

		Score
	<b>Organizational Structures and Systems Domain</b>	
<b>Program Review Requirements Worksheets</b>	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
<b>Evaluation Procedure Component</b>	Evaluation Procedures & Monitoring Plan	2.07
	<b>Organizational Structures and Systems Domain Total Score</b>	<b>2.01</b>
	<b>Instructional Impact Domain</b>	
<b>Relevant Professional Standards Component</b>	Relevant Standards Matrix	3.50
	Content Knowledge Worksheet	2.00
	Content Knowledge Matrix	3.33
<b>Data Literacy Component</b>	Data Literacy Worksheet	1.90
	Data Literacy Matrix	1.83
<b>Technology Integration Component</b>	Technology Integration Worksheet	2.27
	Technology Integration Matrix	2.23
	<b>Instructional Impact Domain Total Score</b>	<b>2.44</b>
	<b>Clinical Practice &amp; Partnerships Domain</b>	
<b>Local Education Agency (LEA) Partnerships Component</b>	LEA Partnership Worksheet	2.27
<b>Field Experience Component</b>	Field Experience Worksheet	2.00
	Field Experience Matrix	2.00
<b>Capstone Readiness Assessment Plan Component</b>	Capstone Readiness Worksheet	2.00
<b>Capstone Component</b>	Capstone Experience Worksheet	2.13
	Capstone Remediation Plan	2.00
	<b>Clinical Practice &amp; Partnerships Domain Total Score</b>	<b>2.07</b>
	<b>Program Score</b>	<b>2.17</b>

## EXECUTIVE SUMMARY

**Issue:** Consideration to award up to \$10,250,000 over three years from the Arizona Charter Schools Program to new or replicated charter school subrecipients serving disadvantaged students. Funds are supported by ED Office of Innovation and Improvement, Charter School Program, CFDA 84.282A.

Action/Discussion Item     Information Item

### **Background and Discussion:**

On October 1, 2015, the U.S. Department of Education (ED) Office of Innovation and 8367Improvement (OII) Charter School Program (CSP) awarded the Arizona Department of Education, Arizona Charter Schools Program (AZCSP) section \$23,624,996 to increase the number of high quality public charter school serving disadvantaged students in Arizona.

In compliance with Uniform Guidance 2 CFR §200.330, AZCSP awardees have been determined to be subrecipients of CFDA 84.282 A awarded to the Arizona Department of Education, Charter Schools Program, October 1, 2015. Subrecipients will also be known as non-federal entities.

In 2017, SBE awarded 6 subrecipients. This year (2018) subgrants will be awarded to 14 subrecipients. (See list of subrecipients and award amounts under **Recommendation to the Board.**)

### **Purpose:**

The purpose of the Arizona Charter Schools Program is to 1) increase the number of high quality charter schools in Arizona serving disadvantaged students particularly in urban and rural settings, 2) improve student achievement to high academic standards in schools, and 3) improve high school student achievement and graduation rates.

The schools selected have a variety of strategies to improve student achievement. All of them have data driven strategies to continuously monitor student progress and in-house programs to align school staff with enhanced outcomes.

Much of the funding will go to support the material startup expenditures of opening a school. At the same time, considerable funding will go to building leadership and staff capacity to create school-wide cultures of learning.

### **Contract Amount:**

The subgrant to each subrecipient for the initial project year will not exceed \$250,000. Additional awards for up to two additional years are dependent upon the availability of funds and the success of the school in meeting stated objectives. In any event the total awarded to any school will not exceed \$750,000 over three project years.

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### **Contact Information:**

Peter Laing, Deputy Associate Superintendent, School Excellence Unit  
Kelly Koenig, Associate Superintendent of Student Achievement and Educator Excellence Division



## EXECUTIVE SUMMARY

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### **Source of Funds:**

Authorizing Legislation: No Child Left Behind Act of 2001 (NCLB), Public Law 107-110, Section 5201, Index No. 02451, CFDA 84282A

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

Educators and School Excellent Unit

Division Associate Superintendent: Kelly Koenig

AZ Charter Schools Program Section Project Director: Mark Francis

### **Dates of Subgrant Project Year:**

The agreements shall take effect when approved by the Board. The Project Year (up to three) starts February 1 of the first award year and ends on January 31, of the following calendar year.

### **Explanation of Subgrants:**

The Arizona Charter Schools Program start-up award is a competitive, discretionary grant. New charter entities list for recommendation successfully described in their application a compelling, school-wide vision for challenging curriculum, engaging instruction and rigorous assessment which will increase Arizona student achievement.

### **Application Award and Eligibility to apply:**

The awarded schools have met one of the following definitions of educationally disadvantaged:

1. A school serving at least 40% racially and ethnically diverse students; or
2. A school serving at least 40% economically disadvantaged students eligible for federal lunch program support; or
3. A school serving at least 40% students with identified disabilities per IDEA; or
4. A school serving at least 40% English Language Learners (ELL).

### **Further Eligibility:**

1. To be eligible for the full \$250,000 per school per annum award, schools must identify in their application that they expect to enroll 200 students by their third year of operation. Schools who indicate less than that will be awarded a reduced amount.
2. Schools that fail to meet their enrollment targets in the third year may have their awards reduced to reflect the lower enrollment.
3. Contingent upon their estimated and actual enrollment and continued federal funding, the award shall not exceed \$750,000 total per school through January 31, 2020.
4. After the first year award funding is dependent upon the availability of funds and the success of the charter school in meeting stated objectives in their application.
5. Schools must maintain a good faith effort to meet the goals described in its awarded application and must be in compliance with state and federal charter rules and regulations.

## EXECUTIVE SUMMARY

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6. All charter awardees agree to participate in regular monitoring by state and federal officials over the life of the grant.
7. If a school states in its plan that it will serve at least 40% disadvantaged students but intends to locate in a geographic area which does not contain an average of at least 40% low income families, the schools award will be placed on hold until it can demonstrate an enrollment of at least 40% disadvantaged students.

### **Previous Contract History**

None of the awarded schools has previously received an AZ CSP award. (Some subrecipients may be in a network whose member schools have received this subgrant.)

### **Method of Determining Subrecipient Awards**

A competitive application was reviewed by a 3 person panel consisting of, members of education non-profits, and a former staff member from the Arizona State Board for Charter Schools.

Subrecipient leadership teams also participated in a 90 minute interview conducted by a 3 person panel consisting of two AZCSP staff and the former Director of Accountability, Arizona State Board for Charter Schools.

### **Evaluation Plan:**

Each awarded charter entity is monitored for academic, financial and operational compliance with its grant application and the following:

1. The US ED Charter Schools Program SEA monitoring instrument;
2. Education Department General Administration Regulations (EDGAR);
3. The Arizona Charter Schools Program monitoring instrument which assesses the following:
  - a. Academic Standards and Continuous Improvement,
  - b. Governance, and Leadership,
  - c. Business and Financial Practices.
4. AZCSP Risk Assessment Framework Procedure

A key strategy in the evaluation process is regular on-site visits by the AZ CSP staff to awarded schools to evaluate effectiveness and identify leading indicators (predictors) of success.

## EXECUTIVE SUMMARY

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### Subrecipient Backgrounds

**Abraham Lincoln Prep School (Grades K-8)** is an outgrowth of Pioneer Prep Academy, a high performing elementary school in Maryvale. It plans to open in farther west Maryvale (85037).

**Academy of Math and Science – Desert Sky (Grades K-8)** is part of the Academy of Math and Science network with high performing elementary schools in Flowing Wells (Tucson) and central Phoenix. It will locate along the Maryvale I-10 corridor (85035).

**Alexander Hamilton Community School (Grades K-8)** is an outgrowth of Pioneer Prep Academy, a high performing elementary school in Maryvale. It plans to open in and around Laveen (85009).

**Arizona Autism High School (Grades 9-12)** is an expansion of its nationally recognized central Phoenix elementary school (85014).

**ASU Prep South Phoenix (Grades 9-12)** will bring its successful downtown model to south-central Phoenix (85040).

**ASU Prep Tempe (Grades 9-12)** will bring its successful downtown model to Guadeloupe (85283).

**EAGLE College Prep (Grades K-8)** will bring its successful Maryvale model to the central I-17 corridor (85015).

**Edison Project (Grades K-8)** will replicate its successful model developed in the Prendergast District to Glendale (85307).

**New Horizon High School** is a new school developed by an experienced and successful team of educators which previously lead the Gateway early-college program. It will locate in Mesa (85210).

**New Learning Ventures (Grades K-8)** is a new school based on a private school model offering innovated gifted programs to central Phoenix students (85004).

**Phoenix International Academy (Grades K-8)** is a new school developed by an experienced and successful team of educators from central Phoenix. It will locate in downtown Glendale (85301).

**Self Development Eastmark (Grades K-8)** is an outgrowth of its highly successful Mesa campus. It will locate in southeast Mesa (85212).

**Self Development Scottsdale (Grades K-8)** is an outgrowth of its highly successful Mesa campus. It will locate in south Scottsdale/north Tempe (85281).

**Vista College Prep Maryvale Middle School (Grades 6-8)** is an expansion of its highly successful central Phoenix campus. It will locate in Laveen (85009).

**EXECUTIVE SUMMARY**

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**Recommendation to the Board**

It is recommended that the Board approve the following Arizona Charter School Program, Project Years 2019 - 2021 Subrecipients.

Awards, not to exceed \$250,000 per Project Year, are supported by a US Department of Education, Office of Innovation and Improvement, Charter School Program. This subgrant award obligates only one year of payments with the option to fund years two and three dependent upon fund availability and annual review of school progress to meet its goals. All schools are Title I schools. One school is eligible for only two Project Years (PY).

School	PY 2018-19	PY 2019-20	PY 2020-21
Abraham Lincoln Prep School	\$250,000	\$250,000	\$250,000
Academy of Math and Science – Desert Sky	\$250,000	\$250,000	\$250,000
Alexander Hamilton Community School	\$250,000	\$250,000	\$250,000
Arizona Autism High School	\$250,000	\$250,000	\$250,000
ASU Prep South Phoenix High School	\$250,000	\$250,000	\$250,000
ASU Prep Tempe	\$250,000	\$250,000	X
EAGLE College Prep	\$250,000	\$250,000	\$250,000
Edison Project	\$250,000	\$250,000	\$250,000
New Horizon High School	\$250,000	\$250,000	\$250,000
New Learning Venture	\$250,000	\$250,000	\$250,000
Phoenix International Academy	\$250,000	\$250,000	\$250,000
Self Development Eastmark	\$250,000	\$250,000	\$250,000
Self Development Scottsdale	\$250,000	\$250,000	\$250,000
Vista College Prep	\$250,000	\$250,000	\$250,000
 Subtotal	 \$3,500,000	 \$3,500,000	 \$3,250,000

Total \$10,250,000

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the contract between the State Board and approved Adult Education Local Providers listed to award funding for Adult Education services in FY2018/19.

Action/Discussion Item

Information Item

**Background and Brief Explanation of Contract**

Adult education and literacy services provide academic instruction and education services below the postsecondary level that will increase an individual's ability to read, write, speak in English, and perform mathematics or other activities necessary for the attainment of a secondary diploma, to transition successfully to postsecondary education and training, and to obtain employment.

Since 1998, Arizona Adult Education classes have:

1. Assisted adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. Assisted adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
3. Assisted adults in the completion of a secondary school education;
4. Assisted adults in acquiring the English language skills necessary for productive participation in the workforce and civics engagement.

ARS 15-232, 15-234, and Federal P.L. 105-220 (Title II of the Workforce Innovation and Opportunity Act of 2014), and the Arizona Unified Workforce Development Plan authorizes the allocation of funds for the establishment and maintenance of adult education including:

1. Adult Basic Education/Adult Secondary Education (ABE/ASE)
2. English Language Acquisition for Adults (ELAA)
3. Integrated English Literacy and Civics Education (IEL/CE)
4. Integrated Education and Training (IET)

Government fiscal support for the Arizona Adult Education system has historically been provided through a combination of federal and state funding, with the federal dollars requiring a three to one (federal to state) match. Additionally, the federal grant requires a 90% maintenance of state effort which, if reduced, would incur a proportional cut in federal dollars.

The Workforce Innovation & Opportunity Act of 2014 (WIOA) requires the alignment of workforce, education and economic development systems to support access to high-

**Contact Information:**

Sheryl Hart, Deputy Associate Superintendent, Adult Education  
Mike Mannelly, Associate Superintendent, Highly Effective Schools

## **EXECUTIVE SUMMARY**

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quality, comprehensive and accessible workforce services for all individuals, including those with significant barriers to employment. Adult Education and Literacy (Title II) is identified as one of four required core partners in WIOA. The core partners are listed below:

WIOA Required Core Partners:

- WIOA Title I, Adult, Dislocated Worker, and Youth Programs (DES)
- WIOA Title II, Adult Education and Literacy Program (ADE)
- WIOA Title III, Wagner-Peyser Employment Service (DES)
- WIOA Title IV, Vocational Rehabilitation Program (DES)

All four titles comprise the workforce system. In Arizona's Workforce System, Titles I, III and IV are under the administration of the Department of Economic Security (DES). Title II is administered under the Arizona Department of Education (ADE), as described in the Arizona Revised Statutes (A.R.S.) 15-232 and 15-234.

With the implementation of WIOA, Arizona has the opportunity to create positive change to improve the workforce development system as a whole. Since the passage of WIOA, the Arizona Department of Education/Adult Education Services Unit (ADE/AES) has been working collaboratively with core partners to address the WIOA requirements and to ensure that adult education and literacy is an integral component of the Arizona Workforce System.

As required under WIOA, ADE/AES conducted a competitive Request for Grant Application (RFGA) process to award multi-year funding to eligible agencies for the provision of Title II adult education services in Arizona. The grant cycle for successful applicants began July 1, 2017 and will continue through June 30, 2020.

Eligible providers, in adherence to WIOA, are organizations with demonstrated effectiveness in providing adult education and literacy activities and may include:

1. A local education agency
2. A community-based organization or faith-based organization
3. A volunteer literacy organization
4. An institution of higher learning
5. A public or private non-profit agency
6. A library
7. A public housing authority
8. A non-profit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals as described in WIOA
9. A consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above; or
10. A partnership between an employer and an entity described above



**EXECUTIVE SUMMARY**

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

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

See attached list of Adult Education Local Providers (page 5).

**Contract Amount:**

Not to exceed \$15,372,304

**Source of Funds:**

Authorizing Legislation:

- ARS 15-232 and 15-234
- The Workforce Innovation and Opportunity Act of Title II: The Adult Education and Family Literacy Act (P.L. 105-220)
- The Arizona Unified Workforce Development Plan.

Function Codes:     ADULT300 (FAY16, FAY17 & FAY18)  
                          ADULT305 (FAY16, FAY17 & FAY18)  
                          ADULTST300 BFY19

**Responsible Unit at Department of Education:**

Adult Education Services

Deputy Associate Superintendent:   Sheryl Hart  
Program Contact:                        Jerald Goode

**Dates of Contract:**

July 1, 2018 to June 30, 2019.

**Previous Contract History:**

The Board has approved local grant awards for adult education services since 1965.

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

20,000 students  
600 educators

**Method of Determining Contract Amount(s):**

Eligible applicants submitted a grant application that included a proposal for services and a one-year budget. To be considered eligible for an award, the applicant must have demonstrated past effectiveness by providing performance data on its record in improving the skills of eligible individuals, in particular individuals who are basic-skills

## **EXECUTIVE SUMMARY**

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deficient, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training, as described in WIOA Final Rules Subpart C, §463.24.

Submitted eligible applications were reviewed by a panel comprised of individuals with expertise in adult education and literacy using a rubric-based evaluation tool. The panel provided recommendations to ADE/AES regarding consideration for funding. In addition, applications were reviewed by applicable Local Workforce Development Board(s) regarding the proposal's alignment with the local workforce development plan. The Boards provided recommendations to ADE/AES to promote such alignment.

Factors considered for award amounts include: (1) need based on number of adults in the workforce area, (a) without a high school diploma, and (b) who lack basic English literacy skills; (2) designated populations served; (3) geographic distribution of dollars throughout the state; (4) available funding; (5) application evaluation score using the rubric tool based upon the required federal and state considerations as outlined in the application.

### **Evaluation Plan**

Arizona Adult Education Service Providers are evaluated programmatically and fiscally for compliance to federal and state requirements. Desk monitoring of all funded providers is conducted by ADE/AES staff throughout the program year and includes an analysis of local performance data, professional learning plan, technology integration status, and annual programmatic and fiscal reporting. Technical assistance is provided as necessary. In addition, each provider's status regarding collaboration with WIOA core partners and alignment with LWDB Plan is reviewed. A risk assessment tool is used to select providers annually for a comprehensive compliance review using an intensive process that includes onsite monitoring, observation of program operations, interviewing of staff and physical auditing of records. Each local program completes a comprehensive set of final reports on program operations, performance, professional learning, technology integration and fiscal contracts.

Adult Education Service Providers are expected to meet contract requirements and assurances, and provide the services as described in the approved application. Providers not meeting contract requirements and assurances and/or not providing the services as described in the approved application will be placed on corrective action plans and risk loss of funding.

### **Recommendation to the Board**

It is recommended that the Board approve the Adult Education Assistance Funding Awards for FY2018/19 contract between the State Board of Education, acting for and on behalf of the Department of Education, and the Adult Education Service Providers as described on page 5. Contract amount not to exceed \$15,372,304.

**EXECUTIVE SUMMARY**

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**Arizona Department of Education  
 Adult Education Services  
 FY2018/19 Assistance Allocations**

Local Provider	Total Allocation not to exceed
ACYR Adult Education Program	\$492,237
ADOC Success Academy at Florence	\$185,400
Adult Literacy Plus of Southwest Arizona	\$370,800
Central Arizona College Adult Basic Education Program	\$683,423
Cochise College Adult Education	\$616,296
Coconino Community College Adult Basic Education for College and Careers	\$456,337
EVIT Industrial Trades Academy	\$185,400
Friendly House Inc.	\$1,012,605
Gila County Adult Education Program	\$189,489
Gilbert Adult Learning Program	\$185,400
Literacy Volunteers of Maricopa County Inc.	\$597,400
Literacy Volunteers of Santa Cruz County Inc.	\$199,136
Maricopa County Adult Probation Education Program	\$405,651
Mesa Adult Education Program	\$683,381
Mohave Community College	\$361,988
Northland Pioneer College- College and Career Preparation	\$549,154
Pima Community College Adult Basic Education for College and Career	\$3,094,533
Pima County Adult Probation	\$185,400
Queen Creek Adult Education Program	\$317,996
Rio Salado College- College Bridge Pathways	\$3,665,181
Santa Cruz County Continuing Education	\$237,677
South Yuma County Adult Education Consortium	\$185,400
Yavapai College Adult Basic Education	\$512,020
<b>Totals</b>	<b>\$15,372,304</b>

## EXECUTIVE SUMMARY

**Issue:** Consideration to approve the Move on When Reading (MOWR) LEA and charter school literacy plans for release of K-3 Reading Base Support Funds.

Action/Discussion Item

Information Item

### Background and Discussion

A.R.S. § 15-701 prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below (FFB) the third-grade level. The law requires school districts and charter schools to offer 3rd grade students who score FFB on the statewide assessment, at least one of the intervention and remediation strategies listed in statute and adopted by the State Board of Education (Board).

The legislature appropriates \$40 million annually for K-3 reading base support funding to provide per student funding to schools for students in grades K-3, and prescribed requirements for the receipt of the funds. A.R.S. §15-211, requires school districts and charter schools that serve any K-3 grades to annually submit a literacy plan to the Board. The law further requires school districts and charter schools which either received C/D/F letter grades or had more than 10% of their 3rd grade students labeled as "Falls Far Below" (FFB) on the statewide reading assessment to have their reading plans approved by the Board before the Arizona Department of Education School Finance Division may release reading base support funds.

### 2017-2018 LEA and Charter School Submissions

Arizona Revised Statute § 15-211(A-B), requires LEAs and charter schools that provide instruction in grades K-3 to annually submit a comprehensive literacy plan on October 1. All LEAs and Charter Schools that provide instruction in grades K-3 are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding. LEAs and charter schools that are assigned a letter grade of A or B pursuant to A.R.S. § 15-241 shall submit a comprehensive literacy plan only in odd-numbered years.

### Literacy Plan Review and Approval

The MOWR Literacy Plans submitted by the LEAs and Charter Schools included with this Executive Summary were reviewed by the Director of English Language Arts and Humanities and the K-3 Early Literacy Specialist, both from the K-12 Academic Standards unit of the Arizona Department of Education. If plans were found to have significant deficiencies, the K-12 Academic Standards Unit contacted the LEA to provide

### **Contact Information:**

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

**EXECUTIVE SUMMARY**

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resources and technical assistance. LEAs were given the date of October 1, 2017 to correct all delinquencies in their plan.

As of January 4, 2018, 461 of 465 (99%) of MOWR Literacy Plans have been submitted. Each of the completed literacy plans submitted as of 1/4/18 have been reviewed and approved by the ADE MOWR team, which includes review of the plan and technical assistance to schools and districts. The following list of LEA plans are deemed to contain sufficient criteria for Board approval:

<u>Entity ID</u>	<u>LEA or Charter School Name</u>
81097	Bradley Academy of Excellence, Inc.
92730	Leman Academy of Excellence
4514	Salome Consolidated Elementary

LEAs Who Have Not Submitted the Required Move On When Reading Literacy Plans

The following LEAs have either not submitted the required Move On When Reading literacy plan or have done so, had it rejected, and have yet to resubmit with the required revisions. Each LEA on this list has been contacted via phone or email over 10 times to offer assistance.

<b>Entity ID</b>	<b>LEA</b>
4178	Apache Elementary District
10971	East Valley Academy
4185	Elfrida Elementary District
4197	Tuba City Unified School District #15 *

\*This LEA submitted its plans after the 10/1/17 deadline, but it was rejected and needed revision. While the LEA has been contacted repeatedly about the necessary revision, it has not yet been resubmitted.

**Recommendation to the Board**

It is recommended that the Board approve the list of approved Move On When Reading LEA literacy plans for release of K-3 Reading Base Support Funds, as listed in this item.

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the Early Literacy Grant Program Annual Report for distribution pursuant to A.R.S. § 15-249.09.

Action/Discussion Item

Information Item

**Background and Discussion**

A.R.S. § 15-249.09, or the Early Literacy Grant Program, provides support to improve reading skills, literacy and proficiency for students in kindergarten programs and grades one through three. The legislature appropriated \$8 million for year one and \$12 million for year two of the grant. Early Literacy Grants shall be awarded on a three-year cycle to eligible schools. Eligible schools may also use the grant funding for eligible expenses to provide a full-day kindergarten program that is structured to increase reading proficiency. Eligible schools are defined as a public school with at least 90% of its students eligible for free and reduced lunch.

On August 28, 2017, the State Board of Education approved the policies and procedures for the administration of the Early Literacy Grant Program by the Arizona Department of Education (ADE). On December 4, 2017, the State Board of Education approved the applications for the eligible schools to receive funding under the Early Literacy Grant Program. Schools participating in the Early Literacy Grant must submit an annual report containing a summary of the funded activities, information on the school's progress toward achievement goals, specific findings on grant-funded strategies and activities, and the level of effectiveness in improving reading proficiency. The annual report is due to ADE by June 1st of each calendar year.

Per A.R.S. § 15-249.09, ADE is required to submit an annual report on December 15<sup>th</sup> of each calendar year to the State Board for approval. The annual report is to include

- A description of the grants awarded each year
- A summary of the funded activities
- Information on the recipient schools' progress toward achievement goals
- Specific finding on grant-funded strategies and activities and their level of effectiveness in improving reading proficiency in the recipient schools

Upon approval by the State Board, the Early Literacy Grant Program Annual Report is to be distributed to the following entities:

- Governor
- President of the Senate
- Speaker of the House of Representatives
- Secretary of State
- State Board of Education

**Contact Information:** *(footer on Page 1 only)*

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



**EXECUTIVE SUMMARY**

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- Chairperson of the Education Committee of the Senate and House of Representatives

**Recommendation to the Board**

It is recommended that the Board approve the Early Literacy Grant Program Annual Report for distribution.

## Introduction

HB 2545 included the Early Literacy Grant program, codified as A.R.S. § 15-249.09, providing support to improve reading skills, literacy and proficiency for students in kindergarten programs and grades one through three. Eligible schools may also use the grant funding for eligible expenses to provide a full-day kindergarten program that is structured to increase reading proficiency. Grants shall be awarded on a three-year cycle to eligible schools. Eligible schools are defined as a public school with at least 90% of its students eligible for free and reduced lunch. Eligible schools were determined based upon the claim data from October 2016 as reported to the ADE Health and Nutrition Division by each LEA. This list was cross-referenced with the AzEDS Student Level and Free and Reduced Lunch data from the 2016-2017 school year to ensure all schools were captured. Schools participating in the Early Literacy Grant must submit an annual report containing a summary of the funded activities, information on the school's progress toward achievement goals, specific findings on grant-funded strategies and activities, and the level of effectiveness in improving reading proficiency. The annual report is due by June 1st of each calendar year. While both the Early Literacy Grant and Move On When Reading address K-3 literacy, they are separate endeavors. All schools with K-3 students were required to submit Move On When Reading literacy plans this year, even if they also completed an application for the Early Literacy Grant.

A.R.S. § 15-249.09 (D) states that subject to review and approval by the State Board of Education, the department of education shall include a report on the Early Literacy Grant program in the K-3 reading program plan required by section 15-211. The report shall contain the following:

1. A description of the grants awarded each year.
2. A summary of the funded activities.
3. Information on the recipient schools' progress toward achievement goals.
4. Specific findings on grant-funded strategies and activities and their level of effectiveness in improving reading proficiency in the recipient schools.

Copies of this report will be sent to the Governor, President of the Senate, Speaker of the House of Representatives, Secretary of State, State Board of Education, and the Chairpersons of the Education Committees of the Senate and House of Representatives.

Configuration of the Early Literacy Grant Report

contained within the report. It is highly suggested that one engage with the Early Literacy Grant Report through Microsoft Excel.

**EXECUTIVE SUMMARY**

**Issue:** FY19 Title I-C: Migrant Basic LEA and Consortium Grants Preliminary Allocations

- Action/Discussion Item       Information Item

**Background and Discussion**

The Migrant Education Program (MEP) is a federally funded, State-operated program under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers.

Funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state’s per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.

Annually, the State MEP allocates the federal funds from Title I-C to the qualifying LEAs using a State Board approved funding formula. The Board approves the preliminary allocations for LEAs and participating MEP Consortia.

**\*Fiscal Impact**

It is the role of the State Education Agency (SEA), and specifically the MEP, to allocate federal funds to qualifying LEAs annually. These funds provide for supplemental programs and services to support the high-academic achievement of migrant students in reading and math. In addition, these funds provide for credit recovery to support increased graduation rates for migratory students.

Total Funds for Initial Allocation: **\$5,121,295.48**

Consortia*	Preliminary Allocation
Southern Region Consortium	\$212,307.70
West Valley Consortium	\$209,730.01
Central Valley Consortium	\$124,808.38
East Valley Consortium	\$435,863.89

**Contact Information:**

Kate Wright, Deputy Associate Superintendent OELAS, Migrant Education Program  
 Carol Lippert, Associate Superintendent High Academic Student Standards

**EXECUTIVE SUMMARY**

LEAs	Preliminary Allocation
Chandler Unified School District	\$79,121.04
Coolidge Unified School District	\$113,649.78
Crane Elementary School District	\$428,052.38
Douglas Unified School District	\$71,756.90
Gadsden Elementary School District	\$736,176.20
Mesa Unified School District	\$213,683.24
Ppeptec Charter School/ Hyder School District	\$215,591.01
Somerton Elementary School District	\$258,167.43
Yuma Elementary School District	\$631,011.92
Yuma Union High School District	\$1,391,375.59
<b>Total Allocation</b>	<b>\$5,121,295.48</b>

\*Consortia Members are listed below.

Southern Region Consortium	<ul style="list-style-type: none"> <li>• Marana Unified School District</li> <li>• Willcox Unified School District</li> </ul>
West Valley Consortium	<ul style="list-style-type: none"> <li>• Aguila Elementary School District</li> <li>• Arlington Elementary School District</li> <li>• Buckeye Union High School District</li> <li>• Liberty Elementary School District</li> <li>• Palo Verde Elementary School District</li> <li>• Saddle Mountain Elementary School District</li> </ul>
Central Valley Consortium	<ul style="list-style-type: none"> <li>• <b>Avondale Elementary School District</b>            *The LEAs below do not have migrant students currently identified. Avondale Elementary School District will be recruiting and serving any migrant students found residing in the following districts:           <ul style="list-style-type: none"> <li>○ Cartwright Elementary School District</li> <li>○ Litchfield Park Elementary School District</li> <li>○ Littleton Elementary School District</li> <li>○ Pendergast Elementary School District</li> <li>○ Alhambra Elementary School District</li> <li>○ Phoenix Union High School District</li> <li>○ Glendale Elementary School District</li> <li>○ Tolleson Elementary School District</li> <li>○ Tolleson Union High School District</li> <li>○ Agua Fria Union High School District</li> </ul> </li> </ul>

**EXECUTIVE SUMMARY**

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East Valley Consortium	<ul style="list-style-type: none"><li>• Casa Grande Union High School District</li><li>• J.O. Combs Elementary School District</li><li>• Queen Creek Unified School District</li><li>• Riverside Elementary School District</li><li>• Stanfield Elementary School District</li></ul>
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**Recommendation to the Board**

It is recommended that the Board approve the Preliminary allocations of Title I-C, Migrant Basic LEA and Consortium Grants.



**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the contract between the State Board of Education and 31 Local Educational Agencies (LEAs) for Homeless Education Services pursuant to Arizona Revised Statute (A.R.S.) §15-207

Action/Discussion Item

**CONTRACT ABSTRACT**

**Background and Brief Explanation of Contract**

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

**Name of Contracting Party(ies)**

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

LEA	FY 2018
Alhambra Elementary	\$40,000.00
American Charter, West Phoenix High School	\$25,000.00
Amphitheater Unified	\$25,000.00
Bullhead City School District	\$25,000.00
Chandler Unified	\$40,000.00
Concho Elementary	\$15,000.00
Cottonwood-Oak Creek Elementary	\$25,000.00
Creighton Elementary	\$40,000.00
Deer Valley Unified	\$60,000.00
Flagstaff Unified	\$40,000.00
Flowing Wells Unified	\$25,000.00
Glendale Union High School	\$60,000.00
Higley Unified	\$15,000.00
Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary	\$25,000.00
Marana Unified	\$40,000.00
Maricopa Unified	\$15,000.00

**Contact Information:**

*Christopher Dickinson, Director of Community Outreach  
 Dan Godzich, Associate Superintendent*

**EXECUTIVE SUMMARY**

Maricopa County Regional	\$100,000.00
Mayer Unified	\$25,000.00
Mesa Unified	\$80,000.00
Osborn Elementary	\$25,000.00
Paradise Valley Unified	\$40,000.00
PAS Charter, Intelli-School	\$15,000.00
Phoenix Elementary	\$40,000.00
Santa Cruz Valley Unified	\$15,000.00
SC Jensen Co Intelli-School	\$15,000.00
Scottsdale Unified	\$25,000.00
Sunnyside Unified	\$80,000.00
Tolleson Elementary	\$25,000.00
Tolleson Union High School	\$25,000.00
Tucson Unified	\$100,000.00
Washington Elementary	\$80,000.00
Williams Unified	\$25,000.00
<b>TOTAL</b>	<b>\$1,230,000.00</b>

**Contract Amount**

Total not to exceed \$1,230,000

**Source of Funds 7887**

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

Function Code: HOME300 FAY18

**Responsible Unit at the Department of Education**

Division Associate Superintendent:	Dan Godzich
Program Director:	Christopher Dickinson
Program Coordinator:	Alexis Clermont

**Dates of Contract**

July 1, 2018 to June 30, 2019

## EXECUTIVE SUMMARY

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### Previous Contract History

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

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

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

### Method of Determining Contract Amount(s)

A discretionary methodology was used to determine LEA's who show a compelling need for the education of homeless children and youth. A panel consisting of non-ADE/non-LEA staff reviewed program proposals. The purpose was to provide a professional unbiased review of the McKinney-Vento grants submitted by LEA's. A correspondence of support is sent to potential grant reviews comprised of a collective of professionals within the community. Each team member is required to attend a grant training session, registrar with ADOA as a vendor and a signed agreement in support of the task and dispels any conflict of interest. All parties are compensated. Each LEA submission is scored by two reviewers (the average is the final score).

Awards are based on the number of homeless students to be served (please see chart below), current efforts to remove barriers to educating homeless children, the appropriateness of the services to be provided, and coordination with the regular education program and other state and local agencies. This is the second year of the three-year competitive application process and represents continuation funding.

1000 plus Identified McKinney-Vento Students in FY 18 -	\$100,000 (per year for three years)
700 – 999 Identified McKinney-Vento Students in FY 18 -	\$80,000 (per year for three years)
500 – 699 Identified McKinney-Vento Students in FY 18 -	\$60,000 (per year for three years)
300 – 499 Identified McKinney-Vento Students in FY 18 -	\$40,000 (per year for three years)
100 – 299 Identified McKinney-Vento Students in FY 18 -	\$25,000 (per year for three years)
0 – 99 Identified McKinney-Vento Students in FY 18 -	\$15,000 (per year for three years)

**EXECUTIVE SUMMARY**

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**Evaluation Plan**

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

**Recommendation to the Board**

It is recommended that the Board approve the contract between the State Board of Education and the 31 above referenced Local Educational Agencies for Homeless Education Services as described in these materials and pursuant to A.R.S. §15-207.

**EXECUTIVE SUMMARY**

**Issue: Consideration to receive \$345,223.96 contract award for the 2014-2015 Johnson-O'Malley grant (25 Code of Federal Regulations, Subpart M – Indian Self-Determination and Education Assistance Act Program, Part 273).**

Action/Discussion Item

Information Item

**Background and Discussion**

The purpose of Johnson-O'Malley (JOM) funds is to provide programs to meet the specialized and unique educational needs of eligible American Indian students. In addition to the funding for programs, funding for administration and establishment of Indian Education Committees (IECs) is allowable.

The funding continued under the JOM grant will allow school districts to enhance existing services to local educational agencies with eligible Native American students attending participating public school districts and/or tribes. In addition, these funds will allow the ADE and IECs to organize and conduct conferences and workshops to provide information and train IECs in their roles and responsibilities; to provide education regarding the Arizona College and Career Ready Standards; and to help IECs, parents, and students understand best practices for Native American students.

**Fiscal Impact**

JOM funds are entitlement funds. The eligible recipients (local educational agencies/tribes) that were established in 1995 as well as the eligible student count have remained frozen since that time.

On March 13, 2017, an email was sent to the Office of Indian Education (OIE) at ADE from the local Bureau of Indian Education (BIE) office indicating that there was an outstanding purchase order for FY2014-2015 JOM funds in the amount of \$345,223.96 (Attachment A). After much investigation, OIE verified that an invoice had not been submitted for these funds.

On June 29, 2017, a contract was issued by the BIE to ADE for these funds. An invoice was generated and submitted to the U.S. Department of Treasury for \$345,223.96 on June 30, 2017. The invoice was paid on July 7, 2017 (Attachment B).

**Contact Information: Nadine Groenig, Director of Indian Education  
Charles Tack, Associate Superintendent, Arizona Department of Education**

**EXECUTIVE SUMMARY**

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Once the payment was received, it was determined that twenty percent (20%) of the amount contracted to the State of Arizona was sufficient for administrative use. The remaining eighty percent (80%) was then allocated for assistance to eligible entities.

**Recommendation to the Board**

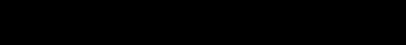
It is recommended that the Board approve receipt of the contract award of \$345,223.96 from the United States Department Bureau of Indian Education and authorize expenditures in accordance with the terms of the award.

## Attachment A

 Reply  Reply All  Forward


Mon 3/13/2017 10:35 AM



Lewis, Huberta 

invoice for A16px01972

To  Groenig, Nadine


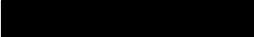
 You replied to this message on 3/17/2017 2:32 PM.

Good morning

The invoice you have submitted for PO # A16PX01972 has been processed for payment on 11/17/2016, you should have seen it in your bank account 2 business days later after this date. I still have PO # A15PX00170 open with no payments made in the amount of \$345,233.96. I have rejected that payment for PO# A16PX01972 and if you have any questions, please give me a call at 602-265-1592.

Thank you Huberta

Budget Analysis

Phoenix Education Resource Center  
  


**Attachment B**

**EDUCATION, ARIZONA DEPT OF**

**Remit To:**  
 EDUCATION, ARIZONA DEPT OF  
 1535 WEST JEFFERSON STREET  
 PHOENIX AZ 85007-3209

**Department of the Interior**

**ALC Code:**  
**Bill To:**  
 Department of the Interior  
 BIA  
 Fiscal Services 12220 Sunrise Valley Drive  
 RESTON VA 20191

**Invoice Number :** A15PX00170A

**Issue Date :** Jun 30, 2017

**Receipt Date :** Jun 30, 2017

**Bill Period Start Date :**

**Bill Period End Date :**

**Supplier Contact Name :** Nadine Groenig

**Supplier Contact Phone :** [REDACTED]

**Payment Terms :** Accelerated Pay

**Due Date :** Jul 7, 2017

**PO Number :** A15PX00170 R,0

**Contract No. :**

**Buyer Contact Name :** Paul Robinson

**Buyer Phone :**

**Buyer Email :**

**COTR :** Huberta Lewis

**COTR Phone :**

**COTR Email :** [REDACTED]

**FOB Terms:**

**Currency Code:** USD

**Total Invoice Amount:** 345,223.96

DOI Internal Use Only:

INV Line #	PO Line #	PO Sch. #	Agency Part #	Item Code	Description	Service Date From	Service Date To	QTY	Unit Price	U.O.M. (Type)	Extended Price	Tax Type	Tax %	Tax Amount
1	10	1			JOM services SY 14 15	10/1/2014	9/30/2015	1.00	345,223.96	AU (S)	345,223.96	Exempt	0.00	0.00
Contract Line Number: 10														

Showing 1 of 1

<b>Extended Price Sub-total:</b>	345,223.96
<b>Total Misc:</b>	0.00
<b>Total Freight:</b>	0.00
<b>Total Taxes:</b>	0.00
<b>(Totals apply to full invoice) Total Amount:</b>	345,223.96

Invoice Comments:  
 PO Comments:



**EXECUTIVE SUMMARY**

**Issue:** SEI Course Approval

Action/Discussion Item

Information Item

**Background and Discussion**

**STRUCTURED ENGLISH IMMERSION (SEI) TRAINING TO COMPLETE THE FULL AND PROVISIONAL SEI ENDORSEMENT**

A.R.S.§15-756.09 requires the Board to determine the qualifications necessary for a provisional and full structured English immersion endorsement. The statute permits the Board to approve various entities which have met specified criteria to provide the training required for the endorsements. In 2005, 2007, and 2017 the Board adopted curricular frameworks for SEI trainings.

Arizona State Board Rule R7-2-615(L) requires all persons holding a valid Elementary, Secondary, Principal, Superintendent, Supervisor, Career and Technical, and Special Education Arizona State Certificate to obtain an SEI, ESL or BLE endorsement.

The Office of English Language Acquisition Services (OELAS) is responsible for ensuring that a Local Education Agency (LEA), institution of higher education, or independent consultant requesting approval to deliver the required training has met the Board approved SEI curricular Framework.

OELAS has verified that the training proposed by Casa Grande Elementary, Grand Canyon University, Arizona State University, and Maria Smalling have met the Board approved SEI Curricular Frameworks, and recommends program approval.

**Recommendation to the Board**

It is recommended that the Board approve the following training programs:

**45-hour Completion Course**

- Local Education Agencies
  - Casa Grande Elementary
- Institutions of Higher Education
  - Grand Canyon University
  - Arizona State University

**Contact Information:**

*Kate Wright, Deputy Associate Superintendent, Office of English Language Acquisition Services  
Carol Lippert, Associate Superintendent, High Academic Standards for Students*

**EXECUTIVE SUMMARY**

**Issue:** Approval of appointments to the Certification Advisory Committee

Action/Discussion Item                       Information Item

**Background and Discussion**

On April 24, 2006, the Board approved the creation of the Certification Advisory Committee (CAC) under Board rule R7-2-401. CAC is charged with making recommendations to the Board regarding the certification of education professionals.

The Review Committee consists of the following members:

- One elementary teacher;
- One secondary teacher;
- One special education teacher;
- One career and technical education teacher;
- One principal;
- One superintendent;
- One human resources director;
- One local governing board member;
- One county schools superintendent;
- One charter school representative;
- Two representatives from higher education; and
- One public member who is not certified.

The terms of several members are expiring. It is recommended the Board reappoint the following members:

Candidate	Position	Term Begins	Term Expires
Linnea Lyding <i>(reappointment)</i>	Representative from Higher Education	1/29/2018	12/31/2022
Anne Thiebeau <i>(reappointment)</i>	Elementary Teacher	1/29/2018	12/30/2022
Kim Peaslee <i>(reappointment)</i>	Special Education Teacher	1/29/2018	1/25/2022

**Recommendation to the Board**

It is recommended that the Board appoint the listed candidates to the Certification Advisory Committee.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
 Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Approval of appointments to the School Safety Program Oversight Committee

Action/Discussion Item       Information Item

**Background and Discussion**

At the October 23, 2017 meeting, the Board established the School Safety Program Oversight Committee (Oversight Committee) to provide the programmatic and fiduciary oversight to the School Safety Program.

The Oversight Committee is composed of the following six members:

- Two public school administrators with law-related education or school safety responsibilities;
- One School Resource Officer (SRO) or Juvenile Probation Officer (JPO);
- One parent of public school child;
- One public school teacher; and
- One State Board of Education Member.

Following the October 23, 2017 meeting, applications were solicited for the Oversight Committee and as of January 18, 2017, the Board received 16 applications.

Below are the staff recommended candidates who applied for appointment to the Oversight Committee. Applications and resumes are attached.

Candidate	School System	Position	Term Begins	Term Expires
Martin O Diaz	Phoenix Union	Public School Administrator	1/29/2018	1/28/2020
Daniel Serrano	Chandler Unified School District	Public School Administrator	1/29/2018	1/28/2020
Officer Stephen Dieu	Kyrene School District	SRO or JPO	1/29/2018	1/28/2020
-	-	Parent	1/29/2018	1/28/2020
-	-	Teacher	1/29/2018	1/28/2020
TBD	N/A	Board Member	1/29/2018	1/28/2020

**Recommendation to the Board**

It is recommended that the Board appoint the listed candidates to the School Safety Program Oversight Committee.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
 Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Approval of appointments to the Alternative Educator Preparation Application Review Committee

Action/Discussion Item       Information Item

**Background and Discussion**

At its August 4, 2017 meeting, the Board adopted rules regarding the approval of alternative preparation programs. Pursuant to those rules, the Board is required to appoint a review committee to: 1) review applications for alternative preparation programs; 2) determine whether to recommend that the Board grant approval based on rule; and 3) make recommendations to the Board within 60 days of receipt of the application. At its August 28, 2017 meeting, the Board approved the creation of the Alternative Educator Preparation Application Review Committee, "Review Committee".

The Review Committee consists of the following members:

- A currently certified professional educator that is a graduate of an alternative certification program;
- A currently certified professional administrator;
- A member of the business community;
- Two members of the Certification Advisory Committee (CAC); and
- A representative from the Department of Education (ADE).

ADE has not provided a representative for this committee due to an unfilled position. Once the position is filled that individual will become ADE's representative and his or her information will be provided.

<b>Candidate Name</b>	<b>Role for the Review Committee</b>	<b>Appointment Date</b>	<b>Appointment Expiration Date</b>
TBD	Representative from ADE	1/29/2018	9/24/22

**Recommendation to the Board**

It is recommended that the Board appoint the candidate for the role of Representative from ADE to the Alternative Educator Preparation Application Review Committee.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

## EXECUTIVE SUMMARY

**Issue:** Approval of the recommended collection of reading assessments for use in connection with demonstrating sufficient reading skills for the third grade pursuant to A.R.S. § 15-701(A)(2)(b)(iii)

Action/Discussion Item

Information Item

### Background and Discussion

A.R.S. § 15-701(A)(2)(b)(iii) provides the Board with authority to approve a collection of reading assessments for LEAs and charter schools to use in connection with promotion and retention decisions of third grade students. Specifically, these assessments are intended to assess a third grade student's demonstration or subsequent demonstration of sufficient reading skills or adequate progress towards sufficient reading skills when a third grade student's AzMERIT reading score falls below the designated cut score.

The Arizona Department of Education provided Board staff with a list of commonly used reading assessments in the third grade based upon Move on When Reading literacy plan submissions. Through a collaborative process, a request for submission was drafted and sent to multiple vendors of third grade reading assessments. After the initial round of submissions were scored and approved by the Board at the June 26, 2017 State Board meeting, vendors who were not approved in the initial round, were able to re-submit their applications with any missing information to the Board offices.

State Board staff and reviewers met to review submissions in the fall of 2017. During the second submission process, a total of six applications were received. Istation was the only vendor recommended for approval by the reviewers during the second submission round.

Based on this review, Istation was identified as exhibiting alignment to identified third grade reading standards. The reviewers have submitted the attached list for consideration by the Board to be included on the list of approved assessments.

If approved by the Board, Istation's Indicators of Progress- Early Reading will be added to the initial list approved by the Board on June 26, 2017 and posted to the Board's website. The current approved list can be found [HERE](#) and is also attached.

### Recommendation to the Board

It is recommended that the Board approve the addition of Istation's Indicators of Progress- Early Reading to the recommended collection of reading assessments for use in connection with demonstrating sufficient reading skills or adequate progress towards sufficient reading skills for the third grade pursuant to A.R.S. § 15-701(A)(2)(b)(iii).

### Contact Information:

Alicia Williams, Executive Director  
State Board of Education

**Istation: Indicators of Progress: Early Reading**

**A Yellow Box indicates a “Meets” on the standard**

Reading Standards for Literature			Reading Standards for Information Text			Reading Standards for Foundational Skills			
Key Ideas and Details			Key Ideas and Details			Phonics and Word Recognition			
3.RL.1	3.RL.2	3.RL.3	3.RI.1	3.RI.2	3.RI.3	3.RF.3a	3.RF.3b	3.RF.3c	3.RF.3d
Craft and Structure			Craft and Structure			Fluency			
3.RL.4	3.RL.5	3.RL.6	3.RI.4	3.RI.5	3.RI.6	3.RF.4a	3.RF.4b	3.RF.4c	
Integration of Knowledge and Ideas			Integration of Knowledge and Ideas						
3.RL.7	3.RL.8	3.RL.9	3.RI.7	3.RI.8	3.RI.9				

**EXECUTIVE SUMMARY**

<b>Issue:</b> Approval of Teachers of Tomorrow as an alternative educator preparation program provider for elementary education
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Action/Discussion Item

Information Item

**Background and Discussion**

Pursuant to Board rule, organizations that seek to establish an alternative educator preparation program for the alternative certification of teachers and administrators in this state are required to apply to the Board for approval. Board rule requires the application to include certain information, including the following:

- 1) The way in which the program will meet state adopted teacher and principal standards;
- 2) The supervised, school-based experiences the program will provide;
- 3) How the program will evaluate the success or failure of each candidate and track the progress of each candidate; and
- 4) How the program will evaluate the success of the program.

Approvals are valid for six years after the date of approval. Approved providers are required to submit a report once every two years that includes a description of any substantive change in the program, information on the certification officer for the program and relevant data on the program, staff and candidates. The report is presented to the Board and posted on the Department's website.

If the Board denies an application, the applicant may correct any deficiencies and resubmit for review within 60 days of the denial.

The Alternative Educator Preparation Application Review Committee (Review Committee), established and appointed by the Board, met on November 3, 2017 and November 30, 2017, to review Teachers of Tomorrow's elementary education application.

The Teachers of Tomorrow elementary education program has met the requirements of rule and statute and is recommended for approval through January 29, 2024.

**Review and Recommendation of State Board Committee**

The Alternative Educator Preparation Application Review Committee voted on November 30, 2017, to recommend to the Board approval of Teachers of Tomorrow's application for an alternative educator preparation program for elementary education.

**Recommendation to the Board**

It is recommended that the Board approve the Teachers of Tomorrow as an alternative educator preparation provider for elementary education.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

The Review Committee utilizes a scoring method similar to that of traditional preparation programs.

- Each component of the application is scored on a 0-3 scale.
- Reviewers' scores are averaged to determine the program score.
- A score of 2.0 equals "Meets".
- The Standards scores are weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

Applicant	Teachers of Tomorrow, LLC
Educator Preparation Program	Arizona Teachers of Tomorrow
Date Submitted	October 6, 2017
Certificate	Elementary Education

<b>COMPONENT</b>	<b>SCORE</b>
Financial Stability	<b>2</b>
Standard 1	<b>4</b>
Standard 2	<b>3.5</b>
Standard 3	<b>4.5</b>
Standard 4	<b>4</b>
Standard 5	<b>4</b>
Standard 6	<b>4.5</b>
Standard 7	<b>4</b>
Standard 8	<b>4</b>
Standard 9	<b>4.5</b>
Standard 10	<b>3</b>
Application and Review Process	<b>2</b>
Enrollment Application Forms	<b>2</b>
District and School Participants	<b>1.75</b>
Length of Time of School-based Experience	<b>2</b>
Supervision of School-based Experience	<b>2</b>
Promoting Effectiveness through the School-based Experience	<b>1.75</b>
Forms for the School-based Experience	<b>2</b>
Staff, Roles and Responsibilities and Credentials	<b>2</b>
Time to Complete the Program	<b>2</b>
Student Success and Evaluation Tracking	<b>1.75</b>
Tracking and Evaluation Documents	<b>1.75</b>
Program Success	<b>2</b>
<b>Program Score</b>	<b>2.83</b>



**EXECUTIVE SUMMARY**

**Issue:** Denial of Teachers of Tomorrow as an alternative educator preparation program provider for secondary education

Action/Discussion Item

Information Item

**Background and Discussion**

Pursuant to Board rule, organizations that seek to establish an alternative educator preparation program for the alternative certification of teachers and administrators in this state are required to apply to the Board for approval. Board rule requires the application to include certain information, including the following:

- 1) The way in which the program will meet state adopted teacher and principal standards;
- 2) The supervised, school-based experiences the program will provide;
- 3) How the program will evaluate the success or failure of each candidate and track the progress of each candidate; and
- 4) How the program will evaluate the success of the program.

Approvals are valid for six years after the date of approval. Approved providers are required to submit a report once every two years that includes a description of any substantive change in the program, information on the certification officer for the program and relevant data on the program, staff and candidates. The report is presented to the Board and posted on the Department's website.

If the Board denies an application, the applicant may correct any deficiencies and resubmit for review within 60 days of the denial.

The Alternative Educator Preparation Application Review Committee (Review Committee), established and appointed by the Board, met on November 3, 2017 and November 30, 2017, to review Teachers of Tomorrow's secondary education application.

The Review Committee found the Teachers of Tomorrow secondary education program failed to meet the requirements of rule and statute. Specifically, the Review Committee noted several components of the application mirrored the applicant's elementary application and denied to evaluate the program further without additional information. Representatives from Teachers of Tomorrow indicated the information was inadvertently transposed from the elementary application to the secondary application.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

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**Review and Recommendation of State Board Committee**

The Alternative Educator Preparation Application Review Committee voted on November 30, 2017 to recommend to the Board denial of Teachers of Tomorrow's application for an alternative educator preparation program for secondary education.

**Recommendation to the Board**

It is recommended that the Board deny the Teachers of Tomorrow's application for an alternative educator preparation provider for secondary education, to correct the identified deficiencies and to resubmit the application to the Alternative Educator Preparation Application Review Committee within 60 days pursuant to Board rule.

**EXECUTIVE SUMMARY**

The Review Committee utilizes a scoring method similar to that of traditional preparation programs.

- Each component of the application is scored on a 0-3 scale.
- Reviewers' scores are averaged to determine the program score.
- A score of 2.0 equals "Meets".
- The Standards scores are weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

Applicant	Teachers of Tomorrow, LLC
Educator Preparation Program	Arizona Teachers of Tomorrow
Date Submitted	October 6, 2017
Certificate	Secondary Education

<b>COMPONENT</b>	<b>SCORE</b>
Financial Stability	N/A
Standard 1	N/A
Standard 2	N/A
Standard 3	N/A
Standard 4	N/A
Standard 5	N/A
Standard 6	N/A
Standard 7	N/A
Standard 8	N/A
Standard 9	N/A
Standard 10	N/A
Application and Review Process	N/A
Enrollment Application Forms	N/A
District and School Participants	N/A
Length of Time of School-based Experience	N/A
Supervision of School-based Experience	N/A
Promoting Effectiveness through the School-based Experience	N/A
Forms for the School-based Experience	N/A
Staff, Roles and Responsibilities and Credentials	N/A
Time to Complete the Program	N/A
Student Success and Evaluation Tracking	N/A
Tracking and Evaluation Documents	N/A
Program Success	N/A
<b>Program Score</b>	<b>N/A</b>

**EXECUTIVE SUMMARY**

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<b>Issue:</b> Presentation, discussion and possible action regarding approval of a Student Teaching Intern Written Supervision Plan for Prescott College
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Action/Discussion Item

Information Item

**Background and Discussion**

A.R.S. § 15-203(A)(14) authorizes the Board to supervise and control the certification of educators. At the January 23, 2017 Board meeting, the Board adopted an amendment to R7-2-614, creating a student teaching intern certificate. R7-2-614(K) requires approval by the Board of a written supervision plan from the educator preparation provider.

Consistent with the provisions of R7-2-614(K), Northern Arizona University Yuma Branch Campus has submitted a written supervision plan for Board approval. This plan includes verification of the education preparation provider's roles and responsibilities for the program supervisor and verification that onsite mentorship and induction will be provided by the Local Education Agency (LEA).

**Recommendation to the Board**

It is recommended that the Board approve the student teaching intern written supervision plan submitted by Prescott College.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education



## Prescott College

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November 21, 2107

Arizona State Board of Education  
1700 West Washington Street  
Phoenix, Arizona 86301

Dear Arizona State Board of Education Members:

Prescott College is pleased to submit the Student Teaching Intern Written Supervision Plan as per R7-2-614(K) for Board approval. This plan was developed in collaboration with the five state-approved Educator Preparation Providers in Arizona that offer Bachelors in Education programs leading to certification. Input was also sought from administrators in Local Education Agencies (LEAs).

The attached written supervision plan includes verification of the education preparation provider's roles and responsibilities for the program supervisor and verification that onsite mentorship and induction be provided by the LEA.

We believe that this supervision plan is key to supporting the student teachers' success in completing the final capstone requirements and to be retained in the profession.

Thank you for your consideration of this request to approve the Student Teaching Intern Written Supervision Plan. Prescott College is committed to developing high quality, first year ready teachers to help meet the needs of our schools and provide a quality education for all our children in the State of Arizona.

Sincerely,

Lynne McMahan, Ed.D.  
Education Department Chair  
928.350.2217 (office)  
505.400.3168 (cell)





Prescott College

For the Liberal Arts, the Environment, and Social Justice

## Prescott College

### Student Teaching Intern Supervision Plan

This collaborative training agreement is between:

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

Address: [Click here to enter text.](#)

Phone number: [Click here to enter text.](#)

Name of Principal/Superintendent/Designated Administrator: [Click here to enter text.](#)

#### **AND:**

Name of Board Approved Educator Preparation Program: [Prescott College](#)

Address: [220 Grove Avenue Prescott, AZ 86301](#)

Phone Number: [\(928\) 350-2217](#)

Name of Program Director: [Lynne McMahan](#)

#### **FOR:**

Name of Student Teaching Intern: [Click here to enter text.](#)

Address of Student Teaching Intern: [Click here to enter text.](#)

Phone Number of Student Teaching Intern: [Click here to enter text.](#)

Email Address of Student Teaching Intern: [Click here to enter text.](#)

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

#### **ESTABLISHING THE STUDENT TEACHING INTERN PLACEMENT:**

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

2. The LEA will establish a Supervising Practitioner for this internship experience subject to approval by the Program.
3. The LEA will communicate specifically with the Director of the Educator Preparation Program or Designee regarding the experience that will be provided for the Student Teaching Intern.
4. Through a mutually agreed upon decision between the LEA and the Educator Preparation Program, the Student Teaching Intern who does not fulfill the requirements of the Internship may be eligible to complete the student teaching capstone experience through traditional student teaching experience as defined by the respective Educator Preparation Program and by A.A.C. R7-2-604.
5. The Educator Preparation Program (EPP) will provide the Supervising Practitioner an initial orientation on the roles and responsibilities of the student, university faculty supervisor, and supervising practitioner and will provide ongoing support.
6. Compensation for the Supervising Practitioner for the additional responsibilities related to the supervision of a Student Teaching Intern should be covered by the LEA and must be prearranged in writing with the duties and expectations clearly outlined in the agreement. Payment for supervision will be set according to the length of the required experience.

## **RESPONSIBILITIES OF THE EPP**

Student Teaching Intern will:

1. Complete an orientation facilitated by the EPP, upon obtaining the Student Teaching Intern Certificate.
2. Be assessed formally by the Program Supervisor using the established processes determined by the program for student teaching experiences.
3. Be deemed to have completed the experience upon meeting the Educator Preparation Program degree completion requirements, including required coursework with a 3.0 GPA or higher, a minimum of 100 hours of clinical experiences, and passing scores on teacher certification examinations:
  - a. Basic skills exam (Praxis I, Essential Academic Skills provided by National Evaluation Systems, or Core Academic Skills for Educators)
  - b. Professional knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the student teaching intern is pursuing
  - c. Subject knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the student teaching intern is pursuing
4. Not be responsible for extra duties (e.g., coaching, substituting, monitoring, extensive committee responsibilities and other additional assignments). If a situation warrants extra duties, the Program Supervisor must be informed prior to confirmation, whenever possible, of the duties assigned.

Program Supervisor will:

1. Collaborate with LEA Supervising Practitioner and the Student Teaching Intern, and provide a report of these evaluations to the LEA Supervising Practitioner and the Student Teaching Intern.
2. Review weekly reflections and other forms to ensure that adequate supervision and mentorship is being provided to the Student Teaching Intern.



3. Complete in-class observation/evaluation meetings consistent with program expectations with the Student Teaching Intern and Supervising Practitioner.
4. Complete all required forms established by the Program.
5. Cease responsibility for the student teaching intern once all programmatic requirements have been met.

**LOCAL EDUCATION AGENCY (LEA)**

**Qualifications of LEA Supervising Practitioner:**

1. Must be located in the same school building as the Student Teaching Intern.
2. Shall meet the Standards for Arizona Teachers and have the experience with a variety of teaching strategies.
3. Shall have a minimum of three (3) years of teaching experience and must be appropriately certified, and have the content knowledge and training, in the areas of emphasis in which the Student Teaching Intern is being placed.
4. Shall complete the initial orientation on the roles and responsibilities of the student, university faculty supervisor, and supervising practitioner and will provide ongoing support.

**Responsibilities of the LEA Supervising Practitioner:**

The Supervising Practitioner will:

1. As per A.A.C. R7-2-614, provide onsite mentorship and support to the Student Teaching Intern.
2. Collaborate with the Program Supervisor and Student Teaching Intern, and provide regular feedback of the Student Teaching Intern’s instruction, professional performance, and abilities, as well as help the Student Teaching Intern reflect upon strengths and areas that need improvement.
3. Establish a regular cadence of face to face visits with the Student Teaching Intern to provide formative feedback, reflect on the week, and plan. Additional hours of mentorship will be provided when necessary to ensure the adequate quality of the internship experience. These meetings will be documented by the Supervising Practitioner and the Student and reviewed by the Program Supervisor to ensure minimum requirements are met.
4. Be present for informal and formal evaluation visits conducted by the Program Supervisor.
5. Complete required forms established by the EPP.
6. Provide information regarding professional development training experiences, additional coaching and observation opportunities, and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
7. Agree to participate in the initial orientation visit provided by the Program Supervisor.

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

Name of Designated Administrator	Signature	Date
Name of Academic Affairs Director	Signature	Date

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Name of Supervising Practitioner

Signature

Date

**TAC  
MATERIAL  
S GO HERE**

## EXECUTIVE SUMMARY

<b>Issue:</b>	Presentation, discussion and possible action on the recommendation from the Technical Advisory Committee (TAC) regarding lowering the student number count (n-count) within the English Language Learner (ELL) indicator
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Action/Discussion Item

Information Item

### Background and Discussion

At the September 25, 2017 meeting, the Board established the Technical Advisory Committee (TAC) to provide the Board with advice on the review of data and data methodologies. The TAC's mission is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

At the October 23, 2017 meeting, the Board tasked the committee to review the A-F Accountability Plan, including the preliminary A-F letter grade data and the business rules, and to bring a report of the TAC's findings back to the Board at the December 4, 2017 meeting.

At the December 4, 2017 meeting, the Board directed the TAC to review lowering the n-count within the ELL indicator and bring back a recommendation to the Board at its January 29, 2018 meeting.

Since the December 4, 2017 meeting, the TAC has met twice to discuss and analyze the lowering of the n-count within the ELL indicator. Attached is the document that was created by members of the TAC on n-count data.

After a presentation on lowering the n-count, a second presentation with further data, and two discussions on the impact of lowering the n-count, the TAC concluded that lowering the n-count in any indicator, including the ELL indicator, results in achievement profile framework calculations that are subject to multiple technical concerns and instability of the system itself. Year to year fluctuations may be due to technical reasons and not the efforts of the school. Lastly, keeping n-count for the ELL indicator consistent with the whole A-F Accountability system allows for clarity for schools.

Member Hovanetz disagreed with the other committee members' recommendation, stating that she was in support of having consistency in the n-count across the calculation, and supported lowering the n-count across the calculation (not only in the ELL indicator) because the n-count represents the entire universe of students, not a "sample" of students so there is no statistical validity concerns because the n-count represents all students at the school. Additionally, a lower n-count would remedy policy decision about how to grade small schools, including those with unique configurations, the point eligibility for the Acceleration measure and having more complete information on growth for more schools since there is a two year data requirement which results in smaller n-counts than the achievement indicator. Further, 22 states use an n-count lower than 20, citing the rationale that school ratings are calculated using all students in the school so there is no 'sampling' error to consider and for the inclusion of more students.

### Contact Information:

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

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**Recommendation to the Board**

That the Board not lower the student number count (n-count) within the English Language Learner (ELL) indicator below 20 and to keep the student number count (n-count) consistent for all indicators for the 2016-2017 A-F Accountability system

## Lowering the N-Count of the English Language Learner Measure

### Data Calculations:

Versions 3.1 of the data files for K-8 and 9-12, provided by the Arizona Department of Education on 12/14/17, were used for these calculations.

### Findings:

Table 1. Number of K-8 and High Schools with English Language Learner Full Academic Year Student Count of 11 through 19 Students

Number of FAY ELL Students	Number of K-8 Schools	Number of High Schools	Total Number of Schools
11	27	9	36
12	31	5	36
13	29	4	33
14	25	5	30
15	17	4	21
16	22	2	24
17	24	4	28
18	17	2	19
19	25	4	29
<b>Totals</b>	<b>217</b>	<b>39</b>	<b>256</b>

Table 2.

Preliminary Letter Grades of K-8 Schools with English Language Learner Full Academic Year N-Count between 19 and 11

Preliminary Letter Grade ELL FAY Students	A	B	C	D	F	Not Rated (NR)	Total Number of Schools
19	3	10	9	2	1		25
18	3	7	3	2		2	17
17	4	11	6	1	1	1	24
16	2	7	4	8	1		22
15	4	6	1	4	2		17
14	2	12	3	5	3		25
13	6	15	5		2	1	29
12	5	13	10	3			31
11	11	10	4	2			27
Total Number of Schools	40	91	45	27	10	4	217

Table 3.

Preliminary Letter Grades of 9-12 Schools with English Language Learner Full Academic Year N-Count between 19 and 11

Preliminary Letter Grade ELL FAY Students	A	B	C	D	F	Not Rated (NR)	Total Number of Schools
19		1	3				4
18		1	1				2
17		1	2	1			4
16		1	1				2
15		2			1	1	4
14			4			1	5
13		2	1			1	4
12	1	2	2				5
11	1	3	3		2		9
Total Number of Schools	2	13	17	1	3	3	39

Table 4. Illustrative Examples of Reducing the N-Count to  $\geq 15$  for the English Language Learner Measure on Points Earned

Impact Illustrative Schools	Current Points Eligible	Current Points Earned	Preliminary Letter Grade	Points Eligible if ELL $\geq 15$	Points Eligible if ELL $\geq 15$	Impact on Letter Grade*
K-8 X	90	83	A	100	93	?A
K-8 Y	90	75	B	100	85	?B
K-8 Z	90	42	F	100	44	?F
9-12 XX	70	26	F	80	34	?D
9-12 YY	90	67	B	100	76	?B
9-12 ZZ	0		NR	?	?	?

\*There are too many outstanding questions to meaningfully make a prediction on a school’s revised letter grade. See discussion below.

**Discussion:**

The weighting of English Language Learner proficiency and growth indicator is 10% of each framework.

When discussing n-count for the other measures, the Technical Advisory Committee cited multiple technical reasons not to lower the number of students used for a school to be eligible to earn points for a measure. The technical reasons mentioned, but are not limited to:

Several TAC members have expressed concern that:

1. There are methodological and statistical concerns about the stability of using N-counts less than 20.
2. That focusing on N-count detracts from bigger methodological concerns regarding calculation of Growth, conditional standard error of measurement, cut scores, and random error.

A lower N-count results in a wider margin of error. Even descriptive statistics such as mean and median become more uncertain. (*Student Number Count (N-count) Issues within the A-F Accountability Plan and Business Rules*, report for the TAC meeting, 11/28/2017)

and

Pages 2 and 3 in the Technical Advisory Committee December 4, 2017, Report to the State Board of Education, [https://azsbe.az.gov/sites/default/files/media/Item%204A5%20-%20TAC%20Report\\_0.pdf](https://azsbe.az.gov/sites/default/files/media/Item%204A5%20-%20TAC%20Report_0.pdf) The Technical Advisory Committee cautioned the State Board of Education, “TAC members have expressed that lowering the n-count results in achievement profile framework calculations that are subject to instability of the system. It will be uncertain if



year-to-year fluctuations in a school's letter grade are due to the work of the school or instability of the framework calculation(s)."

The aforementioned reasons do not change for calculation of the English Language Learner measure.

Further, it is not prudent to expend resources to "model" what a school's letter grade would be IF the ELL n-count were lowered when there are outstanding contingencies in refining the A-F Frameworks. Some of the work still in-progress is:

- ADE recalculating cut scores before bonus points are added
- SBE TAC member Guyer's work on a hybrid model for schools with non-typical grade configurations
- TAC discussion of a possible "ceiling effect" with SGT, as well as corrected SGT data as of 1/8/18
- TAC discussion of possibly changing certain denominators in the Acceleration/Readiness measure

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action on the recommendation from the Technical Advisory Committee (TAC) regarding changing the denominator in the K-8 Acceleration Readiness indicator to “points eligible”

Action/Discussion Item

Information Item

**Background and Discussion**

At the September 25, 2017 meeting, the Board established the Technical Advisory Committee (TAC) to provide the Board with advice on the review of data and data methodologies. The TAC's mission is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

At the October 23, 2017 meeting, the Board tasked the committee to review the A-F Accountability Plan, including the preliminary A-F letter grade data and the business rules, and to bring a report of the TAC's findings back to the Board at the December 4, 2017 meeting.

At the December 4, 2017 meeting, the Board directed the TAC to review changing the denominator in the K-8 Acceleration Readiness indicator to “points eligible” and bring back a recommendation to the Board at its January 29, 2018 meeting.

Since the December 4, 2017 meeting, the TAC has met twice to discuss and analyze changing the denominator in the K-8 Acceleration Readiness indicator to “points eligible.” Attached is the document that was created by members of the TAC on the K-8 Acceleration Readiness denominator.

After a presentation on changing the denominator in the K-8 Acceleration Readiness indicator to “points eligible” and two discussions on the topic, the TAC concluded that changing the denominator would only impact nine schools. These nine schools were eligible for nine points, due mostly to their small size. The TAC points out that the modeling was completed using schools that had at least 20 FAY students. Because of this, 43 schools were not included in the analysis due to their “not rated” distinction.

Because of the limited number of schools impacted, TAC recommended that the denominator not change within the K-8 Acceleration Readiness indicator. However, the members of the TAC agreed that in future iterations, the Board should consider adding other measures to the K-8 Acceleration Readiness indicator to allow for those nine schools to be eligible for the points.

**Recommendation to the Board**

That the Board not change the denominator in the K-8 Acceleration Readiness indicator to “points eligible” for the 2016-2017 A-F Accountability system

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

## Arizona A to F Letter Grade - Accelerated Readiness K-8

The displayed *Accelerated Readiness* table (Table 1) modified from the *A to F Business Rules* to clarify how points are earned. The size and grade configuration of schools may have numerous ways of earning the full 10 points possible or may have very few options in the overall letter grade calculation. All schools with less than 20 FAY students tested (43 schools) are not rated with a letter grade and cannot calculate the *Acceleration Readiness* points due to n-count less than 20. The 43 schools are not included in this analysis.

It appears that the Ad Hoc Committee and the Accountability Advisory Group took into consideration that there are a wide variety of schools of different sizes and grade configurations. The design of the *Acceleration Readiness* provides schools multiple ways of earning the points. Providing multiple ways of earning the points includes possible data points so that smaller schools could be eligible for the 10 points for *Acceleration Readiness*.

Table 1: Further details of the areas for Accelerated Readiness points based on the table in the *A to F Business Rules* 12.4.17 page20.

Metric	N-size of 20 or more FAY students to be eligible	Points Available to Earn	Type of Schools that may or may not be eligible for points
<b>Grades 5, 6, 7, 8 HS EOC Math</b>	No minimum n-count to be eligible.	5	All schools with grades 5-8. Very few K-5, K-6 schools, if any, will have students in EOC courses and will never meet this metric. Some schools that serve grades 7 and/or 8 may not be eligible.
<b>Grade 3 ELA Minimally Proficient</b>	Schools with 20 or more students tested enrolled FAY in third grade.	5	All schools that do not serve grade 3 are not eligible.
<b>Chronic Absenteeism</b>	Schools with 20 or more students enrolled FAY in all grade levels served.	2	All Schools have this metric.
<b>Subgroup Improvement</b>	By subgroup <ul style="list-style-type: none"> <li>• 7 ethnicity groups</li> <li>• ELL</li> <li>• SPED</li> <li>• FRL</li> </ul> Total of 20 points possible; 10 points ELA and 10 points Math for large schools with much diversity	2 points per subgroup up to 6 points total (total of 40 points possible but limited to 6 points maximum)	Small schools with less than 34 FAY tested students may not be eligible due to <20 n-count in each subgroup.
<b>Special Education Inclusion</b>	Schools with 20 or more students enrolled FAY in all grade levels served.	2	All schools have this metric.

The following tables show the distribution of school letter grades by points possible for each of the *Acceleration Readiness* areas. Schools with less than 20 FAY students tested are not included. Schools with less than 20 students are not rated for a letter grade.

In Table 2 (*EOC Math*), 673 schools are not eligible for the 5 points because schools do not serve grades 5 through 8 or schools do not have students in grades 5, 6, and 7 enrolled in *EOC Math* classes. The available data from the ADE does not provide the number of students enrolled in *EOC Math* classes so the assumption in this table is that all schools that serves up to grade 7 do not have students enrolled in *EOC math* courses. The 5 points are all or nothing in this area.

Table 2

EOC Math - Distribution of Schools by Letter Grade							
Points Possible	A	B	C	D	F	NR	# of Schools
0	150	254	183	55	9	22	673
5	94	246	240	121	37	12	750
Schools	244	500	423	176	46	34	1423

Table 3, *Grade 3 ELA Minimally Proficient (MP) Decrease*, shows the distribution of schools by letter grade and points possible. Schools that do serve grade 3 students are not eligible for the five possible points. In addition, some schools that do serve grade 3 are not eligible because the n-count is less than 20.

Table 3

Grade 3 ELA MP Decrease - Distribution of Schools by Letter Grade							
Points Possible	A	B	C	D	F	NR	# of Schools
0	32	78	98	56	18	2	284
5	212	422	325	120	28	32	1139
Total Schools	244	500	423	176	46	34	1423

Table 4 is the first of two tables displaying *Subgroup Improvement* distributions. The maximum number of points possible for this category is six. Small schools with much diversity may not be eligible for any Subgroup Improvement Points. Small schools with more than 20 students in one ethnic category are limited to 4 points possible. The 13 not rated schools are less than 20. The schools with 0 points and with letter grades scored *Acceleration Readiness* points in other areas.

Table 4

Subgroup Improvement - Distribution of Schools by Letter Grade							
Points Possible	A	B	C	D	F	NR	# of Schools
0	1	1	2			13	17
4	9	12	16	5	4	14	60
6	234	487	405	171	42	7	1346
Total Schools	244	500	423	176	46	34	1423

Table 5, *Subgroup Improvement*, show the actual points possible for all schools if the total Subgroup points is not capped at 6. Schools that are limited to 4 points possible may be large enough to be eligible for other *Acceleration Readiness* points.

Table 5

Subgroup Improvement - Distribution of Schools by Letter Grade							
Complete Points Possible	A	B	C	D	F	NR	# of Schools
0	1	1	2			13	17
4	9	12	16	5	4	14	60
6		1					1
8	20	37	34	26	12	5	134
12	38	86	65	31	15	1	236
14	1						1
16	89	156	116	39	7	1	408
18			1				1
20	52	102	78	33	3		268
24	20	64	63	30	4		181
26			1				1
28	14	35	32	8	1		90
30				1			1
32		4	13	3			20
36		2	2				4
Total Schools	244	500	423	176	46	34	1423

### General Observations

- As explained, schools can earn up to 20 points for *Accelerated Readiness* but the limit for letter grade is 10 points.
- Large diverse schools that include grades 3 through 8 have the most options to obtain the 10 points.
- A few schools do not include grade 3 and grades 7 and 8. Very few schools offer EOC Math courses for students in grades 5 and 6.
- A few schools are limited in the *Subgroup Improvement* points.
  - Eight schools do not get *EOC Math* points and Subgroup Improvement points due to n-count and grade configuration of the schools.
  - Eleven schools do not get the *EOC Math* and *Grade 3 MP Decrease* but can get the full 6 points for *Subgroup Improvement*.
    - Actual total points possible for these 11 schools ranges from 8 to 28 but limited to 6.
    - Two of the 11 had 8 total possible *Subgroup Improvement* points.
    - Of the two schools with 8 total possible, one get the subgroup points and the other school did not.

### Overall Acceleration Readiness Points

Table 6 is a breakdown of total Acceleration Readiness points earned broken down by the size of schools. The first column is the total number of students tested. Sixty-four schools had n-counts from 20 to 49. Eight of the schools earned 0 points and three schools earned the full 10 points.

Table 6

# Tested	Number of Schools by Total Acceleration Readiness Points Earned									Total
	0 Points	2 Points	4 Points	5 Points	6 Points	7 Points	8 Points	9 Points	10 Points	
20 to 49	8	13	13	1	18		8		3	64
50 to 99	6	10	11	1	10	3	21	3	36	101
100 to 199	8	4	12	1	25	1	39	9	139	238
200 to 299	8	4	8		34	5	59	11	205	334
300 to 399	1	3	2		29	1	70	3	161	270
400 to 499	2	2	3		12		29	5	101	154
500 to 599			1		5		8	2	84	100
600 to 699			1		1	1	4	2	42	51
700 to 799					1		3		41	45
800 to 899				1	1	1	1		21	25
900 to 999							2		20	22
1000 to 1300									19	19
Total	33	36	51	4	136	12	244	35	872	1423

Table 7 is a breakdown of school size and current calculated letter grades. Sixty-four of the schools with 20 to 49 FAY tested were included in the *Acceleration Readiness* calculations. Thirty of the 64 are small enough in which the schools cannot be rated.

Table 7

# Tested	Number of Schools by Letter Grade						Total
	A	B	C	D	F	NR	
20 to 49	6	5	11	5	7	30	64
50 to 99	10	28	29	21	11	2	101
100 to 199	32	85	76	31	13	1	238
200 to 299	65	140	92	32	4	1	334
300 to 399	56	94	83	31	6		270
400 to 499	31	59	45	17	2		154
500 to 599	17	37	32	14			100
600 to 699	11	15	19	6			51
700 to 799	7	14	12	12			45
800 to 899	5	5	10	2	3		25
900 to 999	3	9	7	3			22
1000 to 1300	1	9	7	2			19
Total	244	500	423	176	46	34	1423

In the *Acceleration Readiness* category, schools could earn up to 20 points depending upon size and grade level configuration. Table 8 shows the total points that schools are eligible for in the current model in relation to the actual points earned for the final letter grade calculation. The points for *Acceleration Readiness* are limited to 10.

- Nine schools are limited to 9 points possible. The nine schools limited to 9 points possible are not rated. The number of FAY students tested of these nine schools ranges from 20 to 32.
- Another 11 schools are limited to 10 total possible points.

Table 8

Points Eligible	Acceleration Readiness Points Earned									Total
	0 Points	2 Points	4 Points	5 Points	6 Points	7 Points	8 Points	9 Points	10 Points	
9	2	5	2							9
10	2	1			3		4		1	11
13	4	5	10	2	8		1	3	7	40
14	3	2	1							6
15	12	11	24	2	85	3	155	23	550	865
18	2	4	3		6	1	1	1	2	20
20	8	8	10		32	7	78	6	270	419
Total	33	36	50	4	134	11	239	33	830	1370

Schools that are eligible for 10 points or more can earn the full 10 points for *Acceleration Readiness*. Initial observations seems to indicate that the larger the school and the more diverse the school population the more likely that the school will earn the full 10 points. All schools with 34 or more students FAY tested on the AzMERIT are eligible for the 10 points in the current 2017 letter grade model.

Table 9

Number of Schools by Total Acceleration Points Possible by Letter Grade							
Points Possible	A	B	C	D	F	NR	Total
10	2	2	3	2		2	11
13	7	8	10	3	3	9	40
14			2			4	6
15	167	318	252	100	24	4	865
18	2	4	6	2	1	5	20
20	54	152	131	63	18	1	419
Total	232	484	404	170	46	25	1361

## Recommendation

Investigate additional data points that can be included in the *Acceleration Readiness* calculation. It seems that the work of the Ad Hoc Committed and the Accountability Advisory included additional areas so that all schools could earn points in this category. *Chronic Absenteeism* and *Special Education Inclusion* were added to the *Acceleration Readiness* category as ways that schools could earn points through metrics that are not tied to a single assessment. Are there additional metrics that could be included so that the nine schools limited to 9 points could be eligible for the full 10 points for *Acceleration Readiness* and increase the number of possible ways that schools could get the 10 points?

Applying a denominator based upon the total points possible for a school does not benefit the nine schools that are eligible for the 9 points maximum for those schools. Noting that *EOC* and *Grade 3*

points are all or nothing, the denominator does not work for those two metrics. All schools are eligible for *Chronic Absenteeism* and *Special Education Inclusion* and the two points available for each are all or nothing. A denominator applied within the *Subgroup Improvement* calculation does not work such that the total points possible for this metric is 6. When applying a denominator based on the total points possible for a school multiplied by 6, the number of schools that could earn the full 6 points possible decreases. Adding additional metrics to earn *Acceleration Readiness* points that can include all schools appears to be the best direction.



**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action on the recommendation from the Technical Advisory Committee (TAC) regarding addressing the Student Growth to Target (SGT) “ceiling effect” within the growth indicator

Action/Discussion Item

Information Item

**Background and Discussion**

At the September 25, 2017 meeting, the Board established the Technical Advisory Committee (TAC) to provide the Board with advice on the review of data and data methodologies. The TAC’s mission is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

At the October 23, 2017 meeting, the Board tasked the committee to review the A-F Accountability Plan, including the preliminary A-F letter grade data and the business rules, and to bring a report of the TAC’s findings back to the Board at the December 4, 2017 meeting.

At the December 4, 2017 meeting, the Board directed the TAC to review addressing the Student Growth to Target (SGT) “ceiling effect” within the growth indicator and bring back a recommendation to the Board at its January 29, 2018 meeting.

Since the December 4, 2017 meeting, the TAC has met twice to discuss and analyze the SGT “ceiling effect” within the growth indicator. Attached is the document that was created by members of the TAC on the “ceiling effect”.

After a presentation on the SGT “ceiling effect” and two discussions on the impact addressing the “ceiling effect”, the TAC concluded that changing the business rules to account for the “ceiling effect” in order to reward students and schools for exceeding growth was appropriate.

Member Hovanetz disagreed with the other committee members’ recommendation, stating that if the Board was to look at addressing the “ceiling effect” within SGT, that the “floor effect” should also be addressed because the system rewards students and schools for meeting/at-target growth because some targets set for students scoring at the floor the prior year guarantee meeting growth without actual growth being made.

**Recommendation to the Board**

That the Board account for the Student Growth to Target (SGT) “ceiling effect” within the growth indicator by changing the business rules to give all students who meet the 89 or higher Student Growth to Target (SGT) credit for “Exceeds Target” for the 2016-2017 A-F Accountability system

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

## Growth Analysis

On Dec 4, 2017 the Arizona State Board of Education requested the Accountability Technical Advisory Committee to investigate the following:

Currently, an SGT ceiling effect related to students with an SGT of 89 or higher as presently the business rule indicates that the student can only receive credit for being “At/Near Target” as opposed to “Exceeds Target”. A solution for this may be to change the business rule to give all students who meet the 89 or higher SGT credit for “Exceeds Target”. This is similar to giving full points for having a 90% or higher graduation rate.

In the A-F business rules, a student’s SGP (Student Growth Percentile) is compared to their SGT (Student Growth Target) and schools are awarded points based upon the relationship between these two variables. The three categories are listed below:

SGP is < SGT by more than 10 percentile points	Below Target
SGP is within + or – 10 percentile points of SGT	At or Near Target
SGP is > SGT by more than 10 percentile points	Exceeds Target

The final category (SGP is greater than SGT by more than 10 percentile points) is hindered by a ceiling effect that impacts student test records with SGTs of 89 or higher who earn an SGP of 89 or higher. These test records are unable to be classified as “Exceeds Target” because it is impossible to earn an SGP higher than 99, which limits them to falling into the “At or Near Target” category.

The 2017 AzMERIT A-F statewide static file was analyzed to determine the number of students and schools impacted by this effect. This analysis assumes the business rule was applied as written as there is no SGT\_Category variable in the data set to use as confirmation. For subject area 675 (ELA), 10,695 test records across 1070 schools statewide had an SGP\_CY of 89 or higher and an SGT\_CY of greater than or equal to 89. Each of these schools had a range of 1 to 128 test records impacted. For subject area 677 (Math), 8,515 test records across 1129 schools had an SGP\_CY of 89 or higher and an SGT\_CY of greater than or equal to 89. Each of these schools had a range of 1 to 109 test records impacted.

Table 1: Summary of Potential Ceiling Effect Test Records

Subject	Number of Test Records	Number of Schools Overall	Number of Schools with more than 20 test records impacted
675 (ELA)	10,695	1,070	143
677 (Math)	8,515	1,129	112

The following chart was extracted from the business rules document and demonstrates the amount of points students earn in the model based upon prior-year achievement level. A student who was minimally proficient in the prior year can earn 2 points for Exceeding the Target in the current year.

Current-Year Student Growth Target			
Prior-Year Achievement Level	Weights		
Highly Proficient (HP)	0	0.50	1.00
Proficient (P)	0	0.70	1.20
Partially Proficient (PP)	0	0.90	1.80
Minimally Proficient (MP)	0	1.00	2.00
	<10 percentile points of target	+/- 10 percentile points of target	>10 percentile points of target
	Below Target	At or Near Target	Exceeds Target

Table 2: Student Test Record Analysis by Prior Year Performance Level

Subject			Frequency	Percent
675 (ELA)	Valid	1 – MP	9884	92.4
		2 – PP	721	6.7
		3 – P	90	.8
		Total	10695	100.0
677 (Math)	Valid	1 – MP	7755	91.1
		2 – PP	712	8.4
		3 - P	48	.6
		Total	8515	100.0

Table 2 displays the Prior Year Performance levels of the selected test records. If the business rules were changed to re-classify the SGP of 89 and higher and an SGT of greater than or equal to 89 scores as “Exceeds Target” instead of “At or Near Target”, 92.4% of the records would earn 2.00 points for Growth Target weight in subject 675 (ELA) and 91.1% of the records in subject 677 (Math).

Further analysis was completed to determine the percentage of overall test records with SGP and SGT data available that the affected test records represented within a school. This analysis was limited to schools with a minimum N size of 20 students per content area (ELA or Math).

Table 3: Percentage by School of Overall Test Records with SGP/SGT Data impacted by ceiling effect

<b>Subject</b>	<b>Range of Percentages</b>	<b>Median</b>	<b>Mean</b>
675 (ELA)	.1% to 20%	1.3%	2.1%
677 (Math)	.1% to 22.2%	1.1%	1.9%

As shown in table 3, up to 20% for 675 (ELA) and 22.2% of 677 (Math) records within a school are impacted by the ceiling effect. Schools with smaller student populations see the higher percentages.

#### Discussion

This data presents the results of analyzing student data surrounding test results for the highest SGT and SGP students. In all cases changing the business rule to allow these student records to be categorized as “Exceeds Target” instead of “At or Near Target” would result in higher weighted point assignments for the SGT categories.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action on the recommendation from the Technical Advisory Committee (TAC) regarding the A-F model for non-typical school configurations

Action/Discussion Item

Information Item

**Background and Discussion**

At the September 25, 2017 meeting, the Board established the Technical Advisory Committee (TAC) to provide the Board with advice on the review of data and data methodologies. The TAC's mission is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

At the October 23, 2017 meeting, the Board tasked the committee to review the non-typical grade configuration grading models, provided by the Department, and bring back a recommendation to the Board at the December 4, 2017 meeting.

At the December 4, 2017 meeting, the TAC directed the Board to use the hybrid model approach for non-typical grade configurations and asked that the TAC continue to review the data and bring back a recommendation at the January 29, 2018 meeting.

After two presentations and two discussions by the TAC members, the TAC recommends that the Board adopt the hybrid model for non-typical school configurations and include the business rules as presented below:

- A. Schools without Grade 12 adopt the K-8 model (Merge to K-8)
- B. Schools that include Grade 12 but begin with the 5th grade or higher adopt the 9-12 model (Merge to 9-12)
- C. Schools with Grades K/1/2/3/4 to 12 use both K-8 and 9-12 models (Prorate K-8 and 9-12 grades using FAY enrollment)
  - 1. Schools with one grade and an NR adopt Model A or B as appropriate (Merge to Grade available)

Materials for the modeling and data analysis of this recommendation are attached. With the acceptance of the TAC's recommendation, the number of schools with a preliminary letter grade of "Not Rated (NR)" would decrease from 108 to 15. Those 15 schools have extremely low n-count sizes and cannot be merged.

**Recommendation to the Board**

That the Board adopt the hybrid model approach for non-typical grade configurations with the business rules as stated above for the 2016-2017 A-F Accountability system

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

## Review of the Hybrid Model for Non-Typical Grade Configurations

Rick Guyer, PhD

### Overview

There were 108 schools in Arizona that received two letter grades using the A-F accountability model. A hybrid model was proposed that merged the K-8 and 9-12 A-F letter grades with the following specifications:

- A. Schools without Grade 12 adopt the K-8 model (**Merge to K-8**)
- B. Schools that include Grade 12 but begin with the 5<sup>th</sup> grade or higher adopt the 9-12 model (**Merge to 9-12**)
- C. Schools with Grades K/1/2/3/4 to 12 use both K-8 and 9-12 models (**Prorate K-8 and 9-12 grades using FAY enrollment**)
  1. Schools with one grade and an NR adopt Model A or B as appropriate (Merge to Grade available)

There were 7 schools merged to the K-8 model, 55 that merged to the 9-12 model, and 46 prorated using FAY enrollment.

### Missing Data

The hybrid method provides a data consolidation method to estimate an A-F letter grade when some of the K-8 and/or 9-12 data would otherwise be missing. The merged proficiency and growth scores only require 20 FAY students to meet the A-F sample requirements.

### Estimation of Models A and B

**Obtain a single growth score:** The ELA and Math SGP and SGT scores were combined for K-8 and 9-12 using the SGP and SGT FAY enrollments. Required complete data for K-8 and/or 9-12.

*Result.* Growth scores were out of 50 (Model A) or 20 (Model B) possible points.

**Obtain a single proficiency score:** The “proficiencyrate” variable and proficiency FAY enrollments were used to merge proficiency scores across K-8 and 9-12 students. Proficiency rate was comparatively the most equitable from K-8 (three years factored into proficiency) to 9-12 (prior year only).

*Result.* Proficiency data from K-8 and/or 9-12 merged into a score out of 30 (scores above 30 truncated).

### Model Estimation

Estimate Model A. Merged growth (50), merged proficiency (30), ELL Proficiency and Growth (10)\*, and Acceleration and Readiness indicators (10). Requisite: 80 points.

*or*

Estimate Model B. Merged growth (20), merged proficiency (30), ELL Proficiency and Growth (10)\*, Graduation Rate (20), and College and Career Readiness (20). Requisite: 50 points.

\*No school qualified for an ELL merger due to low FAY N (variable "TotalNumberELFayStudents").

### **Model C. Prorate scores**

The K-8 and 9-12 Proficiency FAY counts were used with the K-8 and 9-12 percent points earned in the A-F model to calculate a weighted percentage.

#### **Model C.1**

If a combined school is rated on the K-8 or 9-12 models only, proficiency, growth, and ELL scores (as available) are merged to calculate a letter grade. The A-F letter grade utilizes the merged proficiency, growth, and ELL measures along with the model-specific measures for the configuration that received a letter grade in the calculation process.

This proposed method would use all available data to provide the most appropriate letter grade. It effectively requires adopting Model A or B when one configuration does not provide sufficient data to estimate a letter grade.

### **Results**

The Arizona Department of Education (ADE) provided the TAC with complete and corrected SGP and SGT cell values. Dr. Fletcher of the ADE discussed the SGT calculation during the December 4<sup>th</sup> board meeting during Agenda item 4A4 (see Pages 196 and 221 of the Agenda).

The new data files were in response to:

- 1) SGT calculation
- 2) Missing SGP and SGT cell data due to low FAY count

SGP and SGT scores were re-calculated by the author to update the grades for merger into the hybrid/prorate models.

Letter grades were re-calculated for the models below. These grades are preliminary and do not include the results of the additional modeling performed by the TAC. Grade results show the effects of the hybrid model in merging letter grades.

**Hybrid Model:  
Preliminary Results**

Table 1. Merge to K-8 Preliminary Results (Model A)

<b>Schools</b>	<b>Current K-8</b>	<b>Current 9-12</b>	<b>Prelim. Hybrid</b>
1	NR	NR	NR
1	C	NR	B*
2	F	NR	F
1	B	C	B
1	C	B	B
1	B	A	A

\*Increased 9-12 proficiency raised grade

Table 2. Merge to 9-12 Preliminary Results (Model B)

<b>Schools</b>	<b>Current K-8</b>	<b>Current 9-12</b>	<b>Prelim. Hybrid</b>
4	NR	NR	NR – 3 F – 1
2	NR	C	C
2	NR	B	B
1	C	NR	C
1	F	B	B
1	F	C	C
2	D	B	B
1	C	A	B
4	C	A	A
1	F	F	F
3	F	D	D
2	D	D	D – 1 C – 1
4	D	C	C
2	C	C	C
1	B	C	B
1	B	C	C
7	C	B	B
3	B	B	B
2	A	B	B
7	B	A	A
4	A	A	A



Table 3. Preliminary Results for Prorated Schools

<b>Schools</b>	<b>Current K-8</b>	<b>Current 9-12</b>	<b>Prorated Grade 9-12 Cuts</b>	<b>Hybrid Merge K-8 Cuts</b>
11	NR	NR	NR	NR
1	A	NR		A
3	B	NR		B
1	C	NR		B
2	C	NR		C
1	C	NR		D
1	D	NR		D
<hr/>				
1	F	C	D	
1	B	D	C	
1	C	A	B	
1	A	C	B	
<hr/>				
1	F	F	D	
2	D	F	D	
1	D	D	D	
2	C	D	C	
1	C	C	C	
3	B	C	B – 2 C – 1	
1	C	B	C	
2	B	B	B	
2	A	B	B	
3	B	A	A – 2 B – 1	
4	A	A	A	

Table 4. School Configuration Distribution

<b>Schools</b>	<b>Config.</b>	<b>Model</b>
40	K to 12	Prorate
1	1 to 12	Prorate
1	2 to 12	Prorate
2	3 to 12	Prorate
2	4 to 12	Prorate
<hr/>		
7	5 to 12	Merge HS
20	6 to 12	Merge HS
28	7 to 12	Merge HS
<hr/>		
1	K to 10	Merge K-8
1	4 to 11	Merge K-8
1	6 to 10	Merge K-8
2	6 to 11	Merge K-8
2	7 to 11	Merge K-8

Definition of Table Variables:

**Schools:** Number of schools with the current grade profile. Results for Hybrid and Prorate are identified in their cells.

**Current K-8:** Current letter grade for the K-8 model

**Current 9-12:** Current letter grade for the 9-12 model

**Prelim. Hybrid:** Hybrid model fit using merged proficiency and growth. Grade determined using cutscores appropriate to the model merged into.

**Grade 9-12 Cuts:** Letter grade determined using the 9-12 model cutscores

**Hybrid Merge K-8 Cuts:** Letter grade using the K-8 model cutscores for schools with 9-12 grade missing and Model A adopted.

**EXECUTIVE SUMMARY**

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**Issue:** Arizona Education Association 2018 Political Agenda Review

Action/Discussion Item

Information Item

**Background and Discussion**

AEA's 2018 political agenda is attached for your reference.

**Recommendation to the Board**

This item is presented for information only. No action is requested.

**Contact Information:**

Marisol Garcia  
Vice President, Arizona Education Association

# 2018 LEGISLATIVE AND POLICY AGENDA

## Goals

1. Advance sound education policy supporting high standards for teaching and learning and ensuring access to a high-quality education for all Arizona students. Commit to the recruitment and retention of professionally certified, highly-effective educators for all classrooms.
2. Restore necessary funding for public education and fully invest in the future of Arizona's children.
3. Advocate for fairness and respect of public education and all public education employees.
4. Protect and strengthen a fair and secure retirement system for current, retired and future school employees.

## Quality Teaching and Learning

### *AEA advocates for policies that:*

- Promote a statewide systemic approach to quality teaching and learning including: highly-effective teacher preparation programs and certification; professional development; mentoring and induction; career development pathways; and compensation structures.
- Promote equity and excellence for all students by providing flexibility in the Structured English Immersion (SEI) models for English Language Learners (ELL), including replacement of the SEI four-hour model with a research-based language development curriculum. Provide funding to meet the needs of all ELL students and content educators.
- Remove high-stakes consequences tied to mandated assessment data, including: Local Education Agency (LEA), school, and individual ratings of effectiveness (i.e., A-F accountability system and results-based funding); evaluations; compensation structures; and personnel decisions.
- Support legislation affirming instruction as the primary duty of teachers.
- Recognize teachers as professionals and ensure them the autonomy to deliver a flexible curriculum and make classroom-based decisions to meet the needs of their students.

## Public Education Funding

### *AEA advocates for policies that:*

- Prevent the Arizona Legislature and Governor from diverting revenue away from public schools through tax cuts, tax credits and vouchers (i.e., empowerment scholarship accounts and student tuition organizations).
- Provide immediate and significant public education funding (FY2019) focused on equity and closing the opportunity gap for all students to meet the needs of our public schools in Arizona as follows:
  - a. Attract and retain a workforce of professionally certified teachers with competitive compensation and support.
  - b. Provide critical resources for classrooms such as support services, supplies, updated textbooks, and technology.
  - c. Fund school building maintenance and repairs to give students safe, clean and functional places to learn.
- Identify mid-term and long-term funding sources and revenue streams for Arizona public schools.
- Invest in school readiness via early childhood and Pre-Kindergarten through Third Grade educational programs, including state-funded full day kindergarten.
- Provide career and technical education funding to assist students in preparing to enter the workforce.

## Fair Employment Rights

### *AEA advocates for policies that:*

- Strengthen teacher employment rights relating to contract dates, Reduction In Force (RIF) process, salaries, nonrenewal notices and association work.
- Establish due process rights for education support professionals (classified employees).
- Provide for fair and relevant evaluation systems that:
  - a. include educator input and a clear appeal process;
  - b. support professional development and growth;
  - c. promote quality teaching and learning; and
  - d. use various data points that reflect the course of instruction.

## Retirement System

### *AEA advocates for policies that:*

- Sustain and protect a Defined Benefit plan for public employees.

**EXECUTIVE SUMMARY**

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**Issue:** Arizona School Boards Association 2018 Political Agenda Review

Action/Discussion Item

Information Item

**Background and Discussion**

The Delegate Assembly of the Arizona School Boards Association annually adopts a political agenda that guides the work of the association's governmental relations staff in the following year. It outlines the broad priorities of the association; all advocacy and lobbying efforts for the year must align in some way to the priorities contained in the political agenda.

ASBA's 2018 political agenda is attached for your reference.

**Recommendation to the Board**

This item is presented for information only. No action is requested.

**Contact Information:**

Chris Kotterman  
Director of Governmental Relations, Arizona School Boards Association

## Adequately and Equitably Fund Public Schools

- Provide additional state funding for nationally competitive salaries to attract, recruit and retain talented teachers.
- Revise the School Finance formula to:
  - Provide a stable revenue source less reliant on the general fund or annual legislative appropriation;
  - Fund the implementation and ongoing costs of AZ standards, assessments and technology;
  - Allow districts the option to operate individual schools for 200-day school years and increase accompanying funding to 8% from 5% to improve student achievement;
  - Establish statewide poverty weights within the school funding formula.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Renew, expand and improve Prop 301.
- Sufficiently fund market competitive salaries for all non-teaching staff.
- Provide adequate ongoing resources to comply with at least minimum school facility standards to ensure school district equipment and facilities are adequately maintained.
- Restore district additional assistance (DAA) reductions.
- Enact policy that does not unduly discourage local investment in school facilities.
- Eliminate unfunded mandates and administrative burdens.
- Fully fund JTEDs.
- Protect desegregation funding from any cuts or modifications.
- Provide greater equity in funding and access for exceptional student services within the public-school system.
- Adequately fund the cost of student transportation.
- Provide funding for preschool programs.

## Uphold, Preserve, and Strengthen Local Control

- Maximize local control and flexibility in managing funds and programs.
- Allow school districts greater flexibility in the divestiture of property to address population and course needs.
- Change “override/budget increase” language to better reflect what voters are being asked to support
- Oppose legislative intrusion on school site budgeting decisions.

## Improving Student Outcomes

- Support policy that recognizes and respects teaching as a profession.
- Increase the compulsory attendance age from 16 to 18 years.
- Enact research-based reform of the English Language Learner model of instruction to improve student achievement that does not segregate English Language Learners from English speaking peers, integrates reading, writing and oral language instruction and incorporates multiple assessment measures to demonstrate English proficiency.
- Fully restore 9th grade CTE/JTED eligibility and funding to allow students to explore career fields and/or certification completion.
- Allow JTEDs to service students through the age of 21.

## Accountability to Taxpayers

- Establish financial and academic transparency for all institutions that accept public funds.
- Repeal any program that gives public funds for private schools, ESAs & STOs or prevent any future expansion.
- Require comparative classroom spending audits for school districts and all other institutions that accept public funds, and define “classroom spending” as both instructional spending and student support spending.
- Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.

ASBA leadership and members of the association's Governmental Relations and Legal Services staff guide the political agenda process.



DR. TIMOTHY L. OGLE  
Executive Director



LINDA LYON  
2018 President



CHRIS KOTTERMAN  
Director of Governmental  
Relations and Public Affairs



DARBI JENKINS  
Governmental Relations  
Analyst



CHRIS THOMAS  
General Counsel / Associate  
Executive Director of Legal  
and Policy Services

**EXECUTIVE SUMMARY**

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**Issue:** Arizona School Administrators 2018 Political Agenda Review

Action/Discussion Item

Information Item

**Background and Discussion**

ASA's 2018 political agenda is attached for your reference.

**Recommendation to the Board**

This item is presented for information only. No action is requested.

**Contact Information:**

Dr. Mark Joraanstad  
Executive Director, Arizona School Administrators





## **Arizona School Administrators 2018 Public Policy Priorities**

### **School Funding**

Capital Funding (District Additional Assistance /New Construction Capital/Building Renewal):

- School districts face substantial capital needs every year with little to no funding for these needs.
- Arizona school districts need additional capital funding for building new schools, additions to existing schools and repairs and school buses, as well as additional funding to keep classrooms up to date with updated technologies, textbooks and instructional materials for students and teachers.
- With the reductions to district additional assistance funding, districts are struggling to provide adequate school sites and classrooms for students and teacher.
- Additional state funding is needed to cover these expenses.

### **Teacher Recruitment and Retention:**

One of the biggest challenges facing school districts is the statewide teacher shortage. School districts face challenges in recruiting and retaining teachers.

- Support actions that provide funding for professional development and teacher retention and recruitment.
- Support actions that provide increased funding for teacher's salaries.

### **Local Control and Governance**

District and school leaders should be given flexibility to determine how to best serve their students. Arizona's public education system is founded on the principle that local schools, governed by representatives of the local community, can determine how best to deliver an educational program that optimizes the potential for success of all students.

- Support actions that provide flexibility in managing district resources.
- Support legislation that eliminates or suspends costly or redundant administrative statutory requirements.
- Oppose additional requirements to districts, schools or teachers without additional resources (time, materials, and funding).

### **Student Achievement and Academic Success**

It is our belief that student achievement must be the number one priority behind every new and existing state initiative. Attention must be given to the capacity of each district to provide sufficient resources to ensure student success. Resources include time, personnel, training, instructional materials and funding.

- Support actions that provide additional resources to all districts to implement Arizona's College and Career Readiness Standards and help students achieve academic success.
- Oppose actions that reduce the time teachers have to be in the classroom directly teaching students and oppose actions that reduce resources.
- Support funding and flexibility for all day kindergarten.

**EXECUTIVE SUMMARY**

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**Issue:** Arizona Charter Schools Association 2018 Policy Positions

Action/Discussion Item

Information Item

**Background and Discussion**

The Arizona Charter Schools Association (Association) supports the amplification of a strong and diverse network of community voices as a critical pillar of our advocacy platform. In preparation for the 2018 legislative session, the Association has developed a comprehensive grassroots Charter Advocacy campaign designed to engage the entire charter community to effectively communicate and support our charter schools.

The policy environment for Arizona's public charter sector needs to continue to cultivate innovation and opportunities for Arizona students. The 2018 Legislative Session will be a pivotal opportunity to promote and enact policies that support this healthy policy environment and defend against attacks on educational freedom.

The Association's 2018 Policy Positions reflect the values, principles and policy environment that allow Arizona's charter sector to continue to thrive and positively impact Arizona's students.

The Association's 2018 Policy Positions is attached for your reference.

**Recommendation to the Board**

This item is presented to the Board for information only, and no action is requested.

**Contact Information:**

Matthew Simon,  
Director of Government Affairs, Arizona Charter Schools Association

## 2018 Policy Positions

Public charter schools in Arizona have experienced decades of autonomy supporting the creation of high-quality and diverse learning environments. Arizona's students have been the primary benefactor of this educational freedom, as school choice is now mainstream. Because of these policies, Arizona's public charter students have outperformed their peers for the past three years, topping state and national indicators of academic success.

The policy environment for Arizona's public charter sector needs to continue to cultivate innovation and opportunities for Arizona students. The 2018 Legislative Session will be a pivotal opportunity to promote and enact policies that support this healthy policy environment and defend against attacks on educational freedom.

The Arizona Charter Schools Association's 2018 Policy Positions reflect the values, principles and policy environment that allow Arizona's charter sector to continue to thrive and positively impact Arizona's students.

### FUNDING AND SCHOOL FINANCE EQUITY

Arizona is a robust school choice state where families have the option to choose from a variety of high-quality educational options. Although Arizona charter schools represent 30 percent of all public schools, Arizona's education funding structure is inconsistent with today's school choice policies. Families should not be penalized for their school choices due to an outdated and inequitable education finance system. We must modernize our education finance system to support the needs of all students in order to prepare an educated, vibrant work force and engaged community. Specifically, the Association continues to support initiatives to increase funding for what works in the classroom and for students.

### CHARTER SCHOOL GROWTH

Public charter schools have been an option for Arizona families for more than 20 years. With an estimated 185,900 students, charter students are now 17 percent of Arizona's public school students, a 6 percent increase over FY16. These figures are consistent with the trend that has continued for over a decade: families are demanding quality schools and Arizona's charter sector is responding. The Association will continue to promote and advocate for increased access to additional high-quality choices for all families, including in areas where there is little to no access to other education options.

### CHARTER SCHOOL AUTONOMY AND REGULATORY FREEDOM

The Association will continue to advocate for public charter school autonomy for high-quality schools or closure for failing schools, and work to eliminate the unnecessary legislative and regulatory actions that can set up barriers to innovation and growth of excellent schools. Charter schools have flourished as a direct result of the autonomy afforded by Arizona charter laws. While students have seen unprecedented academic gains with increased access to educational freedom, public charter school autonomy continues to see an onslaught of attacks. Some have suggested pilfering Arizona's education freedom by turning charter schools into clones of a bureaucratic system.



## STUDENT ACHIEVEMENT AND ACADEMIC ACCOUNTABILITY

Arizona's public charter students have outperformed their peers for the past three years, topping state and national indicators of academic success. In fact, during that time, public charter students in all racial and ethnic groups outperformed the state average on AzMERIT for their group in math and English. These impressive results are significant and show public charter students of all backgrounds are receiving a quality education. The Association continues to support an academic accountability system that accurately and fairly reflects the student achievement of every public school. The Association advocates for the appropriate use of available data to minimize administrative burdens to schools and using student growth measures to accurately describe the impact of schools on student learning. A strong accountability framework must incorporate timely communication so educators can best support their students.

## REPORTING AND TRANSPARENCY

Arizona's charter schools are expected to provide students and families high-quality options or risk being closed. Because of this high-stakes environment, charters are allowed to operate in a way that cultivate innovation and incentivize efficiency. Charter schools are required to follow state and federal laws and file annual financial statements that are publically available. It is important not to put unnecessary reporting requirements on the charter sector, but instead inject elements of charter flexibility into other models of education.

## ABOUT THE ASSOCIATION

The Association supports the amplification of a strong and diverse network of community voices as a critical pillar of our advocacy platform. In preparation for the 2018 legislative session, the Association has developed a comprehensive grassroots Charter Advocacy campaign designed to engage the entire charter community to effectively communicate and support our charter schools.

In addition, the Association continues to receive regular input and feedback from our Charter Leaders Advisory Council, Board of Directors and school members through campus visits, regional meetings, events, newsletters and weekly legislative phone calls. We annually participate in a statewide Advocacy Tour with charter leaders to discuss our advocacy work and guide our upcoming legislative agenda.

Representing more than 80 percent of public charter schools, the Arizona Charter Schools Association is a nonprofit membership and professional organization that advocates and strengthens the autonomy, equity and quality of Arizona's diverse public charter schools. In a choice marketplace, Arizona's charter school parents are active and engaged consumers of education, providing a strong voice of the benefit of public charter schools.

Founded in 1995, the Association is dedicated to supporting Arizona's thriving public charter school sector. Since its inception, the Association has served as an innovative leader in transforming public education for Arizona's 1.1 million students. Driven by the belief that all Arizona students should have access to a high quality school of their choice, the Association is focused on creating and sharing innovative ideas designed to support leaders and teachers as they work to improve student achievement.



# Arizona Charter Schools Association

Matthew Simon, Director of Government Affairs

January 2018 | 12439 N. 32<sup>nd</sup> St. | Phoenix, AZ 85032



# The Real Picture of Education Freedom

## ARIZONA'S PUBLIC CHARTER SCHOOLS

- Public charter schools are a majority minority sector – 55 percent of charter students identify as non-white
- Nearly 1 in 2 Maricopa County students – 47 percent – exercise school choice.
- 17% of students attend a public charter school (185,000)
- 30% of public schools are charters (556)

# PUBLIC CHARTER SCHOOL PERFORMANCE

ANALYSES OF 2015-2017 AZMERIT DATA

Public charter school students continue to outperform their peers, as AzMERIT results show charter students scored better than the state average in virtually every grade level and subject area for the third straight year.

## DEMOGRAPHICS

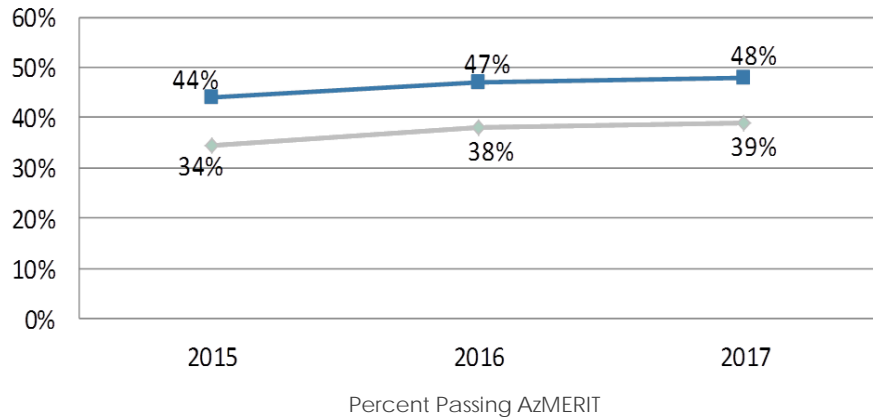
For the last three years, public charter students in all racial and ethnic groups outperformed the state average for their group in Math and English.



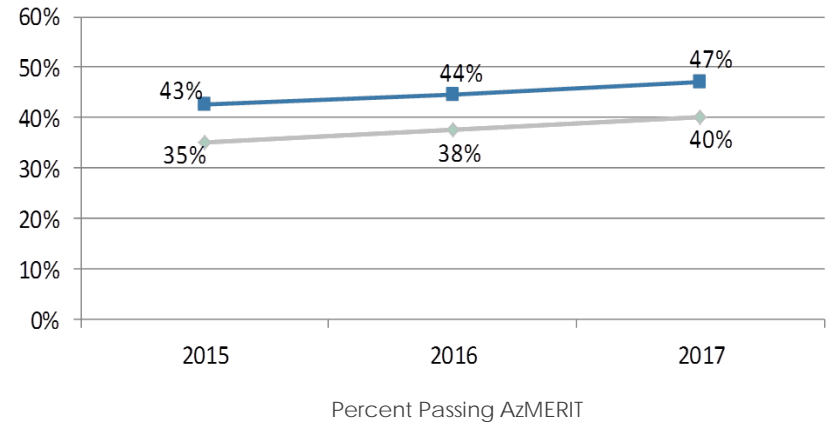
# Public Charter School Performance

2015 - 2017 AZMERIT DATA

## ENGLISH LANGUAGE ARTS



## MATHEMATICS



■ Charter  
◆ State



# 2018 POLICY POSITIONS

## FOR PUBLIC CHARTER SCHOOLS



### ➤ FUNDING & SCHOOL FINANCE EQUITY

- Fund success and what is working.
- Equitable funding regardless of educational choices.

### ➤ CHARTER SCHOOL GROWTH

- Promote increased access to high-quality charter schools.

### ➤ CHARTER SCHOOL AUTONOMY & REGULATORY FREEDOM

- Protect autonomy, maintain environment of innovation

### ➤ STUDENT ACHIEVEMENT & ACADEMIC ACCOUNTABILITY

- Focus on student outcomes and support fair and accurate academic accountability system

### ➤ REPORTING & TRANSPARENCY

- Streamline administrative burdens, support access to information

# 2018 Legislative Session

## ARIZONA'S PUBLIC CHARTER SCHOOLS

- GOVERNOR'S EDEUCATION PACKAGE
- RESULTS BASED FUNDING (approx. \$38 million)
  - Importance to charter sector
  - Promotes charter growth, focus on student outcomes
  - Potential revisions
- FUNDING EQUITY
  - Parity between sectors in any school finance changes/increases
  - Maintain inflation for charter additional assistance
- PLAY DEFENSE!



QUESTIONS?

January 2018 | 12439 N. 32nd St. | Phoenix, AZ 85032

**EXECUTIVE SUMMARY**

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<b>Issue:</b> Arizona Association of County School Superintendents 2018 Political Agenda Review
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Action/Discussion Item

Information Item

**Background and Discussion**

AACSS's 2018 political agenda is attached for your reference.

**Recommendation to the Board**

This item is presented for information only. No action is requested.

**Contact Information:**

Barry Aarons  
Arizona Association of County School Superintendents



# ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS

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RISHA VANDERWEY, PRESIDENT  
COCONINO COUNTY SCHOOL SUPERINTENDENT



Apache County  
Barry Williams  
*Past-President*



Cochise County  
Jacqui Clay



Coconino County  
Risha VanderWey  
*President*



Gila County  
Roy Sandoval



Graham County  
Donna McGaughey



Greenlee County  
Tom Powers



La Paz County  
Jacqueline Price  
*Secretary*



Maricopa County  
Steve Watson



Mohave County  
Michael File



Navajo County  
Jalyn Gerlich



Pima County  
Dustin Williams



Pinal County  
Jill Broussard  
*Vice-President*



Santa Cruz County  
Alfredo Velasquez



Yavapai County  
Tim Carter  
*Treasurer and  
Legislative Liaison*



Yuma County  
Tom Tyree

## 2018 AACSS Belief Statements

1. Fully fund inflation in the manner prescribed by Arizona Revised Statutes, and as mandated by Arizona voters in Proposition 301.
2. Change “Override Budget Increase” language to “Locally Controlled Funding” to reflect what local voters are being asked to support.
3. Fully fund Full Day Kindergarten and include Kindergartners in the “Locally Controlled Funding” calculation.
4. Restore building renewal funding to ensure school facilities are adequately provided and maintained.
5. Enable school districts and charters the option to operate “individual schools” for a 200 day school calendar with increased budget authority in base level to no less than 8% from 5% for those schools who maintain a 200 day calendar.
6. Maintain CTE and JTED funding, at no less than existing levels and fund 9<sup>th</sup> grade CTE/JTED to enable students the opportunity to successfully explore career fields and / or acquire Career and Technical Education certifications.
7. Support latitude in distribution and acquisition of funding utilized for increased salaries of educators that will ensure national competitive educator compensation as to stop the flow of highly effective educators from leaving Arizona to other states or occupations.
8. Pursue policies where Special Education, ELL, and Homeless Education are adequately funded.
9. Enable public school Tax Credits to be used at the discretion of the local governing authority.
10. Fund “District Additional Assistance” using the base fiscal year 1999 (CIR-99), with cumulative inflation rates to current fiscal year funding e.g. K-8 \$450 + Cumulative Inflation Rates since 1999 (CIR-00) to current fiscal year funding, 9-12 \$492+CIR-99, Textbooks \$69.88+ CIR-99.
11. Fully fund the implementation and reoccurring costs for AZMerit Standards Assessment, and technology. Sustain the “safe harbor” as provided in Laws 2015 Chapter 76.
12. Increase Compulsory School Age Attendance from 16 to 18 years of age.
13. Oppose Empowerment Scholarship Accounts (vouchers).
14. Any educational activity funded by Arizona taxpayers should be transparent and include financial and academic accountability.
15. Authorize school districts greater flexibility in the “Divestiture of Property” to address the local school district’s population and course of action needed to be taken.
16. Protect “Desegregation Funding” from any fiscal cuts.
17. Design and implement an equitable K-12 education funding formula with increased and sustainable revenues that adequately reflects nationally competitive funding ratios for investing in our future generation workforce and that is highly competitive in a nationally and internationally global economy.
18. Support alternative pathways to graduation, including but not limited to CTE/JTED.

19. Oppose the legalization of recreational marijuana.
20. Support the introduction of alternative pathways to high school graduation, including, but not limited to, CTE for K-8 students.
21. Support a solution to current issues surrounding the “interstate” education of children.
22. In regard to the expiration of Prop. 301, acknowledging that schools are not adequately funded we call for a meeting of all stakeholders that would assess the dynamics to renew and expand this source (sales tax) of funding.

Revised by AACSS, August 16, 2017.

## 2018 AACSS Legislation

Below is a list of AACSS-sponsored or supported legislation for the 2018 session- relevant background information and bill provisions are also outlined below.

1. HB 2026: county school superintendent; services; entities (Boyer)

This is a minor tweak to statute requested by the Yavapai County Attorney. This bill expands the list of entities that county school superintendents may enter into intergovernmental agreements to provide programs and services to include tribal and private schools and libraries.

2. HB 1057: county school superintendent; report; approval (Burgess)

This bill was adopted by the Arizona Association of Counties at the request of Maricopa County's Education Service Agency. The bill removes the redundant requirement for the county school superintendent to approve annual financial reports from school districts. Currently, these reports are already audited annually and then submitted to the Department of Education for processing.

3. HB 2185: school districts; tax levy; calculation (Norgaard)

This is largely a clarifying/cleanup bill following the passage of HB 2481 from two years ago, which changed the process for calculating K-12 primary property tax rates. ATRA, ADOR and the county school superintendents worked to get the calculation right and there is general agreement for a solution. Among the changes, the bill allows the county school superintendent the ability to adjust tax rates in anticipation of cash corrections, resolutions and judgments. The bill also reinserts the ability to tax for the 'dropout prevention' program, which was unintentionally left out of HB 2481, removes reporting requirements which are no longer necessary and repeals A.R.S. 15-993 because it is redundant and no longer necessary given the structure to calculate primary rates outlines in A.R.S. 15-992.

4. SB 1138 : county jail education programs; age (Bradley)

This bill originated from the Pima County School Superintendent's office. AACSS voted to support this bill as it moves throughout the process, but did not adopt it as part of our legislative package. The bill modifies the prisoner population in county jails eligible to receive education programs. Current statute dictates that county jails must provide education programs to prisoners under 18 years of age or prisoners who are 21 years old (or younger) with a disability. The proposed language modifies this population to include all prisoners under 21 years of age who do not have a high school diploma or a GED. The bill also requires each eligible person be funded equal to what they would receive if the pupil were enrolled in another accommodation school program, an increase from the 72% funding level in current statute.

**EXECUTIVE SUMMARY**

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

Action/Discussion Item

Information Item

**Background and Discussion**

During the legislative session staff provides monthly updates to the Board. As part of the monthly update, the Board may take action to support, oppose or remain neutral on specific legislative proposals. Below is introductory information for the 2018 Legislative Session. ***Legislation that may affect the Board will be distributed immediately prior to the meeting.***

**Status of Session and Timeline**

- January 8, 2018: First Day of Session
- January 29, 2018: Senate Bill Introduction Deadline
- February 2, 2018: House Bill Introduction Deadline
- April 17, 2018: 100th Day of Session

**Membership Update**

**HOUSE LEADERS**

*Speaker:* J.D. Mesnard (R)  
*Maj Leader:* John Allen (R)  
*Maj Whip:* Kelly Townsend (R)  
*Speaker Pro Tem:* TJ Shope (R)  
*Dem Leader:* Rebecca Rios (D)  
*Asst. Dem Leader:* Randy Friese (D)  
*Dem Whip:* Charlene Fernandez (D)

**SENATE LEADERS**

*President:* Steve Yarbrough (R)  
*Maj Leader:* Kimberly Yee (R)  
*Maj Whip:* Gail Griffin (R)  
*Pres Pro Tem:* \_\_\_\_\_ (R)  
*Dem Leader:* Katie Hobbs (D)  
*Asst Dem Leader:* Steve Farley (D)  
*Dem Co-Whip:* Martin Quezada (D)  
*Dem Co-Whip:* Lupe Contreras (D)

**HOUSE EDUCATION**

*Chairman:* Boyer  
*Vice Chairman:* Coleman  
*GOP:* Bowers, Norgaard, Nutt, Shooter,  
Stringer Udall  
*DEM:* Alston, Bolding, Saldate

**SENATE EDUCATION**

*Chairman:* Allen  
*Vice Chairman:* Brophy McGee  
*GOP:* Kerr (NEW), Smith, Yee  
*DEM:* Bradley, Miranda

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education



**EXECUTIVE SUMMARY**

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**FY 2019 Executive Budget Proposals**

The Governor introduced his proposed budget for FY 2019 on January 12, 2018. Below is a summary of the education funding proposals in the budget:

- Increase of \$100 million for additional assistance. This will grow to \$371 million by FY 2023;
- Increase of \$34 million to make teacher salary raises permanent;
- An increase of \$35.1 million to fund building renewal and funds for new school construction;
- \$5.3 million to support the Arizona Department of Education's data system;
- As determined in FY 2018, an increase of \$4 million for Early Literacy Grants to make the total appropriation \$12 million;
- An additional \$2.5 million for a Computer Science Pilot Program to provide training to prospective computer science teachers;
- Increase of \$2 million to fully fund large JTEDs;
- An increase of \$1.1 million to support the review and development of academic standards; and
- An increase of \$1 million to support the administration of the statewide assessments.

In FY 2019, the Governor's budget proposes to allocate Results-Based Funding (\$38.6 million) based on AzMERIT test results, rather than the A-F Accountability System.

**Recommendation to the Board**

The Board may take action to support, oppose or remain neutral on specific legislative proposals.

**EXECUTIVE SUMMARY**

**Issue:** Qualified Professionals List

Action/Discussion Item

Information Item

**Background and Discussion**

On October 23, 2017, the Arizona State Board of Education adopted new rules in the area of Special Education. Among other things, these new rules replaced the specific professionals previously required to verify certain disabilities with the general term "qualified professional." The State Board of Education then directed the Department of Education to develop a list of qualified professionals eligible to conduct the appropriate evaluations, subject to review and approval of the State Board of Education. A preliminary list was approved at the December 4<sup>th</sup> ASBE meeting, with additional stakeholder input time allowed for revision and approval at the January ASBE meeting.

**\*Fiscal Impact**

N/A

**Review and Recommendation of State Board Committee**

N/A

**Recommendation to the Board**

It is recommended that the board accept the following list of qualified professionals as required for R7-2-401:

UPDATED AFTER STAKEHOLDER INPUT 1/11/18.

Please see the attached "Qualified Professionals Eligible to Conduce Appropriate Evaluations (AZ-TAS)" document.

**Contact Information:**

Mike Mannelly, Associate Superintendent Highly Effective Schools



**Arizona Department of Education  
Diane M. Douglas, Superintendent of Public Instruction**

**Exceptional Student Services  
Arizona Technical Assistance System  
(AZ-TAS)**

# **Qualified Professionals Eligible to Conduct Appropriate Evaluations**

**A Technical Assistance Document to Support Evaluations; as Required by  
R7-2-401 (G.8)**

## Introduction

On October 23, 2017, the Arizona State Board of Education adopted rules in the area of Special Education (R7-2-401). These rules replaced the specific professionals previously required to verify certain disabilities with the general term "qualified professional." These rules further required the Arizona Department of Education to create a list, to be reviewed and approved by the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations. From the rules:

**The Department shall develop a list, subject to review and approval of the State Board of 34 Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in 35 subsection (E)(7).**

The following is the list of qualified professionals developed by the Department of Education as required by (R7-2-401(G)(8)-.

QUALIFIED PROFESSIONAL LIST  
Per R7-2-401

For the following disabilities, the full and individual initial evaluation shall include:

- Emotional disability:
  - verification of a disorder by a psychiatrist, licensed psychologist, licensed ~~therapist/counselor~~ professional counselor, licensed clinical social worker (LSCW), or a certified school psychologist.
- Hearing impairment:
  - An audiological evaluation by an individual holding a master's or doctoral degree in audiology, and
  - An evaluation of communication/language proficiency.
- Other health impairment:
  - verification of a health impairment by a doctor of medicine, doctor of osteopathy, licensed nurse practitioner, ~~or~~ licensed physician assistant, or in cases of ADHD a doctoral level certified school psychologist or doctoral level licensed psychologist.
- Orthopedic impairment:
  - verification of the physical disability by a doctor of medicine, doctor of osteopathy, doctor or podiatric medicine, licensed nurse practitioner, or licensed physician assistant.
- Speech/language impairment:
  - an evaluation by a licensed and certified speech-language pathologist.
  - For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:
    - An audiometric screening within the past calendar year,
    - A review of academic history and classroom functioning,
    - An assessment of the speech problem by a licensed and certified speech-language pathologist, or
    - An assessment of the student's functional communication skills.
- Traumatic brain injury:
  - verification of the injury by a doctor of medicine, doctor of osteopathy, licensed nurse practitioner, ~~or~~ licensed physician assistant or a licensed clinical neuropsychologist.
- Visual impairment:
  - verification of a visual impairment by an ophthalmologist or optometrist.

\*NOTE: Specific learning disability does not require verification by a qualified professional and this rule was left unchanged from the previous rule. The previous rule, which is still in force is as follows:

- Specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-

- approved grade-level standards, or intellectual development that meets the public education agency criteria through one of the following methods:
- A discrepancy between achievement and ability;
- The child's response to scientific, research-based interventions; or
- Other alternative research-based procedures.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action to close rulemaking procedures for proposed changes to R7-2-301 “Minimum Course of Study and Competency Goals for Students in the Common Schools” and R7-2-302 “Minimum Course of Study and Competency Requirements for Graduation from High School”

Action/Discussion Item

Information Item

**Background and Discussion**

Attached are draft recommendations for changes to R7-2-301 “Minimum Course of Study and Competency Goals for Students in the Common Schools” and R7-2-302 “Minimum Course of Study and Competency Requirements for Graduation from High School.” These drafts were created by the Arizona Department of Education (ADE) with input from various stakeholders.

The updated policies include the following changes:

**R7-2-301**

1. Addition of charter schools as appropriate
2. Removal of references to the “essential skills.” The Essential Skills of Instruction have been replaced by academic standards.
3. Updated course names to reflect the terminology utilized in State Board of Education approved academic standards.
  - a. Language and Literature are combined to become English Language Arts.
  - b. Music, Visual Arts, and Performing Arts are combined to become The Arts.
  - c. Foreign or Native American Language becomes World and Native Languages.
  - d. Practical Arts becomes Career and Technical Education
4. Moved World and Native Languages from a required course to an optional course. Districts expressed to ADE that, although acquisition of a second language in K-8 is a preference, the requirement is difficult to fulfill due to a lack of qualified teachers and conflict with other priorities related to English language arts, mathematics, and science.
5. Added Educational Technology and Computer Sciences as optional courses and alphabetized the additional subjects.
6. Removed a requirement that special education courses be notated on a student’s transcript as this is in direct violation of student privacy rights under IDEA.
7. Added civics to clarify that social studies must include civics instruction.

**Contact Information:**

Carol Lippert, Associate Superintendent, High Academic Standards for Students Division  
Catcher Baden, Deputy Director, State Board of Education

## **EXECUTIVE SUMMARY**

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### **R7-2-302**

1. Updated descriptive language in English Language Arts, Mathematics, and Science to match the State Board of Education approved academic standards.
2. Removed the requirement for a separate one-half credit for principles of speech and debate because this requirement is now included in the State Board of Education approved Arizona English Language Arts Academic Standards.
3. Clarified language for mathematics and science requirements.
4. Added a statutory reference for competency requirements.
5. Added civics to clarify that social studies must include civics instruction.
6. Added computer science as an option for mathematics credit as required by A.R.S. §15-701.01 (B)(2).
7. Removed a requirement that special education courses be notated on a student's transcript as this is in direct violation of student privacy rights under IDEA.

Following the opening of the rules, ADE continued to consult with advisory groups on the rule changes. Additionally, the Board held two public hearings on the proposed rules and reached out to organizations representing school administrators, school boards, charter schools and rural schools.

The Board received approximately 12 public comments which are summarized below:

- Two comments provided additional clarifying language. These changes were made.
- Some comments disagreed with removing the foreign language requirement from K-8.
- Two comments requested the addition two years of foreign language as a high school graduation requirement.
- Other comments sought additional clarification on terms and/or suggested additional technical and clarifying changes.

### **Recommendation to the Board**

It is recommended that the Board close rulemaking procedures regarding proposed changes to R7-2-301 "Minimum Course of Study and Competency Goals for Students in the Common Schools" and R7-2-302 "Minimum Course of Study and Competency Requirements for Graduation from High School."



## How to Read Me: Proposed Board Rules

This document is designed to help individuals read proposed rules and track changes.

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### Stricken Language

- Red-colored language that is stricken indicates that it is proposed to be taken out of the rule.

*Ex: Proposed Rule with Stricken Language:* "1. The Committee shall ~~confirm receipt of the application and~~ make a recommendation within 60 days of receipt of application."

*Ex: Effect of Proposed Rule with Stricken Language:* "1. The Committee shall make a recommendation within 60 days of receipt of application."

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### Underlined Language

- Language that is underlined indicates that it is proposed to be added to the rule.

*Ex: Proposed Rule with Underlined Language:* "1. The Committee shall confirm receipt of the application and make a recommendation with 60 days of receipt of application via certified mail."

*Ex: Effect of Proposed Rule with Underlined Language:* "1. The Committee shall confirm receipt of the application and make a recommendation with 60 days of receipt of application via certified mail."

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### Highlighted Language

- Language that is highlighted indicates a change has been made since a previous draft. This may include language that is now proposed to be stricken or added.

*Ex: Proposed Rule with Highlighted Language:* "1. The Committee shall confirm receipt of the application and make a recommendation within ~~60~~ **40** days of receipt of application."

*Ex: Effect of Proposed Rule with Highlighted Language:* "1. The Committee shall confirm receipt of the application and make a recommendation within 40 days of receipt of application."

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## How to Read Me: Proposed Board Rules

### Stricken, Underlined and Highlighted Language

- Language that is stricken, underlined and highlighted indicates that it was proposed to be added in a previous draft but is no longer proposed.

*Ex: Language that is stricken, underlined and highlighted:* "1. The Committee shall confirm receipt of the application and make a recommendation within 60 days of receipt of application ~~via certified mail.~~"

*Ex: Effect of language that is stricken, underlined and highlighted:* "1. The Committee shall confirm receipt of the application and make a recommendation within 60 days of receipt of application."

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### Highlighted Only

- Language that is highlighted but neither underlined nor stricken, indicates that the current language was proposed to be stricken in a previous draft but is now proposed to remain the same.

*Ex: Language that is highlighted but neither underlined nor stricken:* "1. The Committee shall ~~confirm receipt of the application and~~ confirm receipt of the application and make a recommendation within 60 days of receipt of application."

*Ex: Effect of language that is highlighted but neither underlined nor stricken:* "1. The Committee shall confirm receipt of the application and make a recommendation within 60 days of receipt of application."

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**R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools**

A. Students shall demonstrate competency as defined by the State Board-adopted ~~Essential Skills~~ academic standards, at the grade levels specified, in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments.

1. ~~English Language~~ language arts

~~2. Literature~~

~~3.2. Mathematics~~

~~4.3. Science~~

~~5.4. Social Studies; including civics~~

~~6. Music~~

~~7.5. Visual Arts~~ The Arts, which may consist of one or more of the following: visual arts, dance, theatre, music or media arts

~~8.6. Health/Physical Education~~

~~9. Foreign or native American Language (includes modern and classical)~~

B. The local governing board or charter school may prescribe course of study and competency requirements for promotion that are in addition to or higher than the course of study and competency requirements the State Board of Education prescribes. Additional subjects may be offered by the local governing board or charter school as options and may include, but are not limited to:

~~1. Performing Arts~~ Educational Technology

~~2. Practical Arts~~ Career and Technical Education

~~3. Computer Science~~

~~4. World and Native Languages~~

1. Career and Technical Education

2. Computer Science

3. Educational Technology

4. World and Native Languages

C. Prior to the issuance of a standard certificate of promotion from the 8th grade, each student shall demonstrate competency, as defined by the local governing board, of the State Board of Education adopted ~~Essential Skills~~ academic standards for grade 8 in the subject areas listed in subsection (A).

D. Special education and promotion from the 8th grade.

1. The charter school or local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with R7-2-401 et seq.

2. Students placed in special education classes in grades K-8 are eligible to receive the standard certificate of promotion without meeting State Board of Education competency requirements, ~~but reference to special education shall be placed on the student's transcript or in the permanent file.~~

48 **E.** Online and distance education courses may be offered by the local governing board or charter  
49 school if the course is provided through an Arizona Online Instruction Program established  
50 pursuant to A.R.S.  
51 §15-808.

52 **F.** Alternative Demonstration of Competency. Upon request of the student, the local school  
53 district governing board or charter school shall provide the opportunity for a student in grades  
54 seven and eight to demonstrate competency in the subject areas listed in subsection (A) in lieu of  
55 classroom time.

DRAFT

**ITEM #4E2**

1 **R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from**  
2 **High School**

3  
4 The Board prescribes the minimum course of study and competency requirements as outlined in  
5 subsections (1) through (5) and, beginning with the graduating class of 2017, receipt of a passing  
6 score of sixty correct answers out of one hundred questions on a civics test identical to the civics  
7 portion of the naturalization test used by the United States Citizenship and Immigration Services  
8 as prescribed in A.R.S. § 15-701.01(A)(2).

9 1. Subject area course requirements. The Board establishes 22 credits as the minimum  
10 number of credits necessary for high school graduation. Students shall obtain credits for  
11 required subject areas as specified in subsections (1)(a) through (e) based on completion of  
12 subject area course requirements or competency requirements. At the discretion of the local  
13 school district governing board or charter school, credits may be awarded for completion of  
14 elective subjects specified in subsection (1)(f) based on completion of subject area course  
15 requirements or competency requirements. The awarding of a credit toward the completion  
16 of high school graduation requirements shall be based on successful completion of the  
17 subject area requirements prescribed by the State Board and local school district governing  
18 board or charter school as follows:

19 a. Four credits of English or English as a Second Language, which shall include but  
20 not be limited to the following: ~~grammar, writing, and reading skills, advanced grammar,~~  
21 ~~composition, American literature, advanced composition, research methods and skills and~~  
22 ~~literature~~ reading literature, reading informational text, writing, research methods, speaking  
23 and listening skills, grammar, and vocabulary. ~~One half credit of the English requirement~~  
24 ~~shall include the principles of speech and debate but not be limited to those principles.~~

25 b. Three credits in social studies to minimally include the following:

- 26 i. One credit of American history, including Arizona history;  
27 ii. One credit of world history/geography;  
28 iii. One-half credit of American government, including civics and Arizona  
29 government; and  
30 iv. One-half credit in economics.

31 c. Four credits of mathematics to minimally include:

- 32 i. ~~Two~~ Three credits containing course content ~~covering the following areas~~ in  
33 preparation for proficiency at the high school level on the statewide assessment  
34 and aligned to the Arizona Mathematics Standards for Algebra I, Geometry, and  
35 Algebra II ~~: Number Sense and Operations; Data Analysis, Probability and~~  
36 ~~Discrete Mathematics; Patterns, Algebra and Functions; Geometry and~~  
37 ~~Measurement; and Structure and Logic.~~ These three credits shall be taken  
38 consecutively beginning with the ninth grade unless a student meets these  
39 requirements prior to the ninth grade pursuant to subsection (1)(c)~~(iv)~~(iii). The  
40 requirement for the third credit covering Algebra II, may be met by, but is not  
41 limited to the following: a math course comparable to Algebra II course content;  
42 computer science, career and technical education and vocational education,  
43 economics, science and arts courses as determined by the local school district  
44 governing board or charter school.

- 45 ii. ~~One credit, covering Algebra II or course content equivalent to Algebra~~  
46 ~~II. Courses meeting this requirement may include, but are not limited to,~~  
47 ~~career and technical education and vocational education, economics, science,~~

- 1 ~~and arts courses as determined by the local school district governing board or~~  
2 ~~charter school.~~  
3 ~~iii.~~ ii. ~~One~~ A fourth credit that includes significant mathematics content as  
4 determined by the local school district governing board or charter school.  
5 ~~iv.~~ iii. Courses successfully completed prior to the ninth grade that meet the  
6 high school mathematics credit requirements may be applied toward  
7 satisfying those requirements.  
8 ~~v.~~ iv. The mathematics requirements may be modified for students using a  
9 ~~personal curriculum~~ Personal Curriculum pursuant to R7-2-302.03.
- 10 d. Three credits of science in preparation for proficiency at the high school level on the  
11 statewide assessment to minimally include standards in the following:-  
12 i. Earth/Space sciences;  
13 ii. Life sciences; and  
14 iii. Physical sciences such as which may include chemistry or physics.
- 15 e. One credit of ~~fine arts~~ the Arts or career and technical education and vocational  
16 education.  
17 f. Seven credits of additional courses prescribed by the local school district governing  
18 board or charter school.  
19 g. A credit or partial credit may apply toward more than one subject area but shall  
20 count only as one credit or partial credit toward satisfying the 22 required credits.  
21
- 22 2. Credits earned through correspondence courses to meet graduation requirements shall be  
23 taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be  
24 limited to four, and only one credit may be earned in each of the following subject areas:  
25 a. English as described in subsection (1)(a) of this Section,  
26 b. Social Studies,  
27 c. Mathematics, and  
28 d. Science.  
29
- 30 3. Online and distance education courses may be offered by the local governing board or  
31 charter school if the course is provided through an Arizona Online Instruction Program  
32 established pursuant to A.R.S. § 15-808.
- 33 4. Local school district governing boards or charter schools may grant to career and technical  
34 education and vocational education program completers a maximum of 5 ½ credits to be used  
35 toward the Board English, mathematics, science, and economics credit requirements for  
36 graduation, subject to the following restrictions:  
37 a. The Board has approved the career and technical education and vocational education  
38 program for equivalent credit to be used toward the Board English, mathematics,  
39 science, and economics credit requirements for graduation.  
40 b. A credit or partial credit may apply toward more than one subject area but shall count  
41 only as one credit or partial credit toward satisfying the 22 required credits.

1 c. A student who satisfies any part of the Board English, mathematics, science, and  
2 economics requirements through the completion of a career and technical education and  
3 vocational education program shall still be required to earn 22 total credits to meet the  
4 graduation requirements prescribed in this Section.

5  
6 5. Competency requirements.

7 a. The awarding of a credit toward the completion of high school graduation requirements  
8 shall be based on [the requirements outlined in A.R.S. § 15-701.01](#) and the successful  
9 completion of State Board- adopted academic standards for subject areas listed in  
10 subsections (1)(a) through (1)(e) and the successful completion of the competency  
11 requirements for the elective subjects specified in subsection (1)(f). Competency  
12 requirements for elective subjects as specified in subsection (1)(f) shall be the academic  
13 standards adopted by the State Board. If there are no adopted academic standards for an  
14 elective subject, the local school district governing board or charter school shall be  
15 responsible for developing and adopting competency requirements for the successful  
16 completion of the elective subject. The school district governing board or charter school  
17 shall be responsible for developing and adopting the method and manner in which to  
18 administer a test that is identical to the civics portion of the naturalization test used by the  
19 ~~united states citizenship and immigration services~~ [United States Citizenship and](#)  
20 [Immigration Services](#), and a pupil who does not obtain a passing score on the test may  
21 retake the test until the pupil obtains a passing score.

22 b. The determination and verification of student accomplishment and performance  
23 shall be the responsibility of the subject area teacher.

24 c. Upon request of the student, the local school district governing board or charter school  
25 shall provide the opportunity for the student to demonstrate competency in the subject  
26 areas listed in subsections (1)(a) through (1)(f) of this Section above in lieu of classroom  
27 time. In appropriate courses, a school district governing board or charter school shall  
28 include as a mechanism to demonstrate competency a score determined by the State Board  
29 as college and career ready on the competency test adopted by the State Board.

30  
31 6. The local school district governing board or charter school shall be responsible for  
32 developing a course of study and graduation requirements for all students placed in special  
33 education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-  
34 2-401 et seq. Students placed in special education classes, grades 9-12, are eligible to receive  
35 a high school diploma upon completion of graduation requirements, ~~but reference to special~~  
36 ~~education placement may be placed on the student's transcript or permanent file.~~



**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Alan Grantham  
Case No. C-2016-454

Action/Discussion Item

Information Item

**Background and Discussion**

Alan Grantham holds a Provisional Secondary Education 6-12 certificate, which is valid until August 12, 2019. Mr. Grantham also holds a Standard Special Education K-12 certificate, which is valid until October 20, 2022.

In August 2016, the Investigative Unit received a report from the Mesa Unified School District alleging that Mr. Grantham had been romantically involved with a female student. The Investigative Unit began an investigation into the matter.

On December 19, 2017, Mr. Grantham surrendered his Arizona teaching certificate(s) 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 Alan Grantham, and that all states and territories be so notified.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Roland Willis  
Case No. C-2016-649

Action/Discussion Item

Information Item

**Background and Discussion**

Roland Willis held a Standard Elementary Education K-8 certificate, which expired on January 6, 2018.

In August 2016, the Department of Education's Investigative Unit ("IU") received a report that Roland Willis had been arrested by the Phoenix Police Department and charged with nine counts of Shoplifting for instances which took place between September 2015 and July 2016.

Mr. Willis was contacted by the IU and he then surrendered his Arizona teaching certificate on November 22, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Permanent Revocation of Certificate(s) for John Rodenburg  
Case No. C-2017-175 Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

**Background and Discussion**

On December 6, 2017, John Rodenburg plead guilty to a Class Three Felony, Custodial Interference with Sexual Motivation. As a result of that conviction he is 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(s).

**Recommendation to the Board**

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

**Contact Information:**

Alicia Williams  
Executive Director  
State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Morris Denetdeel, C-2017-505R

Action/Discussion Item       Information Item

**Background and Discussion**

Morris Denetdeel held an Emergency Teaching certificate, which was issued on October 27, 2016, and expired on July 1, 2017.

On July 3, 2012, Mr. Denetdeel was arrested by a Springfield (Oregon) Police Department officer on suspicion of driving under the influence of alcohol ("DUI"). A breathalyzer test was administered to Mr. Denetdeel to determine his blood alcohol content ("BAC"). The test results showed that Mr. Denetdeel's BAC was 0.19.

Mr. Denetdeel subsequently entered a plea agreement in Springfield (Oregon) Municipal Court wherein he agreed to plead guilty to one count of DUI, a Class A Misdemeanor in Oregon, as a result of the July 3, 2012 arrest.

That plea agreement was accepted by the Court on August 13, 2012, and the Court allowed Mr. Denetdeel to enter a DUI diversion program for a period of one year beginning August 13, 2012, and ending August 13, 2013.

On May 7, 2017, Mr. Denetdeel was arrested by an Arizona Department of Public Safety officer on suspicion of DUI. A breathalyzer showed that Mr. Denetdeel's BAC was 0.181 at 8:27a.m. and 0.195 at 8:33 a.m.

Mr. Denetdeel subsequently entered a plea agreement in North Valley Justice Court wherein he agreed to plead guilty to one count of Extreme DUI (BAC of 0.15 to 0.19), a Class 1 Misdemeanor, as a result of the May 7, 2017 arrest.

That plea agreement was accepted by the Court on July 27, 2017, and Mr. Denetdeel was sentenced to 30 days in jail with all but nine of those days suspended, along with other various conditions.

In July, 2017, Mr. Denetdeel filed an application for certification with the Certification Unit of the Arizona Department of Education seeking issuance of a Substitute certificate. On that application, Mr. Denetdeel answered "Yes" to the question "Have you ever been arrested for any offense for which you were fingerprinted?" Along with the application, Mr. Denetdeel submitted written statements which briefly described each of the two DUI incidents detailed above.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

## **EXECUTIVE SUMMARY**

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Prior to scheduling an application review hearing in front of the PPAC, Mr. Denetdeel engaged in settlement negotiations with Board staff and the Attorney General's Office which resulted in this Agreement. As of yet, no hearing has been scheduled for the PPAC in this matter in order to first give the Board an opportunity to consider this Agreement.

### **Settlement with Conditions**

Mr. Denetdeel will be issued a letter of censure and granted a Substitute certificate effective the date the Agreement is approved and adopted by the Board. The settlement includes the following condition: should Mr. Denetdeel be arrested for, or charged with, DUI of alcohol, drugs, or any other intoxicant at any time within three years from the date the Agreement is approved and adopted by the Board, Mr. Denetdeel will be subject to automatic revocation of any and all his certificates.

### **Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for Morris Denetdeel.

#### **Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

## EXECUTIVE SUMMARY

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Chanise Hart, C-2016-743

Action/Discussion Item

Information Item

### Background and Discussion

Chanise Hart holds a Substitute certificate, which currently expires on May 13, 2022.

On August 5, 2012, Ms. Hart was arrested by a Gilbert Police Department officer on suspicion of driving under the influence of alcohol ("DUI"). Ms. Hart was transported to the Gilbert Detention Facility where she was fingerprinted. A blood sample was taken from Ms. Hart and it was determined that Ms. Hart's blood alcohol content was 0.092.

On December 17, 2013, Ms. Hart entered a plea agreement in Mesa Municipal Court wherein she agreed to plead guilty to one count of DUI, a Class 1 Misdemeanor, as a result of the August 5, 2012 arrest. Ms. Hart was sentenced to one day in jail.

On August 25, 2016, Ms. Hart completed, signed, and dated an Application for Certification seeking a Substitute certificate, and she submitted that application form to the Certification Unit of the Arizona Department of Education that same day. On that application form, Ms. Hart checked the "No" answer next to the question: "Have you ever been arrested for any offense for which you were fingerprinted?"

Based upon that application form, Ms. Hart was issued a Substitute certificate on August 26, 2016. The Investigative Unit ("IU") of the Arizona Department of Education subsequently learned of Ms. Hart's August 5, 2012 arrest when the IU received a Department of Public Safety Fingerprint Clearance Card Driver Restricted Notification regarding Ms. Hart.

Prior to scheduling a complaint hearing in front of the PPAC, Ms. Hart engaged in settlement negotiations with Board staff and the Attorney General's Office. As yet no hearing has been scheduled for the PPAC in this matter in order to first give the Board an opportunity to consider this Agreement.

### Settlement with Conditions

The State Board of Education will expire any and all teaching certificates for Ms. Hart on the date the Agreement is approved by the Board, and Ms. Hart will be issued a suspension of any and all her teaching certificates for a period of six months.

#### Contact Information:

*Alicia Williams*  
Executive Director  
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 for Chanise Hart.

**Contact Information:**

*Alicia Williams  
Executive Director  
State Board of Education*

## EXECUTIVE SUMMARY

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Anna Johnson, C-2017-227

Action/Discussion Item

Information Item

### Background and Discussion

Anna Johnson holds a Substitute teaching certificate, which currently expires on September 8, 2020.

On July 2, 2016, Ms. Johnson was pulled over by a DPS (“DPS”) officer for driving erratically on the roads. The DPS officer observed the odor of alcohol, and noticed that Ms. Johnson’s eyes were bloodshot and watery. Ms. Johnson’s 12-year-old son was in the vehicle. The DPS Office arrested Ms. Johnson on charges of driving under the influence (“DUI”), including Aggravated DUI while a person under 15 years of age is in the vehicle.

A breathalyzer test was administered to Ms. Johnson to determine Ms. Johnson’s blood alcohol content (“BAC”). The test results showed that her BAC was 0.196 at 12:53 a.m. and 0.180 at 12:59 a.m.

As a result of the arrest, Ms. Johnson subsequently entered a plea agreement in court, and on November 7, 2017, she was found guilty of one count of Aggravated DUI, a Class 6 Undesignated Felony, in Maricopa County Superior Court.

The conviction was for a Felony rather than a Misdemeanor because Respondent had a child with her in the vehicle who was under the age of 15 on July 2, 2016.

Prior to scheduling a complaint hearing in front of the PPAC, Ms. Johnson engaged in settlement negotiations with Board staff and the Attorney General’s Office. As yet no hearing has been scheduled for the PPAC in this matter in order to first give the Board an opportunity to consider this Agreement.

### Settlement with Conditions

The State Board of Education will expire any and all teaching certificates for Ms. Johnson on the date the Agreement is approved by the Board, and Ms. Johnson will be issued a suspension of any and all her teaching certificates for a period of one year. Ms. Johnson shall also participate in counseling addressing substance abuse issues, and she shall furnish a letter of proof of successful completion.

### Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for Anna Johnson.

### Contact Information:

*Alicia Williams*  
*Executive Director*  
*State Board of Education*



**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Grant the Application for Certification of Jesse Peterson, Case No. C-2017-089R

Action/Discussion Item

Information Item

**Background and Discussion**

Mr. Peterson is applying for a Substitute certificate.

In September of 1989, Mr. Peterson was arrested for theft after stealing electronics from a business. He pled guilty to theft, a Class 6 Felony, and was sentenced to probation. He disclosed this arrest in his application for certification.

On June 30, 1995, Mr. Peterson was arrested on suspicion of burglary from a vehicle. Mr. Peterson was never convicted of any crimes stemming from this arrest. There is no record in his application of disclosing this arrest.

On November 3, 2012, he was cited for shoplifting. Mr. Peterson pled guilty to a misdemeanor and was fined \$500.

On July 18, 2017, Mr. Peterson appeared before the Professional Practices Advisory Committee ("PPAC") for an application review screening regarding his application for a Substitute certificate. At that review screening, the PPAC:

a. voted unanimously (5-0) to adopt findings of fact regarding Mr. Peterson's (1) September 1989 Theft arrest that resulted in a Felony conviction, (2) June 1995 Burglary from a Vehicle arrest and his failure to disclose that arrest on his application for certification, and (3) November 2012 Shoplifting citation that resulted in a Misdemeanor conviction;

b. voted unanimously (5-0) to find the following five mitigating factors: (1) The length of time since the incidents, (2) Honorable discharge by the military, (3) In the process of completing his Ph.D., (4) Letter of recommendation, and (5) Was present at the meeting;

c. found no aggravating factors;

d. voted unanimously (5-0) to adopt conclusions of law finding that Mr. Peterson had engaged in unprofessional conduct pursuant to A.R.S. § 15-534(C) and A.A.C. R7-2-1308(B)(15); and

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

## **EXECUTIVE SUMMARY**

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e. voted unanimously (5-0) to recommend that the Board grant Mr. Peterson's application for a Substitute certificate, despite its finding that Mr. Peterson had engaged in unprofessional conduct, "contingent upon, should Mr. Peterson apply for any other certificate in addition to his substitute certificate, he should come back before this Committee and the State Board of Education."

At a public meeting on August 28, 2017, the matter was presented to the Board for discussion and possible action regarding the July 18, 2017 PPAC recommendation to grant Mr. Peterson's application for a Substitute certificate. At that meeting, the Board voted 7-2 to reject the PPAC's recommendation and to deny Mr. Peterson's application for a Substitute certificate on the grounds that he had engaged in unprofessional conduct.

The Board then voted unanimously (9-0) that Mr. Peterson be prohibited from submitting an application for certification for a period of 5 years. A Notice of Denial of Teaching Certification letter was mailed to Mr. Peterson on August 29, 2017.

Mr. Peterson filed a timely appeal and request for hearing under A.R.S. § 41-1065.

A rehearing for Mr. Peterson was then scheduled before the PPAC on December 12, 2017.

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

The PPAC, at its December 12, 2017 meeting, recommended, by a vote of 5 to 1, that the State Board of Education grant the application for certification of Jesse Peterson.

### **Recommendation to the Board**

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and grant the application for certification of Jesse Peterson.

### **Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Deny the Application for Certification of Conrad Navarrete, Case No. C-2017-341R

Action/Discussion Item

Information Item

**Background and Discussion**

Conrad Navarrete held a Provisional Secondary Education 6-12 certificate, which expired on October 26, 2016, and a Substitute certificate, which expired on August 6, 2016.

On April 18, 2017, Mr. Navarrete submitted an application for renewal of his Substitute certificate, which was forwarded to the Arizona Department of Education's Investigation Unit ("IU"), due to various arrests on his record, and a prior Professional Practices Advisory Committee ("PPAC") case.

**Allegations:**

On December 1, 2000, Mr. Navarrete was cited and released by law enforcement for the crime of Theft; Mr. Navarrete stole five pieces of lumber from a work site. Mr. Navarrete subsequently pled guilty to Theft, a Misdemeanor.

On January 1, 2005, Mr. Navarrete was cited by law enforcement for the crime of Interfering with Judicial Proceedings for allegedly trying to contact his wife by telephone when there was an active injunction against him to not have contact with her. The case went to trial in Safford Municipal Court, and on May 19, 2005, Mr. Navarrete was found not guilty of the charges.

On January 12, 2008, Mr. Navarrete was arrested by the Safford Police Department on charges of Disorderly Conduct/Domestic Violence and Criminal Trespass as a result of an incident involving his ex-girlfriend. The charges were later dismissed on March 12, 2009, in Safford Municipal Court.

On February 2, 2009, Mr. Navarrete was arrested by the Pima Police Department on suspicion of driving under the influence of alcohol ("DUI"). Mr. Navarrete's blood alcohol content ("BAC") was 0.122 at 2:59 a.m. and 0.127 at 3:05 a.m. On March 19, 2010, Mr. Navarrete was found guilty of DUI, a Class 1 Misdemeanor.

On July 30, 2012, Mr. Navarrete was arrested by the Safford Police Department on charges of Disorderly Conduct/ Domestic Violence; Trespass/Domestic Violence and Harassment/Domestic Violence as a result of an incident involving his ex-girlfriend.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

## **EXECUTIVE SUMMARY**

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Mr. Navarrete subsequently entered into a plea agreement in Safford Municipal Court, and on October 23, 2012, he was found guilty of Harassment, a Class 1 Misdemeanor. All other charges were dismissed.

On November 16, 2013, Mr. Navarrete punched another man in the face during a domestic incident and then left the scene. Mr. Navarrete was later arrested by law enforcement as a result of that incident.

On March 9, 2015, Mr. Navarrete was convicted of one count of Assault, a Class 1 Misdemeanor, and one count of Disorderly Conduct, a Class 1 Misdemeanor, as a result.

On January 25, 2014, Mr. Navarrete was arrested by the Greenlee County Sheriff's Department on suspicion of DUI. A blood test administered to Mr. Navarrete determined that his BAC was 0.082.

On March 12, 2015, the case went to trial and Mr. Navarrete was convicted of one count of DUI, a Class 1 Misdemeanor, as a result of the January 25, 2014 arrest.

On November 26, 2014, Mr. Navarrete was arrested by the Greenlee County Sheriff's Department for driving on a suspended license and because of an outstanding warrant.

On March 26, 2015, Mr. Navarrete pled guilty in court to one count of Driving on a Suspended License, a Class 1 Misdemeanor.

In April and July of 2016, Mr. Navarrete filed various applications for certification with the Arizona Department of Education Certification Unit. Due to Mr. Navarrete's criminal history, it was determined that his applications would require review prior to granting or denying his applications.

On September 6, 2016, the PPAC voted to recommend that the Board deny Mr. Navarrete's applications for certification on grounds of unprofessional or immoral conduct. Prior to that recommendation ever being presented to the Board, Mr. Navarrete withdrew all of this applications.

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

The PPAC, at its December 12, 2017 meeting, recommended, by a vote of 6 to 0, that the State Board of Education deny the application for certification of Mr. Navarrete, and that he be prohibited for reapplying for a period of three years.

#### **Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Recommendation to the Board**

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and deny the application for certification of Conrad Navarrete, and that he be prohibited from reapplying for period of three years, and that all states and territories be so notified.

**Contact Information:**

*Alicia Williams*

*Executive Director*

*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Deny the Application for Certification of Farrah Bratcher, Case No. C-2017-508R

Action/Discussion Item

Information Item

**Background and Discussion**

On July 27, 2017, Farrah Bratcher completed, signed and dated an Application for a Standard Secondary Education 6-12 certificate, with an Approved Area of Spanish, under the rules of reciprocity. Ms. Bratcher then submitted that application to the Certification Unit of the Arizona Department of Education (“ADE”) on or before August 2, 2017.

Along with the Application Ms. Bratcher submitted a copy of an Educator’s Certificate from the State of Missouri to establish the basis for her application under the rules of reciprocity.

According to the Missouri Educator’s Certificate, Ms. Bratcher was issued a Provisional certificate of license to teach Spanish in Missouri on August 15, 2016, with an expiration date of August 15, 2018.

In a letter dated August 11, 2017, Garnett Winders, Chief Investigator for the ADE Investigative Unit (“IU”), notified Ms. Bratcher that her application would require review by the Board prior to certification issuance due to falsification of Ms. Bratcher’s application. In that same letter, Ms. Winders also notified Ms. Bratcher that she must submit additional items to the Investigative Unit. Ms. Bratcher failed to comply with those instructions.

Ms. Winders contacted the Missouri Department of Elementary and Secondary Education (“MDESE”) to verify the authenticity of the Missouri Educator’s Certificate, and Ms. Winders sent a copy of that Educator’s Certificate to MDESE.

On October 20, 2017, Eric Avant, a Supervisor in the MDESE Office of Educator Quality, sent an email response to Ms. Winders. In the email, Mr. Avant stated that the certificate Ms. Winders provided MDESE, which was the Missouri certificate submitted by Ms. Bratcher to the ADE’s Certification Unit, was indeed a falsification.

Mr. Avant’s response went on to say that Ms. Bratcher was never issued a Provisional certificate of license to teach Spanish in Missouri, and that in fact she had only been granted certification as a substitute teacher in Missouri. Mr. Avant also provided a copy of Ms. Bratcher’s Certificate Status page of her MDESE profile to illustrate her

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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certification history, and a sample Missouri Teaching Certificate to illustrate some of the discrepancies.

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

The PPAC, at its December 12, 2017 meeting, recommended, by a vote of 6 to 0, that the State Board of Education deny the application for certification of Ms. Bratcher, and that she be prohibited for reapplying for a period of five years.

**Recommendation to the Board**

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and deny the application for certification of Farrah Bratcher, and that she be prohibited for a period of five years, and that all states and territories be so notified.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Suspension, with conditions, of Andrew Little, Case No. C-2016-005

Action/Discussion Item

Information Item

**Background and Discussion**

Andrew Jonathan Little holds a Substitute PreK-12 certificate, which expires on September 23, 2021.

On November 28, 2015, Mr. Little was pulled over by a Gilbert Police Department (“GPD”) officer for speeding and making improper lane changes, as well as having a suspended vehicle registration as a result of insurance violations.

The GPD officer noticed Mr. Little crying hysterically as he approached the vehicle. The officer also smelled a strong odor of both burnt and raw marijuana emanating from the vehicle.

Mr. Little admitted to the officer that the center console of his vehicle contained a marijuana pipe. Mr. Little also admitted to having smoked marijuana approximately one and one-half hours prior to the traffic stop and admitted that he did not have a valid medical marijuana card.

The GDP officer then inspected Mr. Little’s vehicle, which revealed the marijuana pipe containing a usable amount of marijuana, and a grinder typically used to prepare marijuana for consumption.

A second officer arrived at the scene, and it was determined that Mr. Little exhibited several signs and symptoms of impairment.

Mr. Little was arrested for suspicion of driving under the influence (“DUI”), possession of marijuana, and possession of drug paraphernalia.

On August 30, 2016, the Maricopa County Attorney’s Office filed criminal charges against Mr. Little alleging: One count of Possession or Use of Marijuana, a Class 6 Felony; One count of Possession of Drug Paraphernalia, a Class 6 Felony; and Two counts of DUI, both Class 1 Misdemeanors.

Mr. Little subsequently entered into a plea agreement in Maricopa County Superior Court and on October 25, 2016, he was found guilty of one count of DUI, a Class 1 Misdemeanor, and sentenced to unsupervised probation for a period of 18 months. The terms of Mr. Little’s probation required he attend substance abuse counseling and a

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*



## **EXECUTIVE SUMMARY**

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Mother's Against Drunk Driving Victim Impact Panel.

Mr. Little was permitted to enter the TASC drug diversion program in lieu of prosecution for the drug violations which arose from the incident.

On June 28, 2017, Mr. Little's drug charges were dismissed due to his completion of the diversion program.

On May 4, 2017, Mr. Little was pulled over by a Chandler Police Department ("CPD") officer for driving 36 MPH in a 25 MPH residential zone. The officer requested Mr. Little's driver's license, at which point Mr. Little exited the vehicle, sat on the ground and began to cry. The officer requested Mr. Little to return to his vehicle, but Mr. Little refused to comply with this command.

The CPD officer attempted to put Mr. Little in handcuffs, but Mr. Little pulled away and returned to his vehicle. The officer drew his taser and ordered Mr. Little to exit the vehicle. Mr. Little complied and moved to the ground, and was then taken into custody. Upon checking Mr. Little's record, the officer learned that Mr. Little was driving on a revoked license. Mr. Little denied being aware of that revocation.

Mr. Little was arrested and taken to the Gilbert/Chandler Unified Holding Facility where he was booked on charges of Interfering with Duties of a Public Official and Driving on a Suspended License. Additionally, Mr. Little was cited for speeding.

Mr. Little subsequently entered into a plea agreement in Chandler Municipal Court, and on June 30, 2017, he was found guilty of two Class 1 Misdemeanors: Obstructing Public Officers and Driving on a Suspended License. Mr. Little was fined a total of \$650 as a result.

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

The PPAC, at its November 14, 2017 meeting, recommended, by a vote of 4 to 0, that the State Board of Education take disciplinary action through a two-year suspension of any and all of his teaching certificates, with the condition that Mr. Little complete court-ordered probation, and that all states and territories be notified.

### **Recommendation to the Board**

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and suspend any and all certificates held by Andrew Little for a period of two years, with the condition that Mr. Little successfully complete all court ordered probation, and that all states and territories be so notified.

### **Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation for Certificate Revocation of Gregory Richman, Case No. C-2015-130

Action/Discussion Item

Information Item

**Background and Discussion**

Gregory Richman holds a Standard Cross-Categorical Special Education K-12 certificate and a Standard Elementary Education K-8 certificate, both of which expire on September 13, 2019.

On or about June 10, 2010, Mr. Richman submitted an application for employment to the Santa Cruz Valley Unified School District ("SCVUSD"). On the application, Mr. Richman answered "No" to the question "Have you ever been convicted of, admitted to committing, plea-bargained or are you awaiting trial for any crime (excluding only minor traffic violations not involving any allegation of drug or alcohol impairment)?"

Mr. Richman was hired by SCVUSD as a teacher for the 2010-2011 school year, which began on July 26, 2010. During his tenure with SCVUSD, Mr. Richman was a Special Education teacher at Calabasas Middle School ("Calabasas").

On October 7, 2010, the Calabasas administration received a report that on September 30, 2010, Mr. Richman had punched a student in the arm leaving a bruise.

On October 7, 2010, Principal David Verdugo placed Mr. Richman on temporary reassignment to home pending investigation into the incident. During the investigation, Mr. Richman admitted to punching the aforementioned student. Mr. Richman was told by SCVUSD that he was going to be fired, but he was given the option of resigning. On October 21, 2010, Mr. Richman resigned from SCVUSD to avoid termination.

Mr. Richman then filed an application for employment with the Tucson Unified School District ("TUSD") for a teaching position at Maxwell Elementary School ("Maxwell") for the 2012-2013 school year.

On the application Mr. Richman answered "Yes" to the conviction category "Minor Offense" while answering "No" to the categories "Felony", "Drug Related Offense", and "Sex Related Offense". There was no further explanation given for what "Minor Offense" he had been convicted of.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

## **EXECUTIVE SUMMARY**

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On that same application under “work history” Mr. Richman listed the school district he worked for after his employment with SCVUSD in addition to listing four schools/school districts that he worked for before his employment with SCVUSD, but he failed to disclose his employment with SCVUSD.

Mr. Richman was then hired by TUSD as a teacher at Maxwell for the 2012-2013 school year, which began on or about August 1, 2012. In December of 2012, Maxwell Principal Mary Quinnan received several reports from Maxwell staff members regarding inappropriate comments about students made by Mr. Richman and inappropriate interactions with students.

On March 6, 2013, a student was sitting in a chair while Mr. Richman stood near him helping him with his school work. The student poked Mr. Richman in the stomach several times with a writing implement. Mr. Richman responded by grasping the student’s arm with both of his hands and pushing the arm over the student’s shoulder. In the process, the writing implement in the student’s hand scratched the student’s face. The student then punched Mr. Richman in the stomach due to being hurt when Mr. Richman grasped and pushed his arm.

Principal Quinnan learned of the incident and verbally assigned Mr. Richman to home pending investigation into the matter. During the investigation, Mr. Richman admitted to placing both of his hands on the student’s arm and pushing his arm. TUSD decided to terminate Mr. Richman’s employment, but he chose to resign to avoid termination.

On March 22, 2013, Mr. Richman and TUSD signed a Separation Agreement effective April 5, 2013. Also on March 22, 2013, Mr. Richman submitted a resignation letter effective April 5, 2013.

On June 16, 2014, Mr. Richman signed an employment contract with Sonoran Schools (“Sonoran”) to be a teacher during the 2014-2015 school year, which began on August 1, 2014. Mr. Richman was assigned as a Special Education teacher at the Sonoran Science Academy.

During his tenure with Sonoran, Mr. Richman engaged in such conduct as taking his shirt off in front of a male student, repeatedly giving food to students after being instructed by administration not to, and allowing a student to assist with injecting Mr. Richman with a diabetic syringe.

On January 20, 2015, Sonoran Science Academy Principal Bilal Dogan informed Mr. Richman of the school’s intention to immediately terminate Mr. Richman’s employment as a teacher, as result of not following directions from administration and putting a student’s health in danger.

### **Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

## **EXECUTIVE SUMMARY**

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Mr. Richman was asked if he could resign in lieu of being terminated, and that request was granted.

On January 23, 2015, Mr. Richman submitted a letter of resignation from his position with Sonoran.

On April 18, 2015, Mr. Richman submitted an application for employment as a teacher to Altar Valley Elementary School District ("AVESD"). On that application, Mr. Richman answered "No" to the question "Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?"

Also on that application, Mr. Richman answered "Yes" to the question "Have you ever been convicted of a criminal offense other than a minor traffic violation?" Mr. Richman explained his "Yes" answer as follows: "Misdemeanor intimidation. An argument ensued with a neighbor over incessantly barking dogs. Complaints from both sides were filed. Judge convicted with no penalties."

On the application under the "Experience" section, which begins with the instructions: "Please list ALL relevant work experience beginning with most recent", Mr. Richman again failed to disclose his employment with SCVUSD.

On the same employment application, regarding TUSD, Mr. Richman failed to disclose the end date of his employment with TUSD, answered "NA" as his "Reason for Leaving", and answered "No" to the question "May we contact this employer?"

Also on the employment application the following three questions are asked: (1) "Are you currently under contract?", (2) "If Yes, which district?", and (3) "If Yes, when does it expire?" Respondent answered "Yes", "T.U.S.D.", and "June, 2013" to those three questions, respectively.

On July 20, 2015, Mr. Richman signed an employment contract with AVESD to be a teacher for the 2015-2016 school year. Mr. Richman was assigned to work as a math teacher at Altar Valley Middle School ("AVMS").

On September 30, 2015, AVMS Principal Josh Peebles was notified of an incident that allegedly took place between Mr. Richman and one of Mr. Richman's 7th grade female students, Student KH.

The allegation put forth was that during a class break on September 29, 2015, while sitting on a picnic table, Mr. Richman rubbed his hand from her right shoulder down to Student KH's hand. The student then backed away and Mr. Richman commented to her "you're getting feisty, just let it happen." Student KH then called Mr. Richman a "creep"

### **Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

## **EXECUTIVE SUMMARY**

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and walked away from the table, at which point Mr. Richman got down from the table and chased after the student and said “I am going to kick your ass.”

Between September 30, 2015 and October 2, 2015, Principal Peebles spoke with a number of Mr. Richman’s other math students. A number of these students corroborated aspects of the allegations Student KH made.

The students that were questioned by Principal Peebles also recounted incidents where Mr. Richman had told students that “sex is awesome”; used profanity in class; talked about male and female hormones in class; and touched girls inappropriately.

On or about October 1, 2015, the Pima County Sherriff’s Department (“PCSD”) began an investigation into the September 29, 2015 incident involving Student KH.

AVESD Superintendent David Dumon prepared a “Statement of Charges Against, and Recommendation to Dismiss Gregory Richman,” which he intended to present to the AVESD Governing Board at their October 7, 2015 meeting to recommend Mr. Richman’s termination.

On October 5, 2015, Mr. Richman submitted a letter of resignation to AVESD, effective that day.

Shortly after resigning, Mr. Richman was arrested by the PCSD on multiple charges of Assault-Touched to Injure and Endanger Live/Health of Minor as a result of the PCSD investigation into the September 29, 2015 incident.

Mr. Richman was subsequently charged with multiple criminal counts in Pima County Consolidated Justice Court based on the October 5, 2015 arrest.

On January 12, 2016, all the charges were dismissed at the request of the Pima County Attorney’s Office. Mr. Richman was never convicted of any crime based on the September 29, 2015 incident, and there are no criminal charges currently pending against Mr. Richman regarding that incident.

On March 7, 2017, Mr. Richman was interviewed by Soyica White, an Investigator with the Arizona Department of Education. Mr. Richman admitted that he discussed sex with his seventh grade math students at AVMS.

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

The PPAC, at its November 14, 2017 meeting, recommended, by a vote of 4 to 0, that the State Board of Education revoke any and all certificates held by Gregory Richman.

### **Recommendation to the Board**

#### **Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and revoke any and all certificates held by Gregory Richman, and that all states and territories be so notified.

**Contact Information:**

*Alicia Williams*

*Executive Director*

*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation and discussion on proposed teacher discipline search tool

Action/Discussion Item

Information Item

**Background and Discussion**

The State Board of Education is in the process of acquiring software called Caspio.

Caspio's software allows the Board to house a disciplinary search tool on our website. Using Caspio's software, users can search by any number of criteria, and garner the outcomes of a disciplined Arizona educator cases.

This tool will be helpful to local school districts, charter school operators, parents, teachers and the public.

The search tool pulls from a compiled and fully functional database, which is comprised of all the Board's Certification Enforcement Actions that have taken place between 2013 and 2017.

New records be entered following each Board meeting.

The current contract is for a three-year period, for a total of \$1300. Securing this tool for such a time frame allows the Board to ensure stakeholders have the ability to use the tool in the future. By contracting for a three year term, the Board would save \$824 from the annual contract price.

A presentation by Board staff on the functionality of the search tool will be provided at the meeting.

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