

**Minutes
State Board of Education
Monday, June 25, 2012**

The Arizona State Board of Education held a regular meeting at the Arizona Department of Education, 1535 West Jefferson Street, Room 417, Phoenix, Arizona. The meeting was called to order at 9:00 am.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

ROLL CALL

Members Present:

Ms. Hamilton
Superintendent Huppenthal
Mr. Jacks
Mr. Miller
Mr. Moore
Dr. Rottweiler
Vice President Tyree

Members Absent:

Ms. Klein
Ms. Ortiz-Parsons
President Molera

1. BUSINESS REPORTS

A. President's Report

Vice-President Tyree stated that President Molera will not be present at today's meeting and that he would dispense with the president's report.

B. Superintendent's Report

1. Special recognition – Dr. Vicki Balentine

Superintendent Huppenthal stated that he wanted to take a brief moment to recognize the career of former Board member and Board president, Dr. Vicki Balentine. Superintendent Huppenthal stated that Dr. Balentine is retiring after 41 years of service in K-12 education. She lead the Amphitheatre School District for the past 12 years and served in other Tucson area school districts in various capacities. Superintendent Huppenthal concluded by saying that Dr. Balentine was twice appointed to the State Board of Education and served two terms as its president.

Superintendent Huppenthal presented Dr. Balentine with an Arizona flag that was flown over the capitol in her honor.

Dr. Balentine thanked the Superintendent for taking the time to recognize her service and stated that she plans to stay involved in K-12 education in Arizona in some capacity.

2. Other items as necessary

Superintendent Huppenthal shared that the ADE was awarded a \$5 million dollar grant to help with the construction of the state longitudinal data system

Leading change conference begins tomorrow with the largest attendance ever.

WestEd Board of directors met and he stated that he is looking forward to working with that organization to drive a research agenda that will help drive the work of the ADE in the coming years.

Superintendent Huppenthal shared that John Stollar, ADE Chief of Policy and Programs, has retired, but that he has agreed to continue his service with the ELL Task Force.

C. Board Member Reports

Member Moore congratulated and thanked Dr. Vicki Balentine for her service to Arizona and on the State Board of Education.

Member Moore stated that he also attended the WestEd Board meeting with the Superintendent.

Member Moore concluded by extending his condolences to former member Jesse Ary for the loss of his wife, Joanne.

D. Director's Report

1. Update regarding State Board of Education 2013 priorities

Mr. Yanez that he wanted to update the Board on process regarding the development of the Board's priorities for 2012. He summarized the results of the recent Board retreat for the members that were not able to attend and stated that at that meeting the Board members compiled a list of approximately eight issues that will be further discussed in coming meetings. Mr. Yanez stated that it is his hope that the Board can, over the next couple of meetings, distill those issues down to approximately three or four initiatives that will comprise the Board's 2013 legislative priorities.

2. Other items as necessary

2. CONSENT AGENDA

A. Consideration to approve Arizona State Board of Education minutes for May 21, 2012

B. Consideration to approve contract abstracts:

1. USDA Fresh Fruit and Vegetable Program
2. 2013 IDEA Paraprofessional Tuition Assistance
3. Adult Education – Transforming Education Through Technology Pilot
4. Adult Education College and Career Pathways Pilot
5. Fiscal Year 2013 Adult Education Assistance Awards
6. 2012 – 2013 Migrant Education Program Portable Assisted Study Sequence (PASS) Program

C. Consideration to approve trainers for the Full Structured English Immersion Endorsement

D. Consideration to permanently revoke any and all teaching certificates held by the following individuals, pursuant to A.R.S. § 15-550:

1. Jeffrey Yazwa
2. Thomas Lokken Saul
3. Grant Decker
4. Shaun Kissack
5. Wai Wah Vivian Nelson

E. Consideration to adopt the proposed standards and testing requirements for dropout recovery programs, pursuant to A.R.S. § 15-901.06

F. Receipt of the 2011 National Assessment of Educational Progress (NAEP) eight grade science results

- G. Consideration to approve the proposed amendment to the charter for Partnership with Parents, Inc., increasing the grade levels served to K-11

Dr. Rottweiler indicated that he would need to abstain from voting on the consent agenda due to potential conflicts with items 2B: 3,4and 5.

*Superintendent Huppenthal moved to approve the consent agenda.
Second by Member Moore.
Motion passed unanimously.*

3. CALL TO THE PUBLIC

The Board received no requests to speak.

4. GENERAL SESSION

- A. Presentation, discussion and consideration to adopt proposed achievement levels for the following assessments related to Board Examination Systems and the Grand Canyon Diploma:

1. Cambridge IGCSE Mathematics
2. Cambridge IGCSE English First Language
3. Cambridge IGCSE English Literature
4. ACT Quality Core Algebra
5. ACT QualityCore Geometry
6. ACT QualityCore English 10

Amanda Burke, Director of Education Innovation and Strategy for the Center for the Future of Arizona, presented the background education regarding this item. Ms. Burke provided the following written summary of the item:

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 as early as the 2012-2013 academic 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 English

and mathematics examinations offered by ACT QualityCore and Cambridge International Examinations.

Superintendent Huppenthal asked Ms. Burke to address how the proposed cut scores on the Cambridge and ACT Quality Core assessments will compare to other similar movements such as PARCC.

Ms. Burke stated that the proposed scores set on the MOWR assessments would correspond to foundational educational levels of college readiness for “open admissions” institutions. She explained that in Arizona these institutions are our community colleges.

Superintendent Huppenthal stated that this may result in two separate ideas of what college readiness means.

Mr. Yanez stated that after the PARCC assessments are developed and implemented the Board will have the opportunity to look at both sets of assessments (PARCC and MOWR) to determine whether they are aligned. At that time the Board could adjust the MOWR scores as it deems appropriate.

Motion by Dr. Rottweiler to adopt the proposed performance levels as presented.

Second by Superintendent Huppenthal.

Motion passes unanimously.

- B. Presentation and discussion regarding the Arizona Education Learning and Accountability System. The Board may take action to approve the expenditure of funds, pursuant to A.R.S. § 15-249.

Mr. Masterson provided the following written overview:

CEDS/ED-FI DATA STANDARDS ADOPTION

At the May 21, 2012 meeting, staff presented the potential data standards to the Board for questions and discussion. It is not possible to implement an effective statewide longitudinal data system without these comprehensive standards. The Data Quality Campaign recommends states adopt Common Education Data Standards (CEDS) and Ed-Fi as an essential foundational piece. These two standards work in concert with one another and will provide the groundwork for AELAS. As discussed, staff has been working with the higher education community to understand the impacts CEDS adoption will have on their data systems.

PROJECT STATUS REPORT

Student Accountability Information System (SAIS) is an ADE system designed to serve as the fundamental integration toolset for statewide school finance processes and services to local education agencies (LEAs).

Status Update

- The team has put 199 bug fixes into production this fiscal year. Additionally, the team has reduced the open back logged items from more than 150 in January 2012 to 83 in May 2012.
- The team is anticipating the new FY 2013 business requirements. Documents prepared during the SAIS Reengineering project will be used to streamline the implementation of the new requirements.
- SAIS is on target to be open on time for the new school year in July.

Arizona Statewide Longitudinal Data Systems (AZ-SLDS) is a system that provides student-level data to school districts and charter schools that will empower educators with the ability to

make data-driven decisions to improve student achievement.

Status Update

- A SLDS demo was given to the Data Governance Commission as well as the Board in May in advance of the second internal ADE soft launch.
- The process to move the dashboards from the vendor site to ADE is complete. Moving SLDS internally to ADE moves them closer to public display because staff can refresh the display data regularly.

PLEASE NOTE: ADE System Modernization program includes ONLY dashboards development with existing ADE statewide longitudinal data warehouse.

Identity Management System (IMS) encapsulates people, processes and products to identify and manage the data used in an information system to authenticate users and grant or deny access rights to data and system resources. The goal of IMS is to provide appropriate access to enterprise resources for Arizona universities, school districts, students and parents. IMS comprises four main components namely authentication, authorization, user management and central user repository. Its goal is to provide the right access to the right people in order to protect information sources (FERPA).

Forefront Identity Management (FIM) uses a phased approach to providing access controls for the statewide implementation of AELAS. It improves and simplifies security by providing federation capability to multiple systems thus providing users single logon capability as well as improves compliance with FERPA.

Status Updates

- The project team relaunched the internal steering committee the last week of May. The group began discussions on finalizing the scope of the project and reconfirming that the proposed solutions will meet the internal end user's needs.
- The team is working on an outreach plan to LEAs. It is critical that LEAs review the proposed solution, verify that it will meet their security needs and confirm that it will integrate with their current operational needs.

AELAS (Arizona Education Learning and Accountability System) Business Case: is the statewide education management information system that will provide Arizona districts, schools, children and parents services that will enable our educators to focus limited resources to improve student achievement and reduce overall infrastructure costs. Services to be provided potentially include Student Information Systems (SIS), Assessment Systems, Human Resources and Financial Systems etc. The business case will conduct market research and a feasibility study for the new statewide data system. ADE leadership as well as key external stakeholders has been tasked to promote program participation in the comprehensive outreach plan.

Status Updates

- The team has conducted a number of site visits as part of their efforts to quantify the types of systems currently used by LEAs as well as the associated costs. These visits will help identify business requirements for the new data system. Site visits have been conducted at four of the regional educational service centers and a sampling of districts (small, medium, large, urban, rural, charter). The general feedback has been that SAIS is improving but still requires significant resources and that there is a need to eliminate redundant data collection. Additionally, there is strong interest in enabling historical data to follow students immediately and combining data from multiple sources in dashboards and other analytic tools.
- Significant market and technical research is also underway. The team has attended product demos from vendors, conducted web-based product research and peer research on the efforts of other states currently updating their data systems.

Programs Support Office (IT-PSO) will provide the high-level administrative support for the ADE IT modernization efforts. The PSO oversees the ADE IT finance program, IT communications program, IT staff augmentation program and IT program/project controls program. The core function IT-PSO is to ensure that all departmental budget and financial activity is managed and applied to appropriate funding sources. Other functions include the creation of strategic and project controls policy, process and procedure documentation; staff augmentation management oversight; and project administration policy, process and procedure documentation.

Status Updates

- With the end of the fiscal year, staff is working to close out completed FY 2012 projects and to carry over allocated funding in the new fiscal year to complete ongoing projects. Additionally, FY 2013 priorities are being established along with a comprehensive plan for roll out of new initiatives.
- The marketing and communications team continues to work with internal ADE stakeholders on important technology initiatives like PARCC Technology Readiness Program, school report cards, FreeThrows and IDEAL.

Enterprise Architecture (EA) is a set of practices and processes that aligns Information Technology with business vision and goals. This is done by analyzing existing ADE business structure and processes, the IT practices and processes that support them and creating a roadmap of process, policy and IT changes that will help the organization to efficiently and effectively fulfill its mission. The funded portion of the EA initiative deals with determining the Agency's current state and creating the roadmap.

Status Updates

- The team has completed mapping the Grants Management business processes. Grants Management has approved the identified "as is" workflow and are reviewing the "to be" requirements.
- Agency business units have been incorporating CEDS standards in their RFPs and business processes. For example, the new AZELLA format requires the creation of a new database. ADE IT is using CEDS to define the database. Additionally, the team has collaborated with staff on upcoming RFPs to incorporate CEDS as part of the solution. This approach to using CEDS been beneficial in that it is easier to express ADE's needs to potential vendors, reduces the chance for misinterpretation and makes it easier for the agency to manage and use the data collected.

Student-Teacher Connection will use Race to the Top grant funding in the amount of \$2.5M. ADE IT will use the award money to build a data system with which parents, teachers and administrators can more effectively monitor student and school performance. An additional portion of the grant funding will be devoted to use by local school districts and charter schools. The Race to the Top funding will play an important role in the implementation of new, more stringent state education standards, as well as the training of teachers to meet these standards. In addition to setting a higher bar for student achievement, the state has established aggressive new education goals in areas like third-grade literacy, high school graduation rates and baccalaureate-degree output by Arizona's institutions of higher education. A portion of the Race to the Top dollars also will be devoted to the advancement of STEM (Science, Technology, Engineering and Mathematics) education, which is considered key to Arizona's future, high-skill economy.

Status Updates

- The state-wide rollout of the course mapping component kick off was held May 3, 2012, with two webinars to help LEAs with any questions or concerns. As part of the ongoing

comprehensive outreach campaign, the team visited the Regional Education Centers.

- The team is working with internal ADE stakeholders as well as Student Information System vendors to begin the State Report Manager (SRM) component of the project. SRM is the process used to take the course catalog developed in the initial phase and make the connection to student and teacher. The team anticipates SRM roll out with the eight pilot districts to begin in June.

Data Governance Commission: Pursuant to Arizona Revised Status A.R.S. § 15-249.01, the purpose of the commission is to (1) identify, examine, and evaluate the needs of public institutions who provide instruction to pupils in preschool, kindergarten, grades one through twelve and postsecondary programs in Arizona; (2) provide recommendations on technology spending; and (3) provide analyses and recommendations.

Status Update

At the June 15, 2012 meeting, ADE IT intends to present its updated FY2013 budget plan. Staff also plans to provide an update on efforts to understand the impact of CEDS adoption beyond ADE. ADE IT intends to make the following requests of the Data Governance Commission:

- IMS (Exchange Server) for \$35,000
- Application Lifecycle Management (TFS) for \$52,000

Member Moore moved to authorize the expenditure request from the Data Governance Commission in the amount of \$87,000.

Second by Dr. Rottweiler.

Motion passed unanimously.

C. Presentation, discussion and consideration to approve the application criteria and guidelines for the Innovative Education Programs Grant (Laws 2012, Chapter 294, Sec. 29.)

Mr. Yanez provided an overview of the item. He summarized the legislation that authorized the grant program and explained the proposed criteria for the grants as developed by the Board at its most recent meeting.

Mr. Yanez explained that the grant criteria have been developed in two parts: absolute and preferential. The proposed absolute criteria are:

- advance proven practices that significantly improve student achievement;
- include a description of the program design, expected outcomes and specific methods for evaluating the program's success;
- provide a minimum of two years of verifiable data demonstrating the program's positive impact on student achievement;
- request a minimum of \$100,000 and a maximum of \$1,000,000 to perform the specific actions detailed in the proposal;
- demonstrate the applicant's ability to match its state grant with an equal or greater amount of private sector funding; and
- provide a detailed program budget, including the use of matching private funds.

The proposed preferred criteria are:

- advance proven practices that significantly improve student achievement in mathematics;
- demonstrate a commitment to address the needs of students in rural areas of Arizona;
- are designed to increase the success of under-represented populations in academically rigorous courses and programs;
- leverage new technologies;
- are replicable and may apply to various educational settings across Arizona.

Dr. Rottweiler asked if the two years verifiable data demonstrating the programs success in the legislation.

Mr. Yanez stated that the two-year requirement, specifically, is not in the legislation. However, he explained that the law does require that grantees have a proven track record of success.

Dr. Rottweiler stated that he had concerns regarding the two year requirement because it would seem to conflict with the intent of finding innovative programs that could be successful in Arizona schools.

Superintendent Huppenthal indicated that he supported Dr. Rottweiler's comments and stated that he would support greater flexibility.

Dr. Rottweiler also stated that he has concerns about the minimum grant being set at \$100,000 due to its potential negative disqualifying effect on smaller schools.

Supt. Huppenthal stated that if we are going to have a time limit on data that it should be set at one year.

Member Jacks suggested that the data requirement be left intentionally vague to allow for a greater variety of applicants.

Mr. Yanez stated that the criteria could be adjusted to make it more vague. This would allow the review panel to evaluate the data that is provided and factor that into its funding recommendations.

Dr. Rottweiler suggested softening the two-year data requirement, but still require applicants to provide what data they have, and to remove the proposed \$100,000 floor on funding requests.

Supt. Huppenthal moved to approve the grant criteria, to include the recommendations articulated by Dr. Rottweiler.

Second by Member Miller.

Motion passed unanimously.

D. Presentation and discussion regarding K-3 Reading Support funds and requirements (Laws 2012, Chapter 300, Sec. 2.)

Mr. Yanez presented the item. He explained that on June 5th the Board determined that it would be necessary to approve a proposed plan for how reading plans will be submitted and approved as required under the legislation appropriating \$40 million for the implementation of the Move on When Reading Initiative. Mr. Yanez explained that the reading plans are in two parts: school-level and LEA-level plans. He stated that the goal in developing the plan templates was to keep the process as simple as possible, but also still ensure that the Board is receiving sufficient information to perform meaningful evaluations of those plans that require approval.

Mr. Yanez and Ms. Hrabluk, Associate Superintendent for the ADE, reviewed the specific elements of the proposed literacy plans and answered questions from Board members.

Janice Palmer, Arizona School Board's Association, stated that Mr. Yanez has been very collaborative in the development of these plans. Ms. Palmer asked for better clarification about the specific requirements for school literacy teams. She also expressed concerns about the level of data being requested by the state, and requested that A and B schools be granted greater

flexibility.

Mr. Yanez stated that the prospect of flexibility for higher performing schools was discussed at the Board's May meeting. He shared that at that time Member Klein explained that part of the rationale for having all schools submit the same information is to determine what is working so that it can be replicated around the state.

Mr. Thomas, Arizona Education Association, stated that his organization would like to move forward with the plans with the understanding that the Board would agree to reassess the effectiveness of the plans and process at regular intervals and make course corrections as necessary.

E. Presentation and discussion regarding the Elementary and Secondary Education Act Flexibility Waiver

Ms. Karla Phillips, ADE, summarized the progress on the ESEA Flexibility Request. She explained that the ADE is proposing to extend the timeline for complying with the existing AMOs through 2020. This will give the ADE time to develop student growth targets so that the state's AMOs can later be redefined. She continued by defining how the ADE will calculate "focus" and "priority" schools for accountability purposes. She shared that the information she is reviewing will be posted on the ADE's website later in the week.

Ms. Phillips and Dr. Giovannone summarized changes to our existing accountability and teacher evaluation systems that the Board would have to make in order for the flexibility request to be approved. These changes include: increasing the weight of graduation rates in our state accountability system; and mandating a growth measure for every teacher evaluation.

Mr. Yanez explained that the Board that mandating the growth measure for every teacher evaluation could be problematic at a local level due to the lack of the necessary data.

Supt. Huppenthal left the meeting at 11:50 a.m.

F. Presentation, discussion and consideration to accept the proposed settlement agreements and suspend the teaching credentials held by the following individuals:

1. Derrick Elliot

Mr. Yanez provided the following summary of Mr. Elliotts case:

On March 1, 2011, the Investigative Unit received allegations from John B. Wright Elementary School that Mr. Elliott reported to work under the influence of alcohol. Mr. Elliott tested positive at a professional substance testing facility for having a blood alcohol content of .287. On March 14, 2011, Mr. Elliott signed a separation agreement and resigned from his employment at John B. Wright Elementary.

After discussing the matter with Mr. Elliott, and in lieu of filing a complaint seeking disciplinary action, a settlement agreement was proposed.

The Professional Practices Advisory Committee ("PPAC") reviewed the settlement agreement on March 13, 2012. The terms of the settlement agreement include the following:

- A suspension of certification through June 1, 2013
- Successful completion of participation in counseling, therapy, or a treatment program which addresses the use of alcohol
- Written proof of successful completion shall be provided to the State Board

- If written proof of successful completion is not submitted prior to June 1, 2013, the period of suspension will continue until such time as written proof is provided.

The PPAC voted 5 to 0 to approve the Settlement Agreement for a Suspension, with conditions, against any and all teaching certificates held by Mr. Elliott and that it be maintained as part of his permanent record.

Mr. Miller moved to approve the proposed settlement agreement.

Second by Mr. Moore.

Motion passed unanimously.

2. Todd Anderson

Mr. Yanez provided the following written summary of Mr. Anderson's case:

Todd Anderson holds a Standard Secondary Education Certificate valid from July 6, 2011, through October 23, 2017.

On May 13, 2011, the Investigative Unit received allegations from Dysart Unified School District ("District") that on May 5, 2011, in order to meet the requirements of the Career Ladder Program (a performance-based compensation program), Mr. Anderson instructed three to students sign documents indicating they had participated in a week-long "Mini Sports Program," when in fact, they had not done so. Mr. Anderson asked the students to confirm their participation in the program when questioned by administration about whether they had participated in the program. Without completion of the "Mini Sports Program," Mr. Anderson would not receive his Career Ladder Program stipend.

The District suspended Mr. Anderson for five days without pay, required him to forfeit his Career Ladder Program stipend for the 2010-2011 school year, and required him to apologize to students and parents.

Mr. Anderson resigned from his position at Sunset Hills Elementary School, effective July 10, 2011.

The Investigative Unit of the State Board of Education entered into discussions with Mr. Anderson and counsel for a possible settlement in lieu of a hearing on a complaint.

On May 8, 2012, the Professional Practices Advisory Committee ("PPAC") considered the proposed settlement agreement. The PPAC voted 5 to 0 to recommend approval the Settlement Agreement, which includes a 6-month suspension of certification, from the effective date of the agreement, and successful completion of a course on professionalism.

Mr. Anderson was represented by his attorney, Ms. Blommel. Ms. Blommel requested that the Board approve the settlement agreement.

Mr. Miller moved to approve the proposed settlement agreement.

Second by Mr. Moore.

Motion passed unanimously.

G. Presentation, discussion and consideration to accept the Pearson Test of English (PTE) Assessments for the purpose of meeting requirements for the Provisional Foreign Teacher Teaching Certificate

Dr. Butterfield, Associate Superintendent for the ADE, gave an overview of the item and provided the following written summary:

English proficiency for the Provisional Foreign Teacher Teaching Certificate is verified by passing score on the Test of English as a Foreign Language (TOEFL) or other English

proficiency tests approved by the Board as per R7-2-614(I)(3)(c)

The ADE recommends the Board also approve the academic Pearson Test of English (PTE) assessments to meet this requirement. We further recommend that candidates are required to have a minimum composite score of 55 out of 90. In addition to the composite score, it is recommended that Arizona set a minimum score of 50 for each individual section of the PTE. The individual sections of the PTE exam are: Reading, Writing, Listening and Speaking. This means the applicant has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings and can use and understand fairly complex language, particularly in familiar situations.

The Board has previously adopted the TOEFL and IELTS (International English Language Test System) English proficiency exams. The PTE exam would provide applicants with another option to fulfill the English proficiency requirement for the Foreign Teacher Teaching certificate. The proposed scores for the PTE exam are equivalent to the passing scores for the TOEFL and IELTS exams that have already been adopted.

Dr. Rottweiler Moved to approve the item, as presented.

Second by Mr. Miller.

Motion passed unanimously.

- H. 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.
5. ADJOURN – the Board adjourned at approximately 11:57 a.m.