

NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD OF EDUCATION

The Arizona State Board of Education held a regular meeting on February 25, 2013 at the Arizona Department of Education, 1535 West Jefferson Street, Room 417, Phoenix, Arizona. The meeting was called to order at 9:10 a.m.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

ROLL CALL

Members Present:

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

Members Absent:

Dr. Rottweiler
Dr. Hart

PERSON
RESPONSIBLE

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

ROLL CALL

Ms. Gray

1. BUSINESS REPORTS

A. President's Report

None

Mr. Tyree

B. Superintendent's Report

Superintendent Huppenthal spoke about the Summit that was held on Sunday February 23rd which was attended well and was very successful. Common Core training is moving along well. The performance funding bill that is moving through the legislature and we are dealing with all the complexities and challenges that go along with it.

Supt. Huppenthal

C. Board Member Reports

None

D. Director's Report

None

Mr. Yanez

2. CONSENT AGENDA

A. Consideration to approve Arizona State Board of Education minutes for January 28, 2012.

Mr. Yanez

B. Consideration to approve the extension of the Arizona Carl D. Perkins

Dr. Lamer

Grant FY 2014

- C. Consideration to approve trainers for the full Structured English Immersion Endorsement Ms. Hrabluk
- D. Consideration to approve the Move On When Reading (MOWR) LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds. Ms. Thompson
- E. Consideration to grant professional preparation program approvals for the Bachelors of Science in Mathematics with a concentration in Secondary Education submitted by Arizona State University, pursuant to R7-2-604 and R7-2-604.01 Dr. Butterfield
- F. Consideration to approve additional monies for teacher compensation for Fiscal Year 2013-2014 to districts that have submitted Statements of Assurance, pursuant to A.R.S. §§ 15-952 and 15-537 Dr. Butterfield
- G. Consideration to accept the recommendations of the Career Ladder Advisory Committee and approve the Career Ladder programs of the following school districts for Fiscal Year 2012-2013 Dr. Butterfield
- Scottsdale Unified School District
 - Tanque Verde Unified School District
 - Crane Elementary School District
 - Show Low Unified School District
 - Agua Fria Union High School District
 - Safford Unified School District
 - Catalina Foothills Unified School District
 - East Valley Institute of Technology
 - Flagstaff Unified School District
 - Kyrene Elementary School District
- H. Consideration to accept and approve amendments to increase grade levels to the charter for Partnership with Parents, Inc. Ms. Rowe
- C. Consideration to accept the voluntary surrender of the certificates held by the following individuals: Mr. Easaw
1. Norman C. Nichols
 2. Mindy Arlene Leighton
- I. Consideration to permanently revoke any and all teaching certificates held by the following individuals, pursuant to A.R.S. § 15-550: Mr. Easaw
1. Jim A. Balicanta
 2. Laurie Kelly

Ms. Ortiz-Parsons moved to approve the consent agenda with the exception of Item 2A which will be held until next meeting. Vice President Miller seconded the motion. Consent agenda passed unanimously.

3. CALL TO THE PUBLIC

None

4. GENERAL SESSION

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

Mr. Yanez
Ms. Cannata

Ms. Cannata spoke to the Board regarding the legislation session and bills that were introduced. The House and Senate have concluded agency budgets. Ms. Cannata spoke about the bills that HB2047 which implements the transition from AIMS to PARCC. That bill did pass in the House Education Committee and is moving over to the Senate. Mr. Molera spoke that Senate President Biggs double assigned this bill. This is a concerned and Mr. Yanez stated he and his staff will be meeting with the Senate leaders to discuss. The implication of this bill not moving forward are huge. This is about what our assessments are going to look like and our assessments have to change. The bill is imperative to move that whole thing forward. Superintendent Huppenthal talked about the attack on Common Core and the lists of legislatives that are also receiving emails, phone calls and mailings regarding this discussion. The standards are very high in common core and many public groups are not aware of how high the standards are.

HB 2047 (pupil assessments; aims transition), sponsored by Representative Doris Goodale, contains the changes necessary to implement this Board's decision to transition from the AIMS to the PARCC assessments. The bill removes references to AIMS and replaces them with *competency test adopted by SBE*. The bill also eliminates the statutory requirements for norm referenced testing; and allows the Board to incorporate PARCC test results in the minimum course of study and competency requirements for high school graduation. The bill passed the House by a vote of 50 to 9. It was assigned to two committees in the Senate: Education and Government & Environment. We had met with most of the Education committee already, and now we are working on meetings with members of the Government Committee.

HB 2071 (ADE operations) authorizes the Arizona Department of Education to charge a convenience fee when conducting transactions using a credit or debit card or other means of electronic payment. With this authority, the Department has been unable to accept credit or debit cards. (Coleman).

This bill passed the House by a vote of 58 to 0. It will be heard in the Senate Education Committee later this week.

HB 2318 (Schools; federal funding exemptions) exempts charter schools and district schools, that do not accept federal funding under ESEA, from federal rules, regulations and statutes or state rules, regulations and statutes funded by federal appropriations, including academic standards, state or federal assessments, teacher and principal evaluation requirements and student and course tracking systems. Provides that these schools still have to abide by all rules, regulations and statutes dealing with health, safety, civil rights and insurance. Passed the House Ed committee by a vote of 5 to 3; and is waiting for a hearing in Rules. (Farnsworth—represented that although the language would exempt these schools from state assessments, that was not his intent and he would agree to a floor amendment clarifying that point.)

HB 2425 (ELL Task Force; Replacement) repeals the Arizona English learners task force and gives all of its duties to this Board. All contracts, judicial actions, administrative matters, equipment, furnishings and other unencumbered property of the task force are transferred to this Board. The bill is retroactive to December 31, 2012. This bill is scheduled for a vote by the full House this afternoon.

HB 2496 (Schools; petitions; regulatory exemptions) changes last year's legislation that allows A school district to petition this Board for exemptions from rules and statutes. HB 2496 changes the newly established law to also allow charter schools to petition this board for exemptions. Furthermore, it changes the criteria regarding eligibility to petition for exemptions from those assigned a letter grade of A for three consecutive years – to those assigned a letter grade of A for two of the last three consecutive years and not assigned a letter grade of C, D or F for the same three years. A floor amendment to the bill makes SBE's obligation to approve exemptions discretionary, rather than mandatory. The bill passed the House by a vote of 36-23.

HB 2563 (teacher prep programs; common core) requires SBE, in consultation with ABOR, to prescribe rules to ensure that education programs that prepare students to teach in elementary schools are aligned with state and national standards. Requires SBE to ensure these students are provided adequate reading and math coursework; an assessment that determines whether they possess the requisite knowledge in reading and math instruction aligned with Common Core; and continue to receive preparation in using technology-based assessment systems that measure and predict expected student improvement. This bill passed the House Education committee and is schedule to be heard in the Rules Committee today.

SB 1293 (Outcome-Based Funding) requires SBE to establish a competitive application process for a 4-year pilot program for outcome based funding. The bill passed the Senate Education Committee with an amendment that creates a "simulated" pilot program. The bill will be heard in Senate Appropriations this week.

SB 1421 (school personnel; epipens) requires school districts and charter schools to stock auto-injectable epinephrine at each school and allows an employee who is trained to administer the auto-injectable epinephrine to a pupil or adult if the employee believes in good faith that the pupil or adult is exhibiting symptoms of anaphylactic shock; and the administration occurs at a school or school sponsored activity. Provides for civil immunity for acts taken in good faith. Requires charters and districts to prescribe and enforce policies and procedures regarding the emergency administration of auto-injectable epinephrine. Amendment makes the stocking and training requirements discretionary if funds are not appropriated for this purpose.

Requires SBE, in consultation with DHS, ADE, and certain medical and school professionals to adopt rules on or before January 1, 2014 that prescribe annual training for administration of auto-injectable epinephrine, annual training in the recognition of anaphylactic shock symptoms and response procedures; procedures for emergency administration, procedures for requesting standing orders to stock auto-injectors and procedures for reporting use to DHS.

This bill passed both the Education and Health & Human Services Committees. It is waiting for hearing the Rules Committee.

SB 1444 (schools; performance funding) implements the Governors performance funding plan, which is based upon the 200 point accountability framework adopted by SBE. Recall from last month that this plan has two separate components: one based on achievement and one on growth. The plan will be phased in over 5 years. Requires ADE to designate comparable scores obtained on AIMS and PARCC, and to prepare future legislation (2016) to adjust performance funding calculations to account for the transition from AIMS to PARCC. It directs SBE to contract for FY 2017 with an independent organization to evaluate whether performance funding

for results in pupils' improved academic performance. This bill is being represented as a "work in progress," and so more changes may be made.

SB 1446 (schools; student level data) transfers responsibility of review and approval of the Arizona Education Learning and Accountability System from SBE to JLBC.

SB 1449 (schools; graduation; personal finance) requires the SBE to prescribe competency requirements for personal finance for high school graduation. Passed the Senate Education Committee and will be heard in Rules this afternoon.

SB 1450 (school districts; FERPA violations) allows a person who suspects a school district or charter school has violated FERPA to notify the superintendent of the district or principal of the charter school. Allows the person to file a complaint with SBE or the Superintendent if the matter is not satisfactorily resolved within 60 days after the notice. Requires the SBE or SPI to notify a school district or charter school determined to be in violation, and allows SBE or SPI to direct ADE to withhold up to 10 percent of the school district or charter school's monthly state aid apportionment if the district or charter school fails to correct the violation within 60 days. The bill passed Senate Education and Appropriations, and will be heard in Rules this afternoon. Ms. Klein asked if we have the authority to enforce federal law. Ms. Cannata stated they have adopted language and she will look into that question. Mr. Yanez testified in committee that he does have concerns with this bill regarding that specific matter. There are a number of issues with the bill and we will be working with the sponsor to discuss these issues.

Ms. Klein asked if we have the authority to enforce federal law. Ms. Cannata said she is not certain but will look into this. Mr. Yanez stated he did testify in committee and has concerns regarding SB140 in terms of this Board's capacity to deal with the number of instances that may come before the Board as well as the legal mandate. Ms. Klein commented about the Board's requirement and the level of resource. There are a lot of requirements for this Board during this legislative session and their ability to distract us from what is our core mission and duties which is how to make students more successful. Ms. Cannata agreed and stated there has been an increasing trend over the last seven or eight years with increased responsibilities for this Board.

- B. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to grant the application for certification for the following individuals: Mr. Easaw
1. Scott Allen Gompert

Scott Allen Gompert applied for a Substitute certificate on September 6, 2012. Mr. Gompert answered "yes" to having been arrested for any offense for which he was fingerprinted. Mr. Gompert disclosed an arrest on October 30, 2007 for: 1) Forging Signature of Judge or Court Officer and 2) Bank Fraud, in Phoenix, Arizona. Mr. Gompert was advised that his application required a review by the Professional Practices Advisory Committee ("PPAC") of the State Board of Education ("State Board"). On December 11, 2012, the PPAC conducted a review of Mr. Gompert's application. Mr. Gompert explained that prior to committing the offenses, he approached judges and political committee members in an effort to reduce the financial losses perpetuated against the Medicare insurance program. He stated that he became frustrated that his efforts were to no avail. The PPAC found that the following conduct occurred:

While employed as an investigator for the U.S. Department of Health and Human Services, in the spring of 2005, Mr. Gompert created a fraudulent seizure warrant, forged the judge's signature and presented the false document to a bank he regularly worked with in the past. Mr. Gompert did the same in the fall of 2005 and in the spring of 2006.

According to an F.B.I. Investigative report, Mr. Gompert admitted to taking approximately \$250,000 in May of 2005, \$588,000 in the fall of 2005, and \$160,000 in the spring of 2006. Of this money taken, Mr. Gompert paid the balance of the loan of his house, worth between \$160,000 and \$170,000, bought a \$35,000 Toyota Avalon for his wife, and paid approximately \$450,000 for a piece of land in a gated community in Peoria, AZ. In or about October 2006, Mr. Gompert self-reported his misconduct to authorities, which culminated in his pleading guilty to Forging Signature of Judge or Court Officer, a Class D Felony offense and Bank Fraud, a class B Felony offense. Subsequently, Mr. Gompert was sentenced to twenty six (26) months prison; thirty six (36) months supervised release, \$5,000 fine, and returned any financial gain from his misconduct. The PPAC found no aggravating factors. The PPAC found the following mitigating factors:

Mr. Gompert self-reported his misconduct. The prison sentence was reduced, as was his probation term. Letters of reference by individuals aware of the prior misconduct. Including one from a supervising teacher and a professor able to evaluate his content knowledge. Candor in application and before the PPAC. By a vote of 4 to 0, the PPAC recommended that the State Board grant Scott Allen Gompert's application for certification. The members were impressed with the fact that Mr. Gompert self-reported a crime that likely would have gone undetected.

On January 28, 2013, the State Board considered a motion to adopt the PPAC's findings of facts, conclusions of law, and recommendation to grant Scott Allen Gompert's application for certification. No action was taken by the Board due to an insufficient number of votes. Members voting in favor of the motion: Dr. Rottweiler, Mr. Tyree, Mr. Molera, Mr. Moore, and Mr. Jacks. Ms. Ortiz-Parsons voted against the motion. Mr. Gompert spoke about his indiscretion and talked about how he has resolved those moral compass issues. He talked about he has completed his degree at ASU and completed his Master Degree and how he would hopes to teach Physics. He has great hopes and genuinely enjoys teaching and developing better critical thinking skills in the teaching field.

Mr. Moore made a motion to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee and grant the application for certification for Scott Allen Gompert. Mr. Miller seconded the motion. Roll call vote was taken. Superintendent Huppenthal, not present for vote; Dr. Rotweiller, not present for vote; Mr. Jacks, yes; Ms. Klein, No; Mr. Molera, No; Mr. Miller, yes; Ms. Ortiz-Parsons, No; Mr. Moore, Yes; Ms. Hamilton, No; President Tyree, Yes; Motion failed to pass.

2. Anthony J. Gier

Anthony J. Gier applied for a Principal teaching certificate on September 20, 2012. On his application for certification, he answered "yes" to the following questions:

Have you ever received a reprimand or other disciplinary action involving any professional certification or license?
Have you ever had any professional certificate or license, revoked or suspended?

Mr. Gier disclosed that he broke his teaching contract in El Centro, CA and his teaching certificate issued by the California Commission on Education was suspended for 31 days, in June of 2011. In August of 2008, Mr. Gier signed a teaching contract with the El Centro District to teach Math. He was told that he had two years to take courses that would allow him to earn the credential in the subject matter areas. He began to struggle with the subject content. He was accepted by a school to enter the nursing program. In December of 2008, he asked to be released from his contract. The school where he worked refused. In January of 2009, he was accepted by another college to attend a Nursing program. He again asked to be released due to his struggles with teaching the subject content. They again refused. He then gave his notice and resigned. Anthony Gier was notified that his application required a review by the Professional Practices Advisory committee ("PPAC") of the State Board of Education ("State Board"). On January 8, 2013, the PPAC conducted a review of Anthony Gier's application. The PPAC found the following mitigating factors:

- His current work history in Arizona.
- The reinstatement of his California teaching certificate and the issuance of an administrative certificate.
- Short term California suspension of his administrative certificate.
- Administrative reluctance to release the teacher from a contract in order to yield an outcome mutually beneficial to the teacher and the students.

The PPAC found no aggravating factors. By a vote of 5 to 0. The PPAC recommended that the State Board grant Anthony Gier's application for certification. Mr. Gier spoke on his behalf about his love for education.

Vice President Miller made a motion to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee and grant the application for certification for Anthony J. Gier. Mr. Molera seconded the motion. Motion passed unanimously.

C. Presentation and discussion regarding possible modifications to the 2012
A-F Letter Grade Accountability System

Dr. Giovannone

Ms. Giovannone spoke and presented recommendations to the board regarding the A-F Letter Grade possible changes for the upcoming year. She spoke about the work that is done in preparation for these recommendations. As early as next month the Board will be presented with impact data updates on increased graduation rates for alternative schools and a multitude of other things that are coming down the pipe. She spoke briefly about where you may see the most impact on PARCC coming in which will be happening in 2015. In 2016, she stated they would like to add the student growth target. They do have to hold off until they incorporate PARCC because the student growth target will be affected but will speak the Board as time goes on. Dr. Giovannone gave a Powerpoint Presentation to the Board. She talked about the 95% tested policy. Last year a rating was set that in 2012 letter grades dropped 50% due to less than 95% testing ruling that was made last year. That is not any different than what was seen in years prior to that ruling being added.

Superintendent talked about the 95% rule and how to maximize attendance. Ms. Giovannone talked about AOI and in class differences. Only full-time funded (FTF) students who enroll in the current fiscal year and accrue at least 75% of the hours/minutes of instruction per grade level (per A.R.S. §15-808) up until spring testing day. Students who attend AOI schools are very different from those who attend public and charter schools. Under the tradition definition of the FAY definition, a lot of the AOI schools were getting caught in the small school model because of that FAY definition. The AOI schools need their own FAY definition to accurately depict the student they are instructing. All the AOI schools we reviewed and the recommendation is as follows:

- Schools must have 100 AOI FAY students to be included in the A-F Letter Grade calculations.
- AOI schools will only be eligible for the Traditional and Alternative A-F Letter Grade models.
- AOI schools with less than AOI FAY of 100 students will be listed as 'NR'.
- Supplemental accountability model for AOI schools in development – may be

operational in 2013-2014.

- Adoption of the AOI FAY definition
 - FTF students enrolled after July 1st and still enrolled on testing day who accrued 75% of hours/minutes per A.R.S. 15-808
- Adoption AOI Inclusion Policy
 - AOI Schools with 100 FAY students included in A-F Letter Grade models (either Traditional or Alternative)

A recommendation for K-8 schools to move students up for performance levels. Mr. Molera asked where the Board is to assign those three points. This is only a recommendation and the school will get credit for one or the other for a total of three points. The reason why we had to give two different criteria is because we have some K3 schools and some K8 schools. She talked about the criteria for drop out rate. The official recommendation is a reduction of Grade 3 reading or the reduction of Grade 8 Add the opportunity for K-8 schools to acquire 3 additional points by qualifying for a “Falls Far Below” reduction for either Grade 3 Reading or Grade 8 Mathematics to balance out the additional points that are available to high schools.

Change method of pooling to include FAY students each year for three years total.

- For current year and two years prior, we will pool FAY students in attendance each of those years.
- Bottom 25% will be calculated for FAY students current year and two years prior for pooling method.

Revise grade calculation using a “better of” method.

- 3-year data pooling versus current year data.
- Decision to be made at the time of calculation.

Small schools will be determined by number of students enrolled on 100th day.

- If less than 100, their data will automatically be pooled, and they will have the “better of” calculation added to their total
- Small schools with less than 30 observations will have an ‘NR’ designation
 - We are working on a “supplemental” accountability system for these schools which may be operational for 2013-2014.

She spoke about the K-2 letter grade model. The K-2 schools have requested that we make it the 4th stanine on Stanford 10 to balance out the percent passing. There is impact data to show the subcommittee as well.

The small schools model has alternative methods of pooling to include FAY students for a total of three years. This better services the smaller schools and we impact date to show to the sub committees. We are small school that has 100 schools or less will be calculated twice, with current year data and also with. We are on the forefront in Arizona as this is a pilot. The percent passing will see a hit from possibly PARCC. 20% on the 4 year grade rate and 5% on the five year grad rate. Mr. Molera spoke about the Governor’s AZ ready Council regarding giving weight to schools that offer AP courses. Has there been any discussion regarding that. Mr. Giovannone moved

on to the next slide that addresses that particular question. We will have to give you updates but 8 of these 10 items are contingent upon this. Spoke about the importance of the data that flows out of this. Mr. Jacks asked about ACT and SAT data. Ms. Giovannone talked about the indicators that will balance out the 25% for the model of the K-8 schools. She hopes to present the impact data on this next month. The A-F letter model will have a configuration. Mr. Moore stated we are moving from 1.5 % to 25%. That is a significant change and we have had a lot of debate regarding this. He asked if this is part of what we are hearing out there as to what the federal government is requiring. Superintendent asked Ms. Giovannone what her thoughts were. She stated that it behooves our schools to include college and career data. We feel this balance is out. They are giving credit to some of these schools. Superintendent Huppenthal asked if she was comfortable with this or would you prefer the board vote to change the outcome. Ms. Giovannone stated she is very comfortable with implementing this. They are going to share with the subcommittee and share information with them. Mr. Tyree asked about adding or deleting items from the list on the list and what is the criteria for updating and deleting. She anticipates receiving data by November and will inform the Board.

We have looked at other states and are doing diligence researching this but will continue to do so. We will come to you as often as these needs to be addressed again. Mr. Yanez spoke regarding the waiver requirements. We don't have the data this year to have an index so rather than implement, we choose to implement 2013 this year. Mr. Molera asked if you could try to explain this in English language so folks can understand. Put together a simple explanation that gives us an easier to understand knowledge as to what is going on. Superintendent Huppenthal stated he is comfortable in the direction Ms. Giovannone and her staff are going. Ms. Giovannone talked about the Not Rated Schools. In 2013 we expect supplement accountability for these two types of issues. No other state has tackled this yet. She doesn't expect to come back to the board until the fall. Superintendent Huppenthal talked about small schools and how they get smacked with a bad label simply because of lower grade level based on student attendance. Mr. Yanez spoke about what to do with those schools. Performance based funding proposals are keyed off A-F Letter Grading. The Board is going to have to have some conversations about what to do about those schools that are not being labeled because they are too small, they do not have the data, etc.

Call to Public to speak to the board regarding this item. Amy Schlessman from Rose Academies in Tucson, elected President of the Arizona Alternate Education Consortium. Many of the things we would like to talk about would be appropriate at the Subcommittee and we are looking forward to the meeting. Alternative schools need to be address. We agree with superintendent Huppenthal's comments. All of the schools have expressed in the accountability forums that the A-F Letter grade Data is not replicable and that is a deep concern for the schools. This needs to be addressed before we can continue with many of the plans that we have. I want to support Vice President Miller's comment regarding the cohort data that relates to graduation. The Data needs to have integrity in order to make these data based and data driven decision.

Dr. Ildi-Lasko-Kerr brought to the Board her concerns regarding the need to have consistency from year to year. The A-F letter grades are taking on a life of their own. She encouraged the Board to make as minimal changes as possible. Currently the construct of school quality that we are measuring between the models is very different depending on the model you look. Perhaps looking at some points that is already created in other models as opposed to recreating can be done. The College and Career Index indicators are either linked to student economic or school economic. There should be a maximum list that would not disproportionately affect any type of school depending on the program or design that they have. She encouraged the Board to look at the Charter School Board process for looking at those schools that are not rated due to limited or insufficient data.

President Tyree thanked Dr. Giovannone and her staff for all her hard work and for her presentation and recommendations to the Board. The AZLEARNS Subcommittee members will be Mr. Moore, Ms. Hamilton, Mr. Jacks and Vice President Miller with Mr. Miller as the Chairman and will work with Dr. Giovannone. We will work out a schedule to get that committee going as soon as possible.

Presentation and discussion regarding proposed achievement levels for the following assessments related to Board Examination Systems and the Grand Canyon Diploma:

Dr. Francis

1. ACT Quality Core Chemistry
2. Cambridge IGCSE Chemistry
3. Cambridge IGCSE American History
4. Cambridge IGCSE Coordinated Science

Dr. Sybil Francis spoke to the Board regarding the Grand Canyon Diploma which is part of the Move on When Ready initiative. She gave the Board recommendations and will come back to the Board in March for approval on these items. The Arizona Move On When Ready (MOWR) initiative is a high school education reform designed to increase student academic achievement to national and international levels, and to prepare all students for college and careers. The Move On When Ready legislation passed in 2010 and 2011 provide a framework for an education model that enables students to advance in their educational career based on demonstrated learning instead of seat time. Key provisions include the establishment of the Grand Canyon High School Diploma, a performance-based high school diploma available to students who demonstrate they are college and career ready, and the implementation of Board examination Systems, which are coherent and aligned instructional systems set to national and internationally benchmarked academic standards that are designed to prepare students for success in college and careers. The first Grand Canyon High School Diplomas may be awarded this school year.

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

Pursuant to A.R.S. §15-792.02 these examination systems shall “have common passing scores that are prescribed by an interstate compact on board examination systems and that are set to the level of skills and knowledge needed to succeed in college-level courses....” To assist the Board in meeting this requirement the National Center on Education and the

Economy (NCEE) convened a technical advisory committee to establish pass points on the lower division biology and history examinations offered by ACT QualityCore and Cambridge International Examinations.

President Tyree stated there is an issued regarding students needing remediation once they arrive at college. He asked if these programs would eliminate the need for remediation? Dr. Francis state that is the basic foundation that the initiative is based. She stated they are seeking to eliminate that and that a student can move on without remediation once they reach college.

Presentation only - No action required

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

Dr. Williams gave the Board an update on PARCC. The PARCC College and Career readiness for math determination basically in the first 3 years of the administration of the assessment, the determination will be based on Algebra II or Math 3. These are enhanced items including two performance based tasks that draw on mathematic contents that students have. PARCC will evaluate the data so that early assessments might serve as validity and how they will be incorporated. The end of course exams will be used later on in helping to make those determinations. Mr. Molera stated that one of the key points are the deficiencies in Math, the levels of Math that we need for college and career ready and how that translates into what we think is going to be at the college level. He asked if we going to get data regarding this as this as it is a big issue. Dr. Williams state that this data would be used in that regard and how this data translates into college and career ready. Mr. Miller talked about how the end product is not only so they can go on to college but should have a direct tie to how this will help connect them to better jobs in the future. Dr. Williams concurred with both Mr. Molera and Vice President Miller and stated this is one of the many important discussion points which can be built upon and have more clarity.

PARCC will offer the Retest Policy and states will be allowed to determine the number of times it will be made available and the courses they want. There will be no cost for reassessment. PARCC Accommodation Policies has had a very positive response from district leaders, educations and the public. There is a team of experts that will develop an ELL handbook and we will have updates for that once finalized. As of right now there will be no cost for the field testing.

Superintendent Huppenthal talked about the difference of AIMS and PARCC testing. He also talked about how we are going to have to drive the security issues to ensure the integrity of that testing system.

Presentation only – No action needed

- E. Presentation, discussion and consideration to initiate rulemaking record
and adopt proposed rules R7-2-205, R7-2-701 and R7-2-703 regarding
teacher certification review, suspension and revocation and the
Professional Practices Advisory Committee Ms. Ortiz-Parsons
Mr. Yanez

Ms. Ortiz-Parson spoke to the Board regarding the new wording needed to move this forward. Mr. Yanez talked about the rule and the two parts of the rule. R7-2-205 simply restructures the PPAC and

allow them to hear multiple hearings. R7-2-701 and R7-2-703 makes sure we incorporate victim's rights into the process. We have had meetings with the Country Attorney's office and what we are proposing mirrors their process. We can't make them identical as one is criminal and one is administrative. But it requires staff to make reasonable effort to notify victims when a case is proceeding and give those individuals a chance to reply to the hearing committee and the State Board. Mr. Molera thanked Ms. Ortiz-Parsons for taking this on and working to get this rulemaking adopted.

President Tyree asked about the composition of the membership of the committee and assigning cases to establish when the committee meets and when cases come before them. It would be a matter of process, first come first serve. There would be two committees and we would assess whether or not a third committee would be needed. Ms. Klein thanks the Director and Ms. Ortiz Parson for all their hard work.

Ms. Ortiz Parson made motion to initiate rulemaking procedures for proposed rules R7-2-205, R7-2-701 and R7-2-703 regarding teacher certification review, suspension and revocation and the Professional Practices Advisory Committee to accept. Mr. Molera seconded the motion. Passed unanimously.

F. Board comments and future meeting dates. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary

Mr. Tyree

Superintendent Huppenthal talked about the PARCC possess and how it has fallen behind schedule. He suggested that we look at that and prepare for possibly outcomes that come from that. The A-F letter grading process has generated some criticism. We need to begin some thought process to establish new criteria

G. ADJOURN

Mr. Miller made a motion to adjourn. Mr. Moore seconded the motion. Meeting adjourn at 11:45.