



Arizona State Board of Education

2018 Board Retreat Workbook

August 6 - 7, 2018

Prescott, AZ

July 27, 2018

Arizona State Board of Education Members,

Board staff is very excited for this meeting and I anticipate members will have robust discussions throughout the retreat because of the Board's commitment to each other and to the success of Arizona's students. This retreat is a bit different from the 2017 retreat of the Board. Board staff has put together two packets for all members:

- The first packet is the “workbook”. The workbook is for members to write out thoughts prior to the retreat. Staff has created leading questions and has drafted the statements and action plans as it relates to the strategic planning portion of the retreat. The activities within the workbook will help facilitate the discussion of the Board during these two important days of work. I anticipate questions prior to the retreat, so please reach out and I will walk members through each section. Following the retreat, Board staff will capture the members' thoughts from the workbook, in order to create summaries for all members.
- The second packet contains the resources Board members may utilize to help inform answers to questions within the workbook. Staff has pulled information from numerous sources, both within and out of state. The information and research provided is not meant to be the only resource for Board members, rather, what is provided is meant to lay foundational knowledge.

Throughout the two days, members can expect sessions led by fellow Board members and Board staff. There will be ample time for Board members to work collaboratively in small groups and to discuss topics as a whole Board. The objective of these two days is to provide enough direction to staff to develop and draft the formal strategic plan in the three key areas: MOWR, Accountability and School Improvement. From that direction, a draft plan will come back before the full Board for input, followed by formal approval of the Board. And that's where the work begins!

Lastly, the workbook provides information on the scheduled activities of the Board during the two days. If members plan on bringing a spouse, please know that they are welcome to join for the tour and dinner. However, please let staff know so we can make the arrangements for dinner.

I look forward to the State Board of Education's next phase and know that each member will be an integral part in the future successes of Arizona.

Alicia Williams
Executive Director

Schedule, Agenda, Miscellaneous Information

Locations:

Hassayampa Inn – 122 E Gurley Street, Prescott – 928-778-9434
(main entrance to the hotel and parking is on Marina Street)
The retreat will take place in the Arizona Room at the Hassayampa Inn.

Murphy’s Restaurant – 201 N Cortez Street, Prescott – 928-445-4044
(see the attached map)

Sharlot Hall Museum – 415 W Gurley Street, Prescott – 928-445-3122
(see the attached map)

SBE Staff Phone Numbers:

Alicia Williams – 602-615-4396
Catcher Baden – 602-615-4391
Sandy Rogers – 602-316-0512

Miscellaneous: Casual Dress

Hotel Check In/Out:

Check In: 3:00 pm (rooms may be available earlier)
Check Out: 11:00 am (may request late check-out)

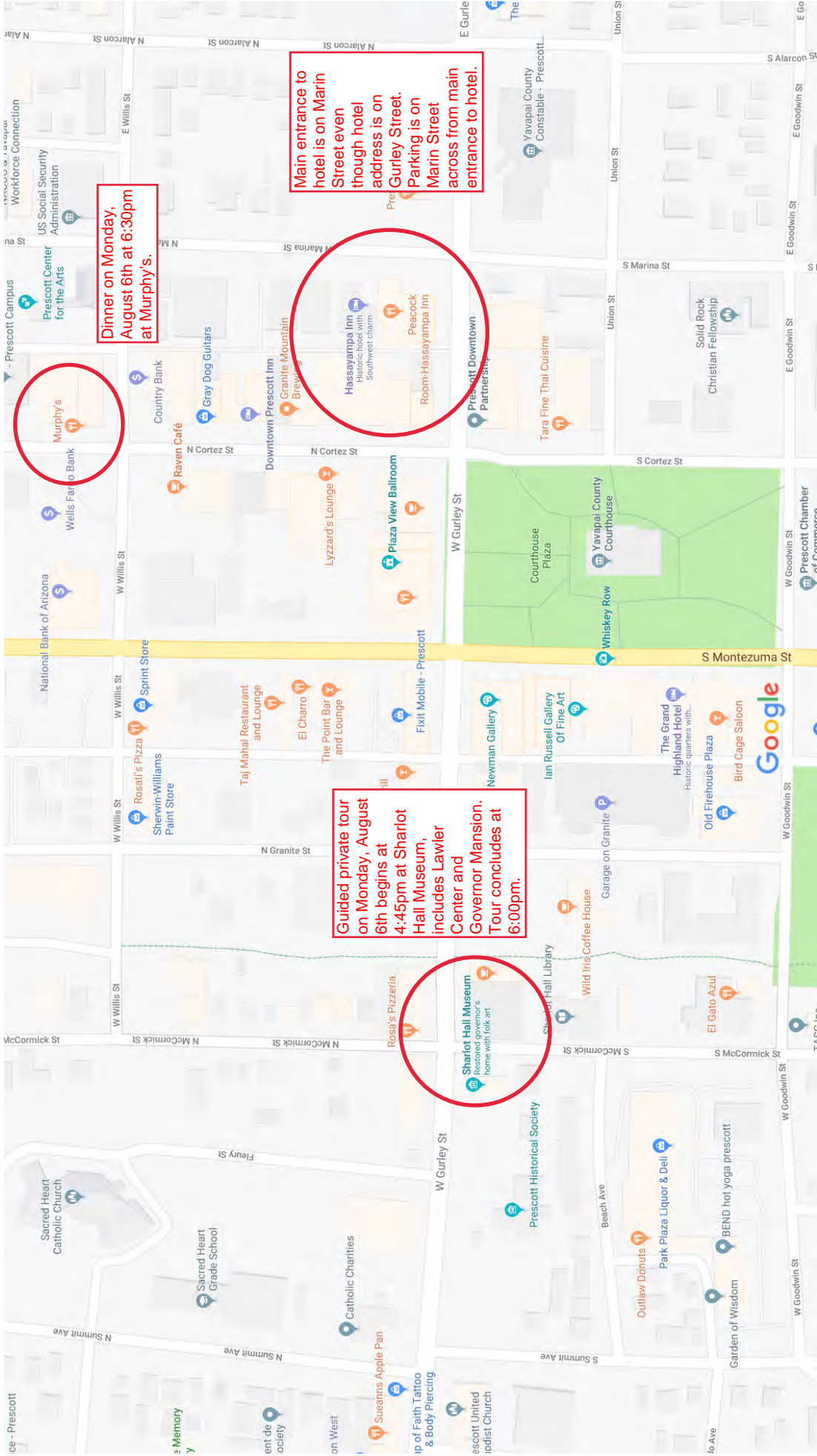
Monday, August 6, 2018

1:00pm	2:30pm	Arizona Room - Session #1: Consent Agenda and Collective Commitments (snacks provided)
2:30pm	2:45pm	Break (if rooms are available: check into the hotel)
2:45pm	4:30pm	Session #2: Strategic Planning - MOWR
4:30pm	4:45pm	Meeting End – Check into hotel room (pick up breakfast coupon) Walk to Sharlot Hall Museum
4:45pm	6:00pm	Sharlot Hall Museum private tour (Governor's Mansion & Lawler Center)
6:00pm	6:15pm	Walk to Murphy’s Restaurant
6:30pm		Reservations at Murphy’s Restaurant (individual checks - please keep receipts for expense reports)

Tuesday, August 7, 2018

7:00am	8:30am	Breakfast in Peacock Dining Room (coupon for meal given at check in)
9:00am	10:45am	Session #3: Strategic Planning - Accountability
10:45am	11:00am	Break – Check out unless arrangements were made for late check out
11:00am	12:45pm	Working Lunch – Session #4: Strategic Planning – School Improvement
12:45pm	1:00pm	Break
1:00pm	2:00pm	Session #5 - Legislative Items
2:00pm		Adjourn

Location to SBE Retreat Hotel, Sharlot Hall Museum and Murphy's Restaurant



Dinner on Monday, August 6th at 6:30pm at Murphy's.

Main entrance to hotel is on Marina Street even though hotel address is on Gurley Street. Parking is on Marina Street across from main entrance to hotel.

Guided private tour on Monday, August 6th begins at 4:45pm at Sharlot Hall Museum, includes Lawler Center and Governor Mansion. Tour concludes at 6:00pm.

From I-17 take exit to Cordes Lakes/Prescott. Stay on 69 though Prescott Valley and into Prescott continue until you come to a (Y) and merge left on to Gurley Street. Take to Marina Street (light) hotel will be on the Northwest corner. Make a right on Marina. Parking is on Marina Street in front of hotel, as well as across the street in parking lot.

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EXECUTIVE SUMMARY

Issue: Multi-State Alternate Assessment (MSAA) Standard Validation and Cut Score Recommendations

Action/Discussion Item

Information Item

Background and Discussion

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

MSAA Alternate Assessment

At the April 24, 2017 Board Meeting, the state board was presented information regarding the delay of the Multi-State Alternate Assessment (MSAA) scores for the Spring 2018 administration for students with significant cognitive disabilities in English Language Arts (ELA) and Mathematics due to including the operational writing prompts resulting in a Standards Validation.

The MSAA was administered in our state during the March 19 through May 4 test window. Over 7,000 students were administered this assessment.

Standard Validation Process

Arizona was involved in the development of the performance level descriptors, and providing critical input to the standard validation process that will be utilized to determine if there are any changes needed to the current proficiency levels. Educators and policy makers convened to establish three cut scores resulting in four performance levels: Level 1, Level 2, Level 3, and Level 4. Understanding that distinguishing a difference between the general assessment and alternate assessment is critical for all stakeholders. The Standards Validation process was developed and approved by the MSAA Technical Advisory Committee (TAC) which includes national experts in the areas of psychometrics, students with significant cognitive disabilities, assessment development, and accommodations.

The MSAA Standards Validation process will occur in several steps, the first is vertical articulation for ELA and Mathematics. A vertical articulation report generated from our vendor was submitted to the states and TAC members for review. The next steps include a meeting on July 24-25, 2018 and upon review and approval of this report from the MSAA Psychometric Subcommittee and TAC members, new cut scores will be proposed. The MSAA States will then seek State Board or Superintendent approvals by August 10, 2018 for the recommended MSAA cur scores for ELA and Mathematics.

Recommendation to the Board

It is recommended that the Board approve the recommended MSAA cut scores for ELA and Mathematics.

Contact Information:

Audra Ahumada, Deputy Associate Superintendent of Assessment
Kelly Koenig, Student Achievement and Educator Excellence Division

Session #1: Collective Commitments

Session 1: Collective Commitments

Facilitators: Member Baker and Director Williams

Collective Commitments have numerous names throughout different organizations. Some call them norms, while others call them standard operating procedures. Whichever name you chose to use, collective commitments are established with the end goal of working together as a team, building trust with your counterparts and creating a shared understanding on how to operate as an individual within a whole organization.

Contained in the following workbook pages are questions for members to answer prior to the retreat. There are areas for members to answer each question from the perspective of the whole Board and areas for members to answer from their own individual perspective. The activity is meant to be reflective on each member's role within the Board.

Questions are structured under different topics that directly relate to the Board's work. For this first exercise in Collective Commitments, members will be focusing on operating procedures of the Board. If a member believes a topic has been left out, please include that topic in your workbook so that the area can be brought up at the retreat. Staff anticipates that members will continue this type of work through the strategic planning phases of the Board.

The goal of this activity is to create a set of collective commitments that the Board can hold one another accountable for during their time on the Board. It also sets high expectations for future members of the Board. Board staff has provided a sample of the staff's collective commitments and resources from NASBE in the reference packet.

Collective Commitments are established by the Board to articulate our operating values and behaviors as the State Board of Education, to create a shared understanding on how to conduct ourselves as Board members, to ensure productivity as the State Board of Education and to have full knowledge of topics prior to making important policy decisions.

Session #1: Collective Commitments

Board Meeting Expectations

How will the Board operate to prepare for State Board meetings?

How do you currently implement this commitment?

What do you believe are the best practices for implementing this commitment?

Board's Collective Commitment: (for use at retreat)

Reflection: (for use at retreat)

My plan for implementing this Board commitment as a Member of the Board is...

Session #1: Collective Commitments

Board Meeting Expectations

How will the Board operate in the power of “questioning” during the Board meeting?

How do you currently implement this commitment?

What do you believe are the best practices for implementing this commitment?

Board’s Collective Commitment: (for use at retreat)

Reflection: (for use at retreat)

My plan for implementing this Board commitment as a Member of the Board is...

Session #1: Collective Commitments

Interacting with Board Staff

How will the Board operate when interacting with Board staff?

How do you currently implement this commitment?

What do you believe are the best practices for implementing this commitment?

Board's Collective Commitment: (for use at retreat)

Reflection: (for use at retreat)

My plan for implementing this Board commitment as a Member of the Board is...

Session #1: Collective Commitments

Interacting with the Legislature and lobbyists

How will the Board operate when interacting with members of the Legislature and its staffers?

How do you currently implement this commitment?

What do you believe are the best practices for implementing this commitment?

Board's Collective Commitment: (for use at retreat)

Reflection: (for use at retreat)

My plan for implementing this Board commitment as a Member of the Board is...

Session #1: Collective Commitments

Interacting with the Legislature and lobbyists

How will the Board interact with and communicate the Board's actions to lobbyists from different education organizations?

How do you currently implement this commitment?

What do you believe are the best practices for implementing this commitment?

Board's Collective Commitment: (for use at retreat)

Reflection: (for use at retreat)

My plan for implementing this Board commitment as a Member of the Board is...

Session #1: Collective Commitments Engaged and Visible Board Members

How will Board members be engaged and visible members? (e.g. attending conferences, visiting schools, participating in stakeholder meetings, attending events, etc.)

How do you currently implement this commitment?

What do you believe are the best practices for implementing this commitment?

Board's Collective Commitment: (for use at retreat)

Reflection: (for use at retreat)

My plan for implementing this Board commitment as a Member of the Board is...

Reflecting on Session #1: Collective Commitments

Use this section to write additional questions or key takeaways from the session.

1.

2.

3.

Actions to Take	Who's Role	Needed Support	Deadline
1.			
2.			
3.			

Sessions #2 - #4: Strategic Planning

Sessions 2 - 4: Strategic Planning

Facilitators: Vice President Corr and Director Williams

The Board will discuss three education topics during the strategic planning portion of the retreat: Move on When Reading (MOWR), Accountability and School Improvement. These topics present themselves as areas of need. Board staff anticipates that the strategic planning portion of the retreat will start the conversation of this important work and is hopeful that the Board will continue to develop a strategic plan incorporating all three areas. The goal of these sessions is to have a firm understanding of where the Board would like to take these three topics so that Board staff can further develop and draft a final strategic plan which would be voted upon by the whole Board.

The introduction page to the strategic planning section of the workbook deals with the strategic planning process itself and aims to establish expectations of individual Board members. Board staff will collect these responses and use them to influence the draft of the strategic plan.

Throughout each topic in the workbook, members will find four different sections: Reflective Questions, Strategy (mission), Strategic Activities (commitments) and Action Steps (actions). Each section provides instructions on how to interact with that section.

In the first section, members will find the section's topic with questions for members to answer. This activity is meant to be reflective, but will have impact on the final strategic plan.

Next, members will find the Strategy, or mission statement of the topic, followed by the Strategic Activities, or commitments, of the topic. Board staff has drafted these areas to provide a starting point for members, but anticipates that members will draft their own statements or edit the ones provided.

Lastly, members will have the opportunity to develop the Action Plan in order to implement the Strategic Activities and ultimately reach the Strategy. Again, Board staff has drafted various areas within each Action Plan to provide a starting point for members, but anticipates that members will draft their own action steps and provide additional information to staff and fellow members at the retreat.

Board staff has provided documents that may be beneficial to your study of these topics prior to the retreat. These documents are not meant to be exhaustive of the information the Board may use to influence their decisions and can be found in the resource packet.

General Strategic Planning Questions

Strategic Planning Questions:

To be answered by Board members prior to the retreat.

The responses to these questions will not be formally discussed at the retreat; however, to help drive the strategic planning process, staff will collect these answers and provide a summary of findings to the Board members.

Reflecting on the 2017 retreat, what do you remember as being implemented?

Reflecting on the 2017 retreat, were there areas for improvement? Were there successes?

At the end of the 2018 retreat, and as staff works on finalizing the strategic plan, how would you like staff to follow up with members regarding topics discussed?

General Strategic Planning Questions

Strategic Planning Questions:

How often should the Board revisit their strategic plan and in what type of setting?

What timeframe would be appropriate for Board staff to create, develop and bring the strategic plan back to the Board for approval?

How would continuous professional development of Board members be implemented into the strategic plan cycle and in what forum would you like to receive the professional development?

Please finish these sentences:

1. The Board's strategic plan should be for _____. (timeframe)
2. Looking ahead, I would like _____ to be a future strategic planning topic for the Board to consider.
3. As a Board member, I would like to contribute to the strategic plan by:

Session #2: Move on When Reading (MOWR)

Questions to be answered by the Board members based upon their beliefs prior to the retreat:

What do you know about the MOWR law?

In your belief, what is the current climate of 3rd grade reading in Arizona?

If you had to write a belief statement on student literacy, what would it be?

In which areas of the MOWR law, including practice and policy, do you believe the state can improve in?

Session #2: Move on When Reading (MOWR)

Questions to be answered by the Board members based upon their beliefs prior to the retreat:

When thinking about Menu of Assessments, how do you believe MOWR can be implemented with fidelity? Please give examples in either direction.

What type of role does the Board have in the implementation of MOWR and in ensuring all students are ready to succeed in postsecondary?

If time and resources were no matter, what changes would you implement to strengthen the MOWR policy?

If you had to implement your changes from above, what action steps would you take prior to a Board vote on such changes?

Session #2: Move on When Reading (MOWR)

Questions to be answered by the Board members based upon their beliefs prior to the retreat:

In what timeframe would you anticipate your changes would take effect?

Session #2: Move on When Reading (MOWR)

Facilitator: Member Welborn

Strategy

The strategy below is a draft mission statement for the Board on the MOWR policy. Please add, edit and/or delete.

Strategy 1: Ensuring the Move on When Reading (MOWR) policy promotes literacy success in Arizona's 3rd grade students and reading proficiency aligns with the goal of 72% proficient or higher by 2030.

Strategic Activities

The following are sample drafts of Board statements in regard to MOWR. Please add, edit and/or delete.

We will promote high levels of achievement for 3rd grade students by:

Researching and reporting on current trends, nationally and in Arizona, to monitor and validate reading proficiency standards.

Collaborating with educational stakeholders throughout Arizona in the development of policy enhancements.

Working to align state statutes to ensure the MOWR policy is strong while moving into the Menu of Assessments.

Researching "what works" in other states that have shown large increases in reading proficiency.

Session #2: Move on When Reading: (MOWR)

Action Steps

Please rate the following draft action step statements in order of when they need to be completed. If you feel as if a statement is missing, please add it and rate it accordingly. If you feel a statement does not belong, please remove it.

The State Board of Education will:

- ___ 1. Reset MOWR cut scores when research, data and public input has been reported to ensure high expectations of students.
- ___ 2. Engage in conversations with the field to develop a robust best practices document.
- ___ 3. Set reading goals that align with the Progress Meter, create an action plan to meet those goals and communicate those goals out to the field.
- ___ 4. Promote high levels of student achievement in the area of literacy.
- ___ 5. Investigate the expected repercussions of higher 3rd grade retention rates and develop recommendations to address.

Session #2: Move on When Reading (MOWR)

Board staff will engage in the following activities:

Please rate the following draft action steps in order of when they need to be completed.

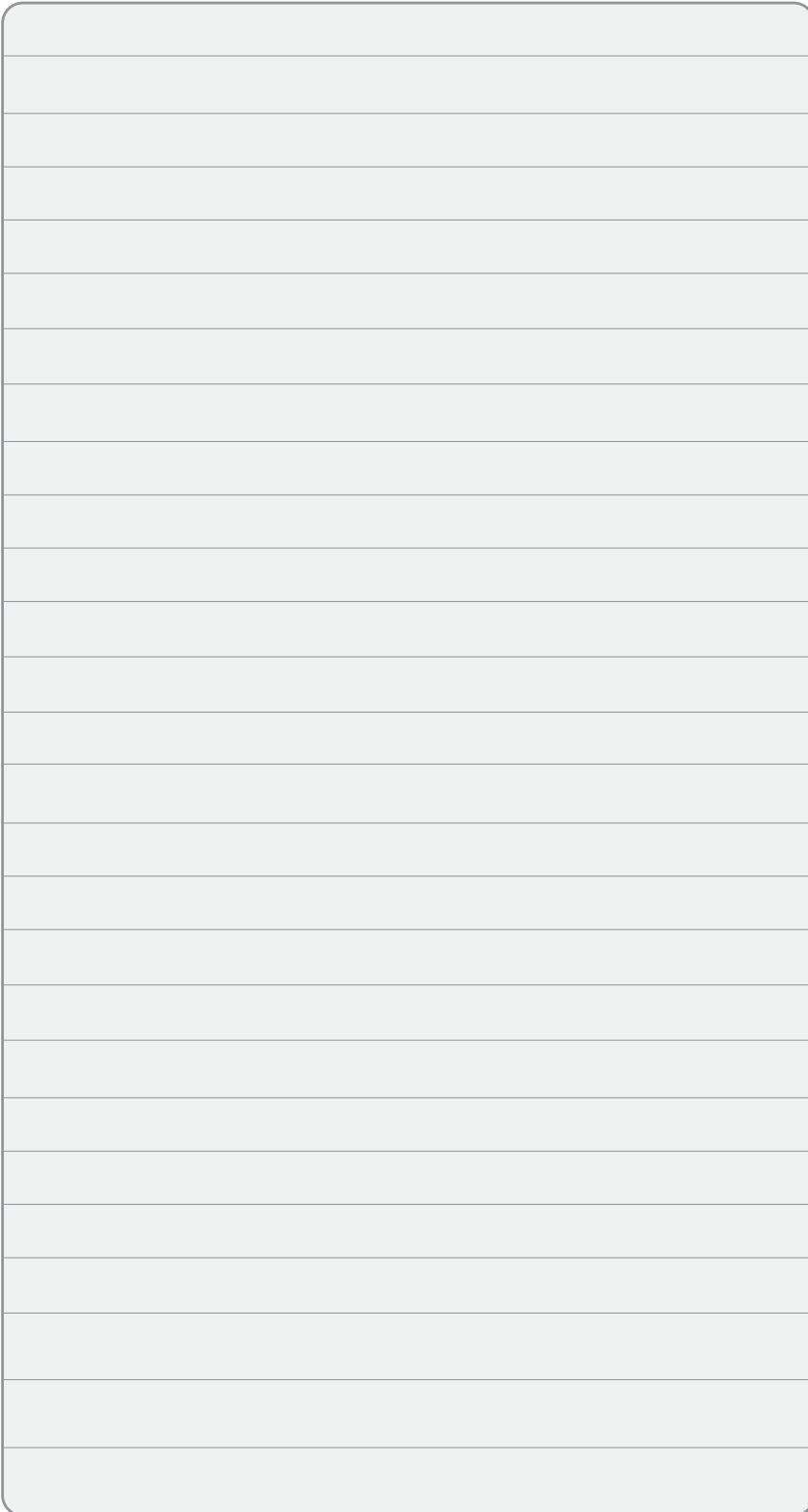
- 1. Reconvene the K-3 Literacy Ad Hoc

Draft Topics for discussion of the Ad Hoc. Please feel free to add and edit the draft areas below.

- a. Topics for the Ad Hoc to discuss:
 - i. Areas of improvement within the literacy plans submitted to the Department
 - ii. Review of data and research by Board staff
 - iii. Areas of focus
 - 1. Professional Development
 - 2. Interventions
 - 3. Exemptions
 - 4. Correlations between success and failure of students by demographic of schools
 - 5. Implementation of MOWR within the Menu of Assessments
 - a. Option 1: One statewide assessment for all 3rd grade students
 - b. Option 2: Cut scores from benchmarking assessments (Menu)
 - c. Option 3: other options presented
 - 6. Analyze the need for policy revision and development
 - a. 3rd grade assessment
 - b. MOWR statute
 - c. Teacher preparation and certification, including professional development
 - d. Cut Scores

- 2. Work with education stakeholders to gain understanding of hurdles and successes
- 3. Work with national organizations on best practices for setting new cut scores, implementation of change within the MOWR program and alignment with school improvement
- 4. Research and develop public reports on the current status of the MOWR statute
- 5. Bring back information to the Board on the progress of the research, data and work of the Ad Hoc
- 6. Bring back new policy or draft bills to the Board for approval
- 7. Work with Legislature, Governor's Office and the Department staff for input on drafts

Notes



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Questions



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Action Steps



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My Role



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Reflecting on Session #2: MOWR

Use this section to write additional questions or key takeaways from the session.

1.

2.

3.

Actions to Take	Who's Role	Needed Support	Deadline
1.			
2.			
3.			

Session #3: Accountability

Questions to be answered by the Board members based upon their beliefs prior to the retreat:

What is the purpose of the statewide accountability system?

What areas of the accountability system are most important to you?

What areas of the accountability system are least important to you?

What other quantitative and/or qualitative areas would you like to see explored in the future?

For the 2018-2019 school year, if you had to pick one area of focus, what would that area be and why?

Session #3: Accountability

Questions to be answered by the Board members based upon their beliefs prior to the retreat:

For the 2019-2020 school year, if you had to pick one area of focus, what would that area be and why?

Please finish this sentence: I would like to learn more about _____, as it relates to the accountability system.

Thinking back to the process used in the past accountability system, please name one area of strength and an area of improvement.

Please name an area where you would be a strength to the Board's work in the accountability system.

Please finish this sentence: I believe that revisions to the accountability system should occur ...

Session #3: Accountability

Strategy

The strategy below is a draft mission statement for the Board on the accountability policy. Please add, edit and/or delete.

Strategy 2: Refine Arizona’s accountability system to ensure equity and fairness, while maintaining high expectations for Arizona’s students and schools.

Strategic Activities

Please reference the A-F Principles of Agreement Document for more information. The A-F Principles will be updated during a regularly scheduled Board meeting upon the Board’s discussion of this item.

Please create three sample drafts of Board statements in regard to the accountability system to help guide the discussion on revising the A-F Principles of Agreement Document. “We will refine the accountability system, ensuring equity and fairness while maintaining high expectations, by:

1.
2.
3.

Session #3: Accountability

Action Steps

Please rate the following draft action step statements in the order they need to be completed. If you feel as if a statement is missing, please add it and rate it accordingly. If you feel a statement does not belong, please remove it.

The State Board of Education Will:

- Create a purpose statement for the accountability system and update the A-F Principles of Agreement document to reflect the Board’s outlook on accountability, aligning the document with the Menu of Assessment policy.
- Align the current accountability system with SB1411.
- Identify measures within the accountability system to ensure a robust and balanced set of reporting measures are in place that align with the Board’s purpose.
- Engage in conversations with the Department of Education on workable timelines for change to the accountability system.
- Direct Board staff to research best practices in the area of accountability and provide a report to the Board.
- Direct Board staff to review current accountability results and work with stakeholders and the Department of Education.
- Communicate to the field and stakeholders the process and outcomes of the accountability system in a collaborative manner with the Department of Education.

Session #3: Accountability

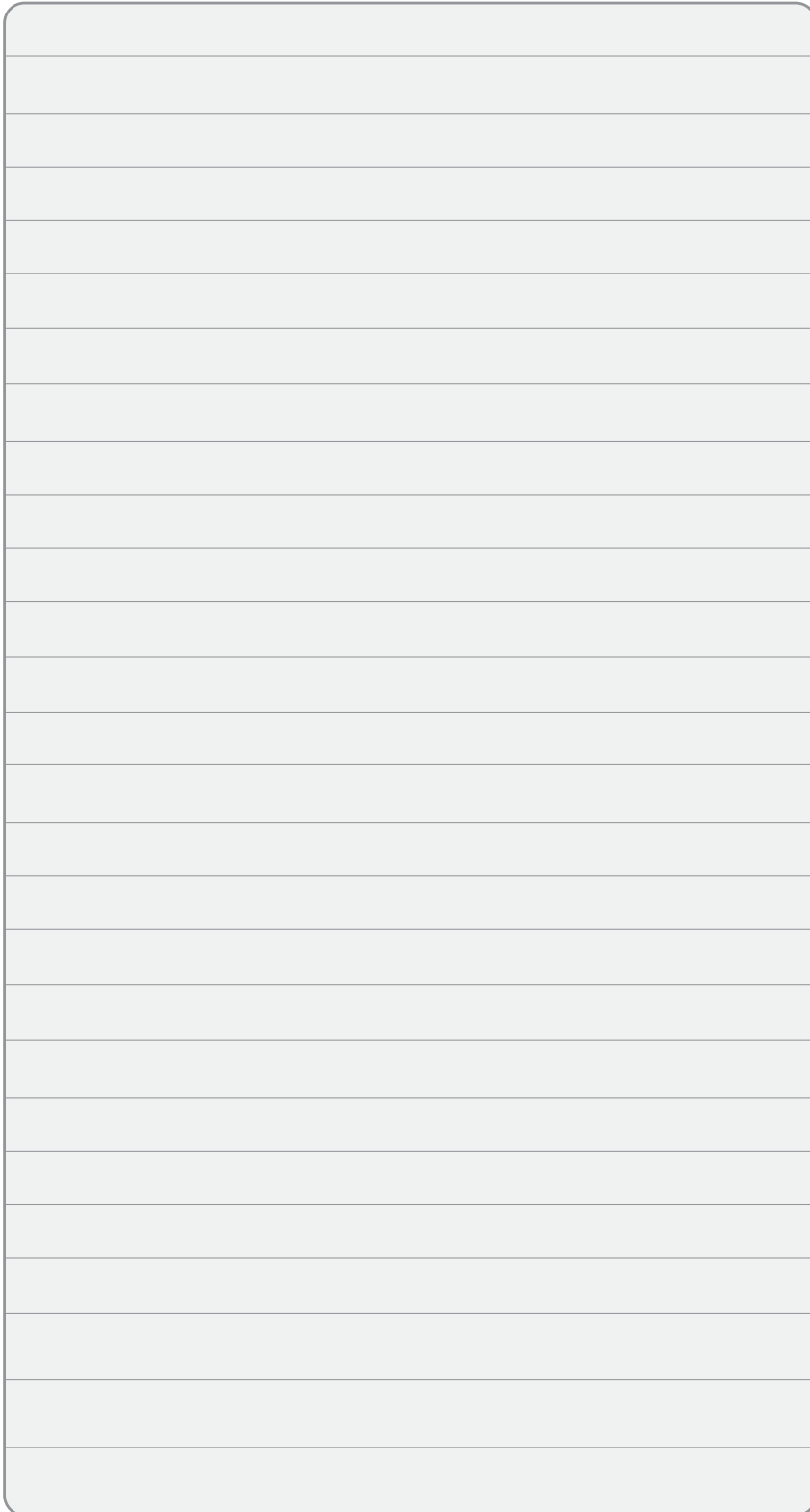
Question for the Board members:

From your experiences with the Board staff and their current and past roles within the accountability system, what do you believe will be staff's role in the revisions of the accountability system? Please list your thoughts below. After listing your thoughts, please rate your draft statements in the order that they need to be completed.

Board staff will:

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Notes



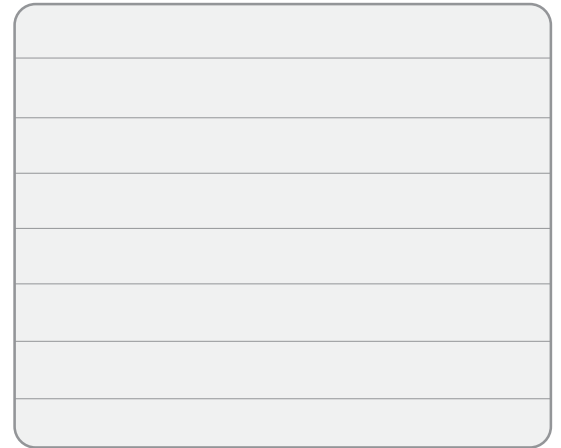
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Questions



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Action Steps



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My Role



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Reflecting on Session #3: Accountability

Use this section to write additional questions or key takeaways from the session.

1.

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3.

Actions to Take	Who's Role	Needed Support	Deadline
1.			
2.			
3.			

Session #4: School Improvement

Questions to be answered by the Board members based upon their beliefs prior to the retreat:

What do you know about school improvement in Arizona?

After reading the school improvement statute, are there areas for improvement?

What is your personal belief on school improvement and the Board's role in the process and policy?

What is staff's role in the school improvement process and policy?

If funding and resources were no matter, what would you describe to be the most successful school improvement policy?

Session #4: School Improvement

Questions to be answered by the Board members based upon their beliefs prior to the retreat:

In what areas would you like the Board staff to study and report back on in regard to school improvement?

With the accountability system continuously being revised, how would you implement a sound school improvement policy?

What hurdles do you believe the Board would have to overcome in order to implement a successful school improvement policy?

How do you believe the Board could be impactful in the next legislative session in regard to school improvement?

Please finish this sentence: The most important outcome of school improvement is...

Session #4: School Improvement

Strategy

The strategy below is a draft mission statement for the Board on the school improvement policy. Please add, edit and/or delete.

Strategy 3: Ensuring Arizona schools are supported throughout the school improvement process, leading to successful Arizona students and school outcomes.

Strategic Activities

Please create three sample drafts of Board statements in regard to school improvement.

We will ensure that Arizona schools are supported through the school improvement process by:

1.
2.
3.

Session #4: School Improvement

Action Steps

Please rate the following draft statements in order that they need to be completed. If you feel as if a statement is missing, please add it and rate it accordingly. If you feel a statement does not belong, please remove it.

The State Board of Education Will:

- Research successful school improvement strategies used nationally and in Arizona to determine best practices for successful student outcomes.
- Determine the feasibility of implementing change to the school improvement policy while taking into consideration funding issues and federal guidelines and requirements.
- Communicate to the field best practices of school improvement.
- Engage with education stakeholders prior to setting school improvement policy.
- Work collaboratively with the Department of Education on improving school improvement policy.
- Ensure success of school improvement is aligned with student outcomes and the accountability system.
- Establish timelines and attainable goals for schools in improvement based upon data and research.
- Engage with the Legislature, the Governor's Office and the Department when discussing changes to legislation.

Session #4: School Improvement

Please rate the following draft statements in order that they need to be completed. If you feel as if a statement is missing, please add it and rate it accordingly. If you feel a statement does not belong, please remove it.

Board staff will:

- Work with education stakeholder groups to solicit feedback on the current school improvement process through robust surveys and personal meetings.
- Work with the Department of Education to understand the current climate of school improvement.
- Research best practices in school turnaround and school improvement used in Arizona and nationally. Report back to the full Board.
- Engage with stakeholders to bring legislative changes to the school improvement statute in a future Legislative Session.

Reflecting on Session #4: School Improvement

Use this section to write additional questions or key takeaways from the session.

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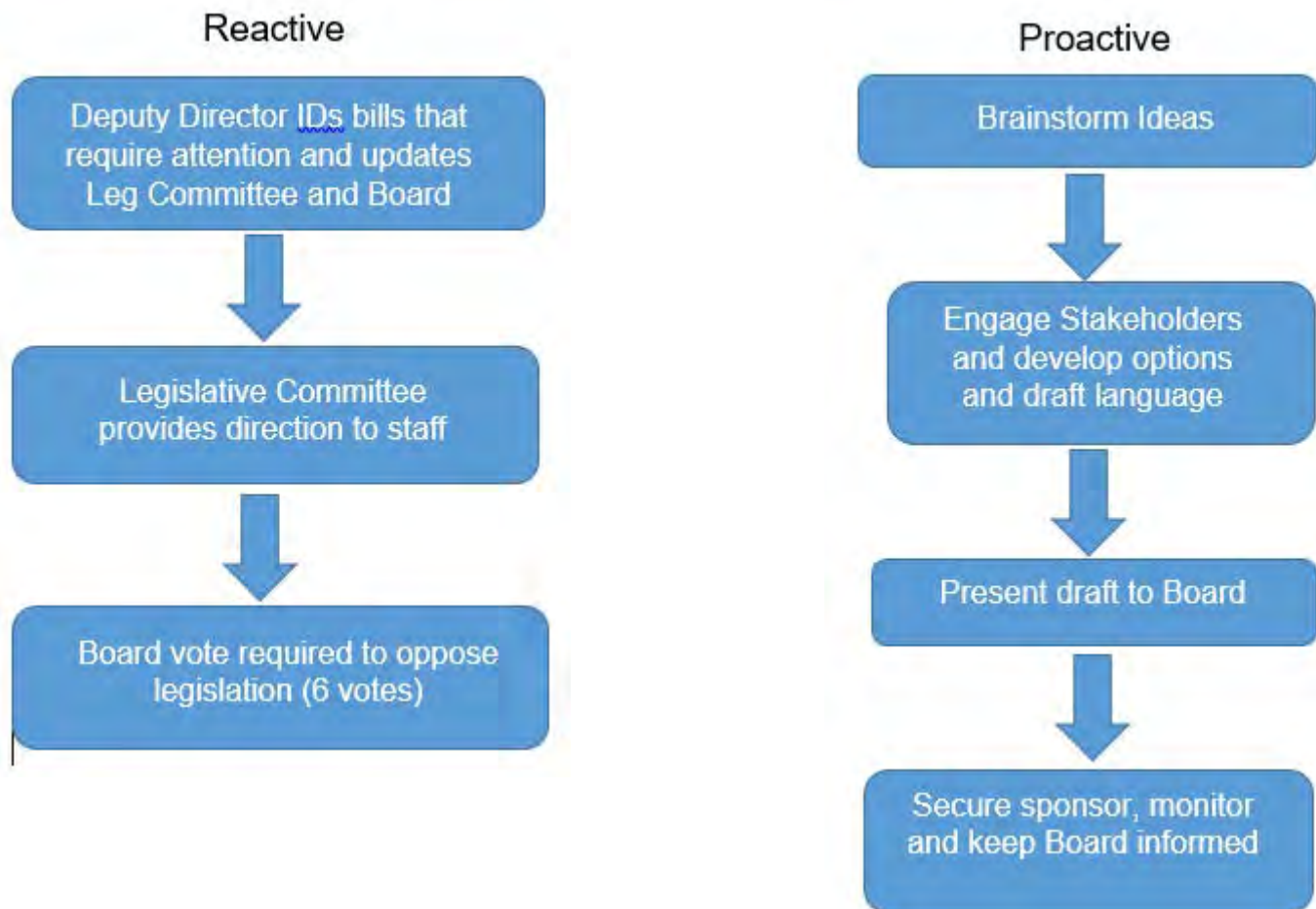
3.

Actions to Take	Who's Role	Needed Support	Deadline
1.			
2.			
3.			

Session #5: Legislative Items

Session #5: 2019 Legislative Items Facilitator: Catcher Baden, Deputy Director

The following processes were agreed upon by the Board at the 2017 Board Retreat. Barring changes, the Board will follow these processes for the upcoming legislative session.



Session #5: Legislative Items

Legislative Committee – Appointment

During the legislative session, staff identifies bills and provides weekly updates to the Legislative Committee, which in turn provides direction to staff (see below for the Board’s Reactive Legislative Process). The Legislative Committee is composed of the President, Vice President and a 3rd Board Member.

Action Item: The Legislative Committee needs a 3rd Board Member to serve for the 2019 Legislative Session.

Potential Legislative Concepts – Direction to Staff

The following is a list of potential legislative concepts to pursue in the 2019 Legislative Session. The list and ensuing discussion falls into the “Brainstorm Ideas” step of the Board’s Proactive Legislative Process (see previous page).

If directed by the Board, staff will proceed to the next step in the process: Engage stakeholders and develop options and draft language. Directing staff to move forward to the next step of the Proactive Process does not necessarily mean the Board endorses these concepts; only that the Board is seeking information and options. The statutes are provided in the reference packet.

1. Assisting Financially Distressed Schools

- a. Summary: The state has limited ability to assist schools that are on track to financial insolvency and, in most cases, may only provide assistance or intervene when specific thresholds have been reached or exceeded
- b. Concept: Investigate ways to provide assistance to schools that are on track to financial insolvency
- c. Statutory References: A.R.S. §§ 15-103 and 15-107

2. School Improvement

- a. Summary: School improvement statutes have not been reevaluated since the implementation of the new A-F System
- b. Concept: Reevaluate school improvement statutes to align to the Board’s strategic plan
- c. Statutory Reference: A.R.S. § 15-241.02

Session #5: Legislative Items

3. Move on When Reading (MOWR) and Menu of Assessments

- a. Summary: The availability of the Menu of Assessments in grades 3-8 in school year 2019-2020 creates challenges for MOWR; specifically the retention requirement.
- b. Concept: Ensure there is clarity in statute, or that statute provides flexibility to the Board, on how to implement the retention requirement in school year 2019-2020 in alignment with the strategic plan
- c. Statutory References: A.R.S. §§ 15-211 and 15-701

4. Statewide Assessment and Menu of Assessments Statutes

- a. Summary: Statewide procurement for the Menu of Assessments as directed in SB 1449 creates discrepancies with existing statutes
- b. Concept: Ensure statutes governing Menu of Assessments and the statewide assessment do not conflict
- c. Statutory References: A.R.S. §§ 15-741 and 15-741.02

5. CTE Pathway Recognition

- a. Summary: There has been interest at the Board, and elsewhere, in codifying a pathway or recognizing students who complete a CTE-focused pathway to graduation
- b. Concept: Codify a pathway or recognition (possibly a diploma seal) for students that complete a CTE-focused pathway to graduation

Session #5: Legislative Items

Other Legislative Items - Information

The following are items that may be brought forward in the upcoming legislative session. Historically, the Board has remained neutral and provided information on these issues.

1. Proposition 301
2. A-F Accountability
3. Educator Certification
4. English Language Learners, Structured English Immersion and the four hour block
5. Teacher and Principal Evaluation Framework

State Board of Education Legislative Breakfast

The State Board of Education will host a Meet and Greet Breakfast with the Legislature on January 29th from 7:30 A.M. to 9:30 A.M. at the Senate. Board Member attendance is highly encouraged and will provide the opportunity for legislators and staff to interface with Board members in a more relaxed setting.

Reflecting on Session #5: Legislative Items

Use this section to write additional questions or key takeaways from the session.

1.

2.

3.

Actions to Take	Who's Role	Needed Support	Deadline
1.			
2.			
3.			

Retreat Evaluation Form

To be completed at the end of the retreat

Please provide feedback to the staff on the 2018 Retreat using this form.

Please tell us your thoughts on the location and organization of the retreat.

Please tell us the areas in which the programming was successful and in which areas the programming could be improved. If you would like to share future programming ideas, please feel free to do so.

How can staff involve you in the drafting of the strategic plan?

Please tell us how you would like to be informed on the strategic planning progress.

Please use this space to share additional thoughts.