



Arizona State Board of Education

NOTICE OF PUBLIC MEETING – ANNUAL RETREAT

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a public meeting - annual retreat, open to the public, on **Saturday, August 5, 2017, at 9:00 a.m. at the Residence Inn, 3599 Lee Circle, Prescott, Arizona 86301**. A copy of the agenda for the meeting-annual retreat is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically.

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

Pursuant to A.R.S. § 38-431.03(A) (3), the Board may vote to convene in executive session for discussion or consultation for legal advice from the Board's attorneys concerning any item on this agenda.

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

DATED AND POSTED this 3rd day of July, 2017.

Arizona State Board of Education

By: _____

A handwritten signature in blue ink, appearing to be "K. Schmidt", written over a horizontal line.

Dr. Karol Schmidt
Executive Director
(602) 542-50

**Saturday, August 5, 2017
9:00 AM
Residence Inn
3599 Lee Circle, Prescott, Arizona 86301**

9:00 a.m. CALL TO ORDER AND ROLL CALL

- A. President's welcome: introductions and discussion of the purpose and goals for the retreat
- B. Discussion and possible action of Board administrative functions:
 - 1. FY 2019 Budget
 - 2. Board employee recruitment process
 - 3. Staff travel policies
 - 4. Board materials timeline and format
 - 5. Process development of 2018 legislative agenda
- C. Presentation and discussion of goals and Board's priorities for strategic planning development. Topics and discussion may include, but are not limited to:
 - 1. Goals for school improvement and goals from Arizona's Progress Meter
 - a. A-F Annual Review / Refinement
 - b. Certification
 - i. Computer Science/Digital Literacy
 - ii. Micro credentialing
 - c. Professional Practices Advisory Committee
 - d. Recruitment and Retention
 - e. CTE and dual pathways
 - f. Research and data-based policy decisions
 - 2. 2018 Legislative agenda
- D. Presentation, discussion and possible action regarding high-level strategic goals and related performance measurements
- E. Discussion about the events of the day and plans moving forward

ADJOURN

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Board's draft FY 19 budget.
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Action/Discussion Item

Information Item

Background and Discussion

A presentation will be made to the Board regarding the Board's FY 2019 draft budget.

Recommendation to the Board

It is recommended that the Board approve the draft FY 2019 budget, with submission of the FY2019 budget request to be presented at the August 28, 2017 Board meeting.

Contact Information:

Dr. Karol Schmidt, Executive Director State Board of Education



Arizona State Board of Education FY2019 Projections

Agency Name:

Arizona State Board of Education

Appropriation: EB10000

Fund: 1000

BFY: 2019

Year-to-date:

July August September October November December January February March April May June Adjustment Total

Appropriation	346,080	112,226	32,111	253,792	166,895	108,642	253,792	304,180	238,426	180,172	299,936	339,239	280,986	222,732	1,153,600
Remaining Beginning Allotment															

Expenditures:	6000	6100	6200	6500	6600	6700	6800	7000	8100	8400	8500	8600	9000	9100	
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Personal Services	31,231	46,846	31,231	31,231	31,231	31,231	31,231	31,231	31,231	46,846	31,231	31,231	31,231	31,231	16,240	422,240
Employee Related	12,492	18,738	12,492	12,492	12,492	12,492	12,492	12,492	12,492	18,738	12,492	12,492	12,492	12,492	6,492	168,892
Professional & Outside Svc:	57,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139	7,139		135,668
Travel In State	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000
Travel Out of State	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000
Food	6700															-
Aid to Organizations	6800															-
Operating	7000	124,992	4,392	4,392	6,892	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392	4,392		180,800
Capital Outlay	8100															-
Capital Equipment	8400	5,000				5,000										10,000
Non Capital Equipment	8500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000		12,000
Debit Services	8600															-
Cost Allocation	9000															-
Transfers Out	9100															-
Subtotal Expenditures	233,854	80,115	58,254	60,754	58,254	58,254	65,754	58,254	80,115	60,754	58,254	58,254	58,254	222,732	200,000	200,000

Cumulative Current Approp. Year Exp.	233,854	313,969	372,223	432,977	491,230	549,484	615,238	673,492	753,607	814,361	872,614	930,868	1,153,600		
Current Approp Balance	112,226	32,111	(26,143)	166,895	108,642	50,388	238,426	180,172	100,057	339,239	280,986	222,732	(0)		

Comments:
 Appropriation is based on FY18 level. Transfer out is 200,000 reduction that will be requested in FY19 budget submittal.

**Board of Education
FY19 Projections for P&O and Operating**

P&O	MO	Annual	QTR
Ex Legal	\$ 5,000.00		
Board Member Travel	\$ 6,000.00		
Court Reporter	\$ 12,000.00		
Shredding	\$ 600.00		
AG		\$ 50,000.00	
PR	\$ 25,000.00		
Hearing Officer	\$ 10,000.00		
AOI Review	\$ 15,000.00		
Other	\$ 12,068.00		
Sub-Total P&O	\$ 85,668.00	\$ 50,000.00	
		Total P&O	\$ 135,668.00

Operating	MO	Annual	QTR
ASET-Data Center	\$ 4,000.00		
Telecommunication Service	\$ 6,500.00		
Building Rent		\$ 83,100.00	
Repair And Maintenance	\$ 7,000.00		
Office Supplies	\$ 10,000.00		
Conference Registration	\$ 4,000.00		
Printing	\$ 9,000.00		
Postage	\$ 3,000.00		
Dues		\$ 35,000.00	
Books- Subscriptions	\$ 7,200.00		
Other	\$ 1,000.00		
Awards	\$ 1,000.00		
CSB			\$ 10,000.00
Sub-Total Operating	\$ 52,700.00	\$ 118,100.00	\$ 10,000.00
		Total Operating	\$ 180,800.00

All figures are annualized.

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding the Board's employee recruitment process.

Action/Discussion Item

Information Item

Background and Discussion

Based on the job description for the Executive Director adopted by the Board on September 15, 2015, the Executive Director:

hires, terminates, evaluates, dismisses, disciplines, supervises and sets compensation for professional, clerical, technical, investigative, and administrative personnel necessary to carry on the work of the Board.

The ADOA's hiring and recruiting flow process is attached, which will be replaced by an updated version.

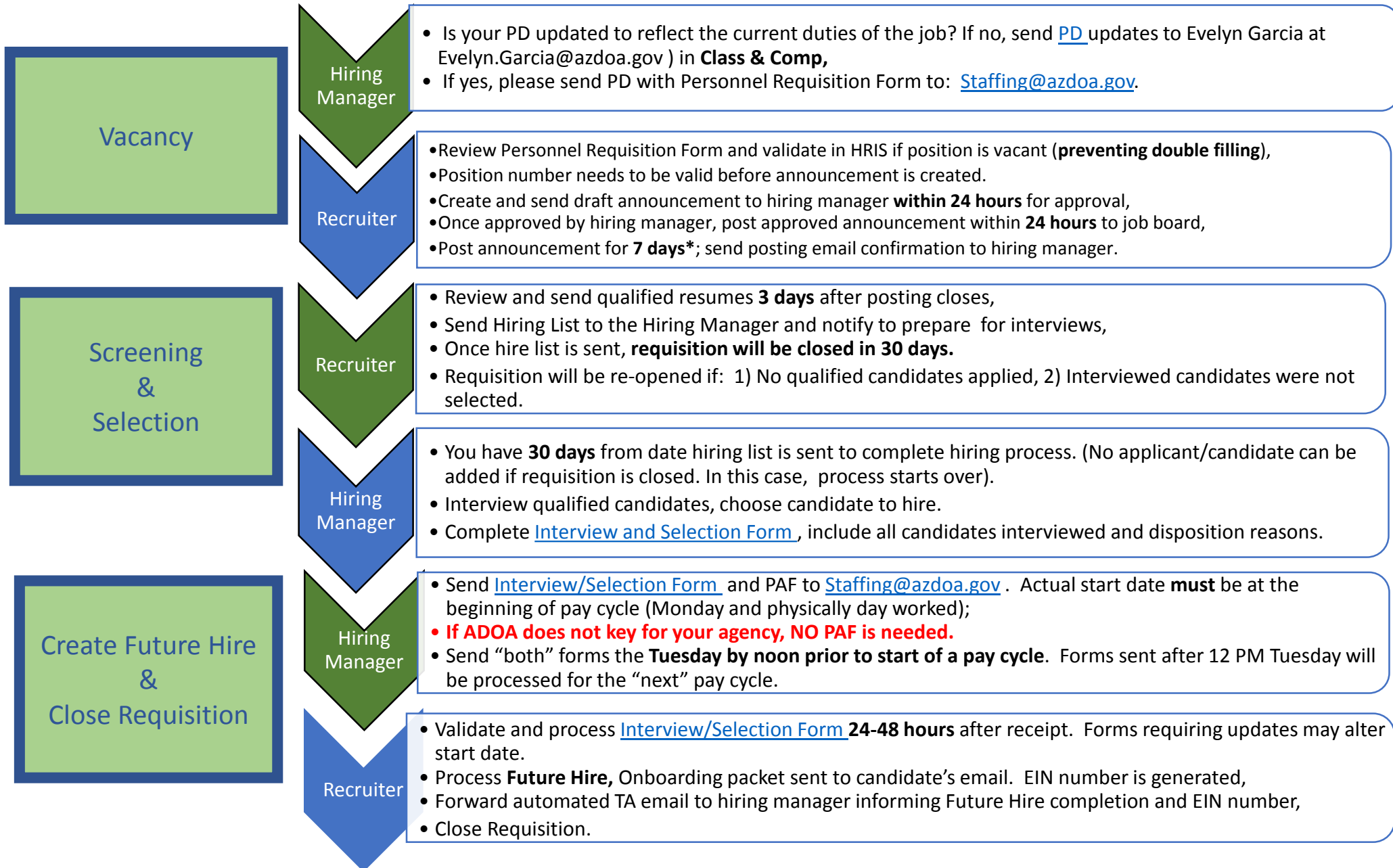
Recommendation to the Board

No action is requested. Information item only.

Contact Information:

Dr. Karol Schmidt, Executive Director State Board of Education

Hiring & Recruiting Flow



*Board staff was advised that temporary staff could be converted as direct hires to FTE status and that job postings could be posted for a minimum of 24 hours

EXECUTIVE SUMMARY

Issue:	Discussion and possible action regarding Board staff out of state travel for FY18
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 Action/Discussion Item Information Item**Background and Discussion**

The Arizona State Board of Education (Board) is a member of the National Association of State Boards of Education (NASBE) and a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Both of these organizations hold conferences throughout the year which are open to Board members and Board staff.

The job description for the Executive Director adopted September 15, 2015 states: "The Executive Director maintains activity in the National Association of State Boards of Education."

In addition, the Board has appointed the Executive Director to serve on the board of directors for WestED. Throughout the year, other organizations invite the Executive Director to different annual education conferences. The costs associated with these additional conferences are paid by the sponsoring organization.

A list of conferences for FY18 is attached.

The state policy for travel is attached.

Recommendation to the State Board

It is recommended that the Board approve the requested out of state travel schedule for FY18 for Board members and staff.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

National Conferences

Summer	Fall	Winter	Spring
NASDTEC Annual Conference	NASDTEC Professional Practices Conference		
	NASBE Annual Conference		NASBE Legislative Conference- Washington, D.C.
WestEd Board of Directors*	WestEd Board of Directors*	WestEd Board of Directors*	WestEd Board of Directors*
ECS Annual Conference*	ExcelinEd Annual Conference*		

*sponsored: meaning all travel is paid for by the hosting organization

NASBE - National Association of State Boards of Education: <http://www.nasbe.org/>

NASDTEC - National Association of State Directors of Teacher Education and Certification: <http://www.nasdtec.net/>

WestEd - <https://www.wested.org/about-us/>

ECS - Education Commission of the States: <https://www.ecs.org/convene-counsel/national-forum-on-education-policy/>

ExcelinEd - <http://www.excelined.org/national-summit/>



State of Arizona Accounting Manual

Topic 50 Travel

Issued 07/25/16

Section 45 Travel Requests and Authorizations

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INTRODUCTION

With few exceptions, agency management may authorize an employee to travel on official State business and to incur necessary costs to accomplish the objectives of such travel.

POLICIES

1. With respect to travel requests and authorizations, an agency head or his designee has the responsibility to:
 - 1.1. Review and approve any travel policies adopted by the agency.
 - 1.1.1. These policies should include who—and under which circumstances and using what criteria—within the agency may determine whether travel in the U.S. within one hundred (100) miles of the Arizona border is to be considered in-state or out-of-state travel.
 - 1.1.2. The determination as to whether travel in the U.S. within one hundred miles (100) miles of the Arizona border should be as uniform as practicable within the agency, but may vary by types of duty, unit, funding source, budgetary constraints, and other pertinent operational considerations.
 - 1.2. Initiate, review, approve and forward, as circumstances require, to the ADOA Director or the State Comptroller, requests for exceptions to State Travel Policy that require the approval of the Director of ADOA or the State Comptroller.
 - 1.3. Authorize in-state and out-of-state travel that conforms without exception to State Travel Policy.
 - 1.4. Sign any Forms GAO-509, GAO-509A and/or GAO-509S that may be required.
 - 1.5. Authorize the use of chartered or rental aircraft.
2. An agency head may delegate, in writing:
 - 2.1. To agency managers and supervisors, universally or on a case-by-case basis, the authority to authorize in-state travel that conforms without exception to State Travel Policy.

State of Arizona Accounting Manual

Topic 50 Travel
Section 45 **Travel Requests and Authorizations**

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- 2.2. To deputy agency heads or division heads the authority to authorize out-of-state travel that conforms without exception to State Travel Policy.
3. Agency managers and supervisors may, if granted authority by their agency heads, authorize in-state travel that conforms without exception to State Travel Policy.
4. The State Comptroller, acting under the authority delegated to him by the ADOA Director, may authorize or approve the following:
 - 4.1. Requests to use a privately owned aircraft to conduct State business.
 - 4.2. Requests for out-of-state, long-term lodging and meal payment or reimbursement rates.
 - 4.3. Requests to incur lodging expenses to attend a conference that exceed the least expensive single occupancy lodging rate listed in the conference brochure.
 - 4.4. Requests to incur or reimburse lodging or meal expenses that exceed the published rates for the area of travel.
 - 4.5. Requests to incur or reimburse in-state long-term subsistence expenses that exceed the published rates for the area of travel.
 - 4.6. Requests to incur or reimburse meal or lodging expenses involving meals consumed or to be consumed or lodging obtained or to be obtained within fifty (50) miles of an employee's duty post or personal residence.
 - 4.7. Travel advances. Travel advances will be approved only when no other reasonable and practical means of financing the trip are available.
5. Written requests to the State Comptroller for travel-related authorizations, determinations or exceptions must contain:
 - 5.1. A complete explanation of the relevant facts supporting and justifying the request.
 - 5.2. In the case of exceptions, a list of alternative considered or actions taken to comply with State Travel Policy and/or reduce the cost to the State.
 - 5.3. The signature of the agency head or his designee indicating approval of the request.
 - 5.4. The name or names of the traveler or travelers affected.
 - 5.5. Travel dates.
 - 5.6. Travel locations.

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- 5.7. Purpose of the travel.
- 5.8. If applicable, fully executed Forms GAO-509, GAO-509S and/or GAO-509A.
6. When practicable, travel-related authorization, determination and exception requests should be made in writing and in advance of the travel to which they relate.
7. Transportation, lodging or conference expenses relating to a given individual for a given trip to be paid from appropriated funds that collectively exceed or are anticipated to equal or exceed one thousand dollars (\$1,000) must be encumbered.



STATE OF ARIZONA OUT- OF- STATE TRAVEL APPROVAL REQUEST

In accordance with A.R.S. §38-626A, approval is requested for the following out-of-state travel:

EMPLOYEE NAME:	TRAVEL STATUS (DATES & TIMES)	
	Begin Date:	End Date:
EIN:	Begin Time:	End Time:
	PURPOSE OF TRAVEL AND LOCATION:	

ESTIMATED COSTS (for Agency Approval only)

REMINDER: Individual costs equal to or greater than \$1,000.00 must be encumbered if from appropriated funds.

Encumbrance REF Doc Number: <input style="width: 100%;" type="text"/>	Additional REF Doc Number: <input style="width: 100%;" type="text"/>
Amount \$ <input style="width: 100%;" type="text"/>	Amount \$ <input style="width: 100%;" type="text"/>

	COBJ	AMOUNT		COBJ	AMOUNT
* Air Fare	6611	<input style="width: 100%;" type="text"/>	Meals with Overnight Stay	6641	<input style="width: 100%;" type="text"/>
* Air Fare Out-of-Country	6612	<input style="width: 100%;" type="text"/>	Meals with Overnight Stay Out-of-Country	6651	<input style="width: 100%;" type="text"/>
Car Rental	6621	<input style="width: 100%;" type="text"/>	Meals without Overnight Stay	6642	<input style="width: 100%;" type="text"/>
Car Rental Out-of-Country	6622	<input style="width: 100%;" type="text"/>	Meals without Overnight Stay Out-of-Country	6652	<input style="width: 100%;" type="text"/>
Lodging	6631	<input style="width: 100%;" type="text"/>	Other Miscellaneous Travel	6699	<input style="width: 100%;" type="text"/>
Lodging Out-of-Country	6632	<input style="width: 100%;" type="text"/>	*Conference, Education, & Training Registration	7455	<input style="width: 100%;" type="text"/>
Other:	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	Other:	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
subtotal costs			subtotal costs		
subtotal costs			<input style="width: 100%;" type="text"/>		
ESTIMATED TOTAL COSTS <input style="width: 100%;" type="text"/>					

* This form is for total trip estimates ONLY and indicated items should not be paid personally by a State of Arizona employee.

AGENCY	<input style="width: 100%;" type="text"/>
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AGENCY HEAD OR DESIGNEE: NAME	SIGNATURE	EIN	DATE
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EXCEPTIONS TO STATE POLICY (SUCH AS LODGING RATES IN EXCESS OF STATE RATES, ETC.) REQUIRE THE APPROVAL OF THE STATE COMPTROLLER. IN SUCH CASES, THIS FORM, WITH AN EXCEPTION MEMO ATTACHED, IS TO BE FORWARDED TO THE STATE COMPTROLLER. THE FORM AND MEMO WILL BE RETURNED TO THE AGENCY WITH THE STATE COMPTROLLER'S DETERMINATION.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding board materials, timeline and format.
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Action/Discussion Item

Information Item

Background and Discussion

Attached is a schedule of 2017 Board meetings and deadlines and a template for executive summaries.

Clarification is requested from the Board regarding late submissions.

Recommendation to the Board

It is recommended that the Board adopt a timeline for submission of Board materials, format of materials and distribution to Board members.

Contact Information:

Catcher Baden, Deputy Director, State Board of Education

**ARIZONA DEPARTMENT OF EDUCATION CONTRACT OFFICE
ARIZONA STATE BOARD OF EDUCATION
AND ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION
MEETING SCHEDULE AND DEADLINES**

2017

STATE BOARD AGENDA REVIEW MATERIALS & CONTRACT ABSTRACTS ARE DUE: CUTOFF MONDAY 5:00PM 1 Electronic copy reviewed and approved by the Associate Superintendent	AGENDA REVIEW MEETING THURSDAY 9:00 AM State Board Conference Room 122 *unless otherwise indicated	STATE BOARD FINALIZED MATERIALS DUE: CUTOFF 5:00PM 1 Electronic and 11* paper copies reviewed and approved by the Associate Superintendent and incorporate any changes or corrections determined at the Agenda Review meeting	STATE BOARD MEETING MATERIALS MAIL OUT TO BOARD MEMBERS	STATE BOARD MEETING MONDAY 9:00 AM State Board Conference Room 122 unless otherwise indicated
January 3*	January 5	January 9	January 12	January 23
February 6	February 9	February 13	February 16	February 27
March 6	March 9	March 13	March 16	March 27
April 3	April 6	April 10	April 13	April 24
May 1	May 4	May 8	May 11	May 22
June 5	June 8	June 12	June 15	June 26
July - None	July - None	July - None	July - None	July - None
August 7	August 10	August 14	August 17	August 28
September 5*	September 7	September 11	September 14	September 25
October 2	October 5	October 10*	October 12	October 23
November - none	November - none	November - none	November - none	November - none
November 13	November 16	November 20	November 22	December 4

**✓ NOTE: ALL MATERIALS ARE DUE ON MONDAYS UNLESS MONDAY IS A
HOLIDAY***

(Item# will be assigned at agenda review)

EXECUTIVE SUMMARY

Please read the following requirements. All highlighted information should be replaced or deleted when submitting.

Issue: Description of the item, consistent with the action requested.

Action/Discussion Item Information Item

(double click on the box you want to check and select "Checked.")

Background and Discussion

Brief history of the issue, and discussion of report or action being requested.

If appropriate, include a description of the federal/state law and/or rule impacted.)

If applicable, list the information that can be found in the Attachments. Insert attachments into this document or use the same header to denote item/page #s.

Review and Recommendation of State Board Committee

(If appropriate, include the name of the Board committee that reviewed this item, the date of the committee meeting, and the committee's recommendation. This section should be deleted if there has not been review by a SBE committee.)

Recommendation to the Board

(Starting with "It is recommended that the Board..." Succinctly and clearly describe the action requested of the Board.

If no action is request, state "This item is presented to the Board for information only, and no action is requested.")

More on page 2...

Contact Information: (footer on Page 1 only)

(Person[s] responsible for presentation w/title)

(Associate Superintendent Name, Title)

(Item# will be assigned at agenda review)

EXECUTIVE SUMMARY

Content of Board Items must be in **ARIAL 12 POINT FONT**.

In order to appear on an upcoming Board agenda, the completed Executive Summary (in WORD format) and all materials/attachments must be received by the Board at inbox@azsbe.az.gov by the month's agenda review deadline.

Materials received after the deadline will be considered at a subsequent meeting.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the process in developing the 2018 legislative agenda.

Action/Discussion Item

Information Item

Background and Discussion

Following discussion at the June 2016, Board retreat, Board staff gathered belief and value statements from Board members in order to guide the Board's positions on proposed and pending 2017 legislation.

At the December 14, 2016 Board meeting, the Board adopted a compilation of the statements (see attached) and directed the Board President, Vice President and Executive Director meet to make decisions on taking a position on legislation during the 2017 session based on the adopted belief statements.

The Board may consider a similar or different process to guide the Board's position on proposed or pending 2018 legislation and in the development of the Board's legislative agenda.

Recommendation to the Board

It is recommended that the Board adopt a process to develop the Board's 2018 legislative agenda and to guide the Board's position on proposed or pending 2018 legislation.

Contact Information:

Catcher Baden, Deputy Director, State Board of Education

Belief statements adopted 12/14/17

Accountability	With respect to the accountability plan, the weighting and how points are awarded should emphasize proficiency and growth of individual students. That way, it is very clear and understandable whether the student has passed the test and how much the student has grown against the standards. This is important for the students to know, the parents to know, the students' teachers to know and for the State to know. (President Ballantyne)
	An accountability system which recognizes student growth and specific grade level outcome markers (such as reading at grade level by 3 rd grade, college algebra by 8 th grade, and attainment of AZ university entrance requirements met by graduation) as a successful model. Transparency of this model and clear communication to all constituencies is critical. (Member Cheng)
	Maintain and support policies that address the achievement gap while ensuring opportunities for all students to excel academically as measured by a valid and reliable accountability system. (Member Mak)
	Accountability to outcomes only (Member Taylor)
Access	Focus on student access to high quality education and all educational institutions participating in state funding being required to publish certain accountability measures. (Member Cheng)
Assessment	Oppose the Board's testing value statement that all AzMERIT testing must be computer based. (Supt. Douglas)
Choice	Choice provides parents with authentic control (and ownership) regarding their child's education. It is a powerful tool. Its success on a statewide basis, however, is highly dependent on two critical factors: <ul style="list-style-type: none"> • All choices must be quality choices. (The real prospect of segregating children according to their parent's ability to choose and act wisely will have dire consequences.) • Quality choices absolutely must be accessible to children in poverty. (Member Baker)
	Ensure that all families have adequate information through a transparent accountability system by which to make an informed choice. (Member Cheng)
	School choice (Member Taylor)
	I believe Arizona must continue to lead the nation in providing a robust and dynamic choice for our parents and their children toward the educational opportunities they seek. (Member Schmidt)

Belief statements adopted 12/14/17

College and Career Readiness	Support the goal of AZ students being prepared and equipped to meet the challenges of a diverse and democratic society through a well-rounded education that prepares them for successful and productive post-secondary education and work (Member Mak)
ESA	The state should identify financial and academic accountability for all Empowerment Scholarship Accounts. (VP Carter)
	The SBE supports financial and academic accountability for all schools receiving state funding whether directly or through ESAs or tuition tax credits. (Member Cheng)
Funding	Support state funding for K -12 education that fosters excellence in college and career readiness outcomes and continuing, significant growth toward excellence. (President Ballantyne)
	The state should not impose mandates on districts, charters or state agencies (SBE) and ADE without providing adequate funding for implementation. (VP Carter; Supt. Douglas)
	The SBE supports a funding model providing state support for every student to meet or exceed the Arizona Academic Standards adopted by the SBE and graduation requirements leading to college and career readiness. (Member Cheng)
	The greatest challenge facing Arizona is successfully educating children in poverty. (Member Baker)
Local Control	The SBE supports adoption of academic standards and an accountability system to measure and inform constituencies of progress or achievement of these standards while maintaining flexibility for schools to be innovative and creative in implementing curriculum, programming and schedules. (Member Cheng)
	I believe that Arizona must ensure that our educational leaders are able to employ creative and cutting edge opportunities to educate our children, free from burdensome overreach and regulation. (Member Schmidt)
	Local control (Member Taylor)
	The state should support local control to the extent possible. (VP Carter)
Literacy	Support statewide commitment to fund and implement impactful early and K-12 literacy efforts. (President Ballantyne)
	Support efforts to ensure reading at grade level as a minimum standard of student achievement. (Member Cheng)
Standards	Support rigorous K-12 academic standards that promote college and career readiness for Arizona's K-12 students. (President Ballantyne)

Belief statements adopted 12/14/17

Teacher Quality	Maintain policies that ensure that all students have access to appropriately certified educators with training and mentoring aligned to research-based and best practices in pedagogy. (Member Mak)
OTHER	Beliefs and needs as outlined in 2017 AZ Kids Can't Wait Plan. (Supt. Douglas)
	SBE should not impose mandates upon ADE without considering budgetary impact and providing adequate funding for implementation as required per Board rule R7-2-201 (E). (Supt. Douglas)

EXECUTIVE SUMMARY

Issue: Presentation and discussion of the school improvement process outlined in statute and rule.

- Action/Discussion Item Information Item

Background and Discussion

A.R.S. § 15-241.02 and policies from the Arizona State Board for Charter Schools (ASBCS) outlines an improvement process for schools that are assigned a letter grade of D or F. Below is a table that summarizes the process:

	District Schools - A.R.S. § 15-241.02	Charter Schools*
D Schools	<p>Notify parents within 30 days. Develop an improvement plan and submit the plan to ADE and the county educational service agency within 90 days.</p> <p>Assigned a solutions team. See below for more information.</p>	<p>Notify parents within 30 days. Develop an improvement plan and submit the plan to ADE within 90 days.</p> <p>Assigned a solutions team. See below for more information.</p>
F Schools	<p>Notify parents within 30 days. Submit updated improvement plan within 60 days.</p> <p>ADE visits the school and evaluates if the improvement plan was properly implemented.</p> <p>Considering ADE's recommendation, SBE may determine to shift administration of the school away from the district.</p>	<p>Notify parents within 30 days. Charter schools must appear before ASBCS.</p> <p>ADE visits the school and evaluates if the improvement plan was properly implemented. Charter sponsors are required to revoke a charter if it determines a charter holder failed to properly implement its improvement plan. ASBCS also has blanket authority to conduct a site visit in order to evaluate academic performance.</p> <p>ASBCS may revoke charter or enter into consent agreement.</p>
D School for 3 Consecutive Years	<p>Automatically assigned an F. ADE visits to review implementation of the improvement plan.</p> <p>Same process for F schools.</p>	<p>Automatically assigned an F. ADE visits to review implementation of the improvement plan.</p> <p>Same process for F schools.</p>

Contact Information:
 Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

*Beyond statutory requirements, ASBCS has a unique school improvement process that utilizes the A-F letter grades in its academic framework.

The improvement plan includes components identified by the Board. Schools that fail to submit an improvement plan are ineligible to receive Classroom Site Fund monies and the superintendent of the district is required to appear before the Board.

ADE and the county educational service agency assign solutions teams to D and F schools based on academic need and available resources. The solutions team evaluates the school's existing improvement plan to assess the need for changes to curricula, professional development and resource allocation. Based on the solutions team's findings, the school district submits an action plan to ADE and the county educational service agency. ADE may accept the plan or return it to the school district for modification.

Additionally, schools assigned a letter grade of D or F for two consecutive years are required to implement a science, technology, engineering and mathematics intervention strategy and a parent involvement strategy.

Recommendation to the Board

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

State Statute (A.R.S. § 15-241.02) Relating to School Improvement

15-241.02. School improvement plans; solutions teams; withholding of state monies

A. If a school is assigned a letter grade of D pursuant to section 15-241, within ninety days after receiving notice of the classification, the school district governing board shall develop an improvement plan for the school, submit a copy of the plan to the superintendent of public instruction and the county educational service agency and supervise the implementation of the plan. The governing board shall include in the plan necessary components as identified by the state board of education. Within thirty days after submitting the improvement plan to the superintendent of public instruction and the county educational service agency, the governing board shall hold a public meeting in each school that has been assigned a letter grade of D and shall present the respective improvement plans that have been developed for each school. The governing board, within thirty days after receiving notice of the classification, shall provide written notification of the classification to each residence within the attendance area of the school. The notice shall explain the improvement plan process and provide information regarding the public meeting required by this subsection.

B. A school that has not submitted an improvement plan pursuant to subsection A of this section is not eligible to receive monies from the classroom site fund established by section 15-977 for every day that a plan has not been received by the superintendent of public instruction within the time specified in subsection A of this section plus an additional ninety days. The state board of education shall require the superintendent of the school district to testify before the board and explain the reasons that an improvement plan for that school has not been submitted.

C. If a charter school is assigned a letter grade of D pursuant to section 15-241, within thirty days the school shall notify the parents of the students attending the school of the classification. The notice shall explain the improvement plan process and provide information regarding the public meeting required by this subsection. Within ninety days after receiving the classification, the charter holder shall present an improvement plan to the charter sponsor at a public meeting and submit a copy of the plan to the sponsor of the charter school. The charter holder shall include in the improvement plan necessary components as identified by the state board of education. The school is not eligible to receive monies from the classroom site fund established by section 15-977 for every day that an improvement plan has not been received by the sponsor of the charter school within the time specified in this subsection plus an additional ninety days. The charter holder shall appear before the sponsoring board and explain why the improvement plan has not been submitted.

D. If a school is assigned a letter grade of D pursuant to section 15-241 for a third consecutive year, the department of education shall visit the school site to confirm the classification data and to review the implementation of the school's improvement

plan. The school shall be assigned a letter grade of F unless an alternate letter grade is assigned after an appeal pursuant to section 15-241, subsection I. A school that is assigned a letter grade of D for fewer than three consecutive years may also be assigned a letter grade of F if the state board of education determines that there is no reasonable likelihood that the school will achieve an average level of performance within the next two years.

E. The superintendent of public instruction and the county educational service agency shall collaborate to assign a solutions team to a school assigned a letter grade of D pursuant to section 15-241 or a school assigned a letter grade of F pursuant to section 15-241 based on academic need and available resources. County educational service agencies may enter into agreements to provide services to schools from other counties. Any other school, subject to available resources, may be assigned a solutions team pursuant to a mutual agreement between the department of education or the county education service agency, or both, and the school. The solutions team shall be composed of master teachers, fiscal analysts and curriculum assessment experts who are certified by the state board of education as Arizona academic standards technicians. The department of education or the county educational service agency may hire or contract with administrators, principals and teachers who have demonstrated experience in improving academic outcomes and may use these personnel as part of the solutions team. The department of education shall work with staff at the school to assist in curricula alignment and shall instruct teachers on how to increase pupil academic progress, considering the school's annual achievement profile. The solutions team shall consider the existing improvement plan to assess the need for changes to curricula, professional development and resource allocation and shall present a statement of its findings to the school administrator and district superintendent. Within forty-five days after the presentation of the solutions team's statement of findings, the school district governing board, in cooperation with each school within the school district that is assigned a letter grade of D and its assigned solutions team representative, shall develop and submit to the department of education and the county educational service agency an action plan that details the manner in which the school district will assist the school as the school incorporates the findings of the solutions team into the improvement plan. The department of education shall review the action plan and shall either accept the action plan or return the action plan to the school district for modification. If the school district does not submit an approved action plan within forty-five days, the state board of education may direct the superintendent of public instruction to withhold up to ten percent of state monies that the school district would otherwise be entitled to receive each month until the plan is submitted to the department of education and the county educational service agency, at which time those monies shall be returned to the school district.

F. The parent or guardian of a pupil may apply to the department of education, in a manner determined by the department of education, for a certificate of supplemental instruction from the failing schools tutoring fund established by section 15-241. Pupils attending a school assigned a letter grade of D or F may select an alternative tutoring program in academic standards from a provider that is certified by the state board of education. To qualify, the provider must state in writing a level of academic improvement for the pupil that includes a timeline for improvement that is agreed to by the parent or guardian of the pupil. The state board of education shall annually review academic performance levels for certified providers and may remove a provider at a public hearing from an approved list of providers if that provider fails to meet its stated level of academic improvement. The state board of education shall determine the application guidelines and the maximum value for each certificate of supplemental instruction. The state board of education shall annually complete a market survey in order to determine the maximum value for each certificate of supplemental instruction. This subsection does not require this state to provide additional monies beyond the monies provided pursuant to section 42-5029, subsection E, paragraph 7.

G. Within sixty days after receiving notification of a school being assigned a letter grade of F pursuant to section 15-241, the school district governing board shall evaluate needed changes to the existing school improvement plan, consider recommendations from the solutions team, submit a copy of the plan to the superintendent of public instruction and the county educational service agency and supervise the implementation of the plan. Within thirty days after submitting the improvement plan to the superintendent of public instruction and the county educational service agency, the governing board shall hold a public meeting in each school that has been assigned a letter grade of F and shall present the respective improvement plans that have been developed for each school. The governing board, within thirty days after receiving notice of the classification, shall provide written notification of the classification to each residence in the attendance area of the school. The notice shall explain the improvement plan process and provide information regarding the public meeting required by this subsection.

H. A school that has not submitted an improvement plan pursuant to subsection G of this section is not eligible to receive monies from the classroom site fund established by section 15-977 for every day that a plan has not been received by the superintendent of public instruction within the time specified in subsection G of this section plus an additional ninety days. The state board of education shall require the superintendent of the school district to testify before the board and explain the reasons that an improvement plan for that school has not been submitted.

I. If a charter school is assigned a letter grade of F pursuant to section 15-241, the department of education shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter school to acceptable performance or revoke the charter school's charter. Within thirty days, the charter school shall notify the parents of the students attending the school of the classification and of any pending public meetings to review the issue.

J. The department of education shall evaluate a school that has been assigned a letter grade of F pursuant to section 15-241 to determine whether the school, charter holder or school district failed to properly implement its school improvement plan, align the curricula with academic standards, provide teacher training, prioritize the budget or implement other proven strategies to improve academic performance. After visiting the school site pursuant to subsection D of this section, the department of education shall submit to the state board of education a recommendation either to proceed pursuant to subsections E, F and G of this section or that the school be subject to a public hearing to determine whether the school failed to properly implement its improvement plan and the reasons for the department's recommendation. If the school is a charter school, the department shall submit a report to the sponsor of the charter school. The sponsor shall make a determination pursuant to subsection N of this section.

K. If the department recommends a public hearing, the state board of education shall meet and may provide by a majority vote at the public hearing for the continued operation of the school as allowed by this subsection. The state board of education shall determine whether governmental, nonprofit and private organizations may submit applications to the state board to fully or partially manage the school. The state board's determination shall include:

1. If and to what extent the local governing board may participate in the operation of the school, including personnel matters.
2. If and to what extent the state board will participate in the operation of the school.
3. Resource allocation pursuant to subsection M of this section.
4. Provisions for the development and submittal of a school improvement plan to be presented in a public meeting at the school.
5. A suggested time frame for the alternative operation of the school.

L. The state board of education shall periodically review the status of a school that is operated by an organization other than the school district governing board to

determine whether the operation of the school should be returned to the school district governing board. Before the state board makes a determination, the state board or its designee shall meet with the school district governing board or its designee to determine the time frame, operational considerations and appropriate continuation of existing improvements that are necessary to ensure a smooth transition of authority from the other organization back to the school district governing board.

M. If an alternative operation plan is provided pursuant to subsection L of this section, the state board of education shall pay for the operation of the school and shall adjust the school district's district additional assistance pursuant to section 15-961, base support level pursuant to section 15-943, monies distributed from the classroom site fund established by section 15-977 and transportation support level pursuant to section 15-945 to accurately reflect any reduction in district services that are no longer provided to that school by the district. The state board may modify the school district's revenue control limit, the district support level and the general budget limit calculated pursuant to section 15-947 by an amount that corresponds to this reduction in services. The state board shall retain the portion of state aid that would otherwise be due the school district for the school and shall distribute that portion of state aid directly to the organization that contracts with the state board to operate the school.

N. If the sponsor of a charter school determines that a charter holder failed to properly implement its improvement plan, the sponsor of the charter school shall revoke the charter school's charter.

O. If there are more than two schools in a district and more than one-half, or in any case more than five, of the schools in the district are assigned a letter grade of F pursuant to section 15-241 for more than two consecutive years, in the next election of governing board members the election ballot shall contain the following statement immediately above the listing of governing board candidates:

Within the last five years, (number of schools) schools in the _____ school district have been assigned a letter grade of D or F.

P. At least twice each year the department of education shall publish in a newspaper of general circulation in each county of this state a list of schools that are assigned a letter grade of F pursuant to section 15-241.

Q. The state board of education shall adopt guidelines to include supplementary training in reading instruction for teachers who provide instruction to pupils in a kindergarten program or grade one, two or three in an improvement plan pursuant to subsection A of this section.

R. In addition to any other corrective procedures prescribed in this section and sections 15-241 and 15-241.01, a school that has been assigned a letter grade of D or F for two consecutive years shall implement a science, technology, engineering and mathematics intervention strategy under the supervision of the state board of education.

S. In addition to any other corrective procedures prescribed in this section, a school district that has been assigned a letter grade of D or F pursuant to section 15-241 for two consecutive years shall implement a parent involvement strategy. The parent involvement strategy shall be included in the school improvement plan for each applicable school within the district, as prescribed in subsection A or G of this section, as applicable.

T. The department of education shall publish criteria for a school's or school district's exit status from a previous assignment of a letter grade of F in accordance with this section. The criteria shall prescribe the actions and results necessary to be deemed to have complied with this section regarding school improvement, including the proper implementation of a school improvement plan pursuant to subsection J of this section. These criteria shall be provided to a school or school district if it is assigned a letter grade of F pursuant to section 15-241.

Excerpts from Arizona's Every Student Succeeds Act (ESSA) State Plan
Regarding School Improvement and Short and Long Term Goals

policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

The A-F Ad Hoc Committee has not yet discussed how to handle K-2 and other unique school configurations. Once information is available, it will be added.

- vi. Identification of Schools (ESEA section 1111(c)(4)(D))
- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.
Lowest-Performing Schools: To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the State Board of Education adopted an A-F Letter Grade Accountability System. Lowest performing schools will be the lowest 5 percent of all Title I schools based on summative A-F total points.
 - b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.
Schools with Low High School Graduation Rates. The State Board of Education adopted A-F Letter Grade Accountability System identifies the ADE cohort graduation rate as the 4-year graduation rate x .09) +5-year graduation rate x .07 + 6-year graduation rate x .03 + 7-year graduation rate x .01. All high schools with a calculated graduation rate of less than 67% will be identified for Comprehensive Support and Improvement.
 - c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.
Subgroup Achievement Based on the State Board of Education adopted A-F Letter Grade Accountability system, subgroup achievement will be monitored annually. Any Targeted Support and Improvement school identified in 2018-2019 that does not exit after 4 years, based on closing the achievement gap between subgroups or raising the achievement level of low achieving subgroups, will be identified as a Comprehensive Support and Improvement School in 2021-2022.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Arizona will identify the lowest-performing five percent of all schools receiving Title I, Part A funds as Comprehensive Support and Improvement Schools in 2017-18. Arizona will identify all high schools in the state that fail to graduate one-third or more of their students in 2018-19. New schools will be identified every three years.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Subgroup achievement is monitored annually. Any Arizona school that has one or more significant achievement gap(s) between subgroups and any low achieving subgroups will be identified as Targeted Support and Improvement. “Consistently underperforming” is defined as a school being identified as having has one or more significant achievement gaps between subgroups and any low achieving subgroups for three consecutive years.

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Any Arizona school, in which any subgroup of students (N20), on its own, would lead to identification as a Comprehensive Support and Improvement School by the State Board of Education adopted A-F Letter Grade Accountability System, will be identified annually as Targeted Support and Improvement beginning in 2018-19.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

N/A

- vii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

A participation rate of less than 95 percent on statewide mathematics and reading/language arts assessments will be a factor in school improvement decisions. Also, schools will be monitored annually with interventions required if student participation stays under 95 percent for multiple years.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

a. Exit Criteria for Comprehensive Support and Improvement Schools.

Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Schools will exit Comprehensive Support and Improvement when they no longer meet identification criteria; their summative scores are no longer in the bottom 5 percent of all Title I schools based on the State Board of Education adopted A-F Letter Grade Accountability System. Schools identified as Comprehensive Support and Improvement Schools because of a low graduation rate will exit when the graduation rate calculation is 67 percent or more. All Comprehensive Support and Improvement Schools will be expected to exit within four years of identification.

b. Exit Criteria for Schools Receiving Additional Targeted Support.

Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools will exit Targeted Support and Improvement when they no longer meet identification criteria closing subgroup gaps and increasing subgroups achievement. Schools will be expected to exit within the four- year window.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Comprehensive Support and Improvement schools that have not, after four years, made sufficient progress to exit comprehensive support and improvement status based on the State Board of Education adopted A-F Accountability System, the rigor of interventions, will receive intensified technical assistance and supports. To ensure implementation of more rigorous, evidence-based interventions that are intentionally focused on the root causes for insufficient progress, an Arizona Department of Education cross-divisional team will conduct an in-depth comprehensive needs assessment of the LEA and school(s) focused on the current state of implementation of their Integrated Action Plan. It will look at leadership capacity and practices, instructional infrastructure, including instructional practices, curriculum and assessment systems, talent management, and organizational climate and culture. This process will include all stakeholders, school staff, families and community to assist in determining needs and gaps in the current implementation of interventions as well as identify fidelity issues, intensity of

interventions and resource allocation inequities. It will identify what is working and what is not, followed by a rigorous root cause analysis process in collaboration with LEAs and schools to identify the next best high-leveraged steps to eliminate causes and improve student outcomes.

An Arizona Department of Education cross-divisional team will assist the LEA to identify new evidence-based interventions and actions. New Integrated Action Plans will be written with direct assistance from Arizona Department of Education cross-divisional support teams, considering a variety of innovative, evidenced-based interventions and selecting interventions highly successful with similar populations and settings. Monitoring and support visits and technical assistance will increase and intensify.

The Arizona Department of Education cross-divisional team will closely monitor progress of the new Integrated Action Plan.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

As part of the site visit and fiscal review protocols, Arizona Department of Education Support and Innovation staff will address allocation of resources to schools in improvement in LEAs serving a significant number of schools identified for comprehensive support and improvement and LEAs serving a significant number of schools implementing targeted support and improvement plans. Evidence of the LEA providing adequate additional resources to schools remaining in improvement status will be required and reviewed. Assistance with consolidated budgeting and planning will be given. Additional support will be provided by cross-divisional support teams.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Technical assistance will include direct support in the development and implementation of school and LEA Integrated Action Plans, with evidence-based interventions addressing student academic achievement and school success including, but not limited to such topics as:

- Evidence-based academic interventions which are bold and based on data
- School culture and climate
- Alternatives to suspension
- Restorative Justice
- Conscious Discipline
- Whole School Reform models

- School wellness indicators
- Gifted education and accelerated learning opportunities, including advanced placement programs
- Multi-Tiered System of Support (MTSS) strategies
- Early childhood developmentally appropriate practices
- Ongoing progress monitoring

Arizona Department of Education Support and Innovation Unit provides support, technical assistance and monitoring:

- Review of Comprehensive Needs Assessment
- Conduct differentiated on-site support visits based on needs
- Assist LEAs with the evidence-based decision making process
- Support use of transparent robust high-quality data
- Support the development of LEA & School Integrated Action Plans and selection of evidenced-based interventions
- Support implementing & monitoring LEA & School Integrated Action Plans
- Monitor strategies and action steps for completion and success
- Support implementation of bold evidence-based LEA and school systems and structures to create powerful change
- Support and guide selection and implementation of innovative, locally selected evidence-based interventions leading to dramatic increases in student achievement
- Review quarterly data submissions and discuss needed midcourse adjustments
- Review LEA resource allocation to comprehensive and targeted support and improvement schools

Other Support Structures:

- Cross-Divisional Support Teams:
Support Teams include members from all relevant program areas, as well as appropriate fiscal staff. Members collaborate with LEA and school team members to:
 - Identify, gather and analyze relevant data
 - Conduct a root-cause analysis and SWOT analysis
 - Develop LEA and /or School Integrated Action Plan
 - Support and monitor implementation
 - Evaluate progress
 - Plan and ensure sustainability of successful strategies and action steps
- Provide ongoing:
 - Technical assistance
 - Professional learning opportunities
 - Coaching support
 - Monitoring for fidelity, progress & performance
 - Review and reflect on monitoring quantitative and qualitative data to inform, in collaboration with the LEA/school.
 - Review and revise LEA and /or School Integrated Action Plan in collaboration with the LEA/school.

- Strategic Partner (vetted external providers) support based on school specific needs matched with Strategic Partners areas of specific expertise
- Scheduled open office hours
- Ongoing desktop support as needed
- Tiered Continuum of Comprehensive Supports to be provided by ADE:
 - Cross-Divisional Support
 - Highest intensity, structured support provided to highest need LEAs with Comprehensive or Targeted Support and Improvement schools, leveraging a cross-program area multidisciplinary team structure.
 - Schools still in improvement after four years.
 - School Support & Innovation: Comprehensive or Targeted Support
 - Support provided primarily through the lens of the School Support and Innovation Unit for schools/LEAs currently in improvement status. Support may also leverage a form of cross-program area multidisciplinary collaborative team structure – though not as comprehensive and structured as Cross-Divisional Support.
 - Coordinated Support
 - Support provided involving two or more program areas, based on school/LEA needs assessment data
 - Program Area Support
 - Support provided by one program area, based on school/LEA needs assessment data
 - Peer-to-Peer Support
 - Support provided through helping to connect schools / LEAs to other schools/LEAs with similar strengths and/or challenges.
 - Self-Empowered Support
 - Resources and tools are provided to schools/LEAs for them to support their own local efforts, independent of ADE.

Additionally, the Arizona Department of Education also will partner with Arizona’s five Regional Centers, the Arizona State Board for Charter Schools and the Arizona Charter Schools Association to provide targeted support based on the identification of the root causes for the targeted areas identified in need of improvement. Specific examples of evidenced-based interventions will be analyzed in collaboration with LEA stakeholders including the families of the students served by the LEA and community members.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA

with a significant number or percentage of schools implementing targeted support and improvement plans

N/A

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.⁴

The Arizona Department of Education will publish and annually update educator effectiveness data at: <http://www.azed.gov/hetl/equitable/>.

The Arizona Department of Education Reporting Notes:

- The Equity Plan defines an "out-of-field" teacher as a teacher that is not "appropriately certified." The Arizona Department of Education has used "not highly qualified" in place of "out-of-field" since the previous equity plans leveraged highly qualified status. ADE is currently vetting rules that will determine Arizona teachers appropriately certified status.
 - The Arizona Department of Education used FY2016 (SY 2015-2016) highly qualified data to determine "out-of-field" percentages. The percentage/ratio of "out-of-field" teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
 - The Arizona Department of Education used FY2016 free/reduced lunch counts to determine poverty quartiles, e.g., low, mid, and high. All students at high poverty schools were assumed to be "low-income". This assumption was made since only aggregate data was immediately available for this report.
 - The Arizona Department of Education used FY2016 October 1 student enrollment counts. Non-minority students are those with ethnicity of "White". Minority students are those with ethnicities of Asian, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and Multi-Race Non-Hispanic.
 - The Arizona Department of Education used FY2015 school aggregated teacher evaluation data. FY2016 data had not been finalized. The percentage/ratio of ineffective teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
 - The Arizona Department of Education used FY2016 teacher years-of-experience to determine inexperienced teacher counts. An inexperienced teacher is a teacher with less than 3 years of teaching experience as reported in the Teacher Input Application (TIA), formerly the Highly Qualified Teacher Input Application. The percentage/ratio of inexperienced teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for

⁴ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

LEAs will provide instruction in the identification of bullying and harassment behavior and strategies to reduce bullying and harassment at least annually to all enrolled students and school staff. LEAs will use positive behavior intervention strategies reported in accordance with Arizona Revised Statutes §15-341(A)(36) to reduce bullying and harassment. Each LEA will document and report to the Arizona Department of Education the number of bullying and harassment incidents each school year to ensure these incidents are reduced.

LEAs will develop strategies that identify patterns of misbehavior resulting in students removed from the classroom for reasons of discipline. The LEA will use positive behavior supports to reduce out of class removals. Safeguards and procedures related to disciplinary practices are outlined in Arizona Revised Statutes §§15-841 and 15-842.

Recognizing that out-of-school suspensions and expulsions occur even in preschool, the Arizona Department of Education will provide support to LEAs, school leaders, and teachers in the form of professional learning and technical assistance opportunities to improve the understanding of appropriate developmental expectations of young children and the components of high-quality birth through age eight learning environments. Additionally, the Arizona Department of Education will identify strategies and resources to support the social and emotional development of children.

LEAs shall not use behavioral interventions that are aversive or compromise the student's health and safety. Physical restraint shall only be used consistent with Arizona Revised Statutes §15-505.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Local Educational Agencies (LEAs) will use a Multi-Tiered System of Support (MTSS) framework that incorporates Universal Design for Learning (UDL) strategies for instruction, as appropriate. Instruction will be provided using within class groups whenever feasible. Students will move between within class groups based on the student's response to instruction and intervention as well as in-class assessment results. Intervention strategies will be aligned directly to student need and time in intervention will vary to meet those needs. Processes to support students as they transition between school years will be determined by LEAs. The Arizona Department of Education will provide professional learning, technical assistance, service and support to LEAs as needed or appropriate to support the implementation of these strategies.

Recognizing that transitions are especially critical for Arizona's youngest learners, the Arizona Department of Education is committed to ensuring smooth and effective transitions for preschool children to kindergarten. This formative age represents a time of key physical, emotional, and social changes that affect all students as they move from one

setting to the next. In Arizona, children spend their first five years in many different settings; it is essential to support kindergartners and their families as they make this significant transition. The Arizona Department of Education will provide professional learning and technical assistance opportunities to support LEAs, school leaders, and teachers with implementation of kindergarten transition strategies that are appropriate to their communities.

Arizona recognizes the need to support schools and LEAs in their efforts to provide a well-rounded education for their students, including academic and other programs and options such as Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options such as advanced placement programs and gifted education programs, arts and music programs, athletics and physical education programs and educational technology options and supports.

LEAs will be encouraged to provide all school personnel professional development on topics that improve student learning outcomes such as: Early Childhood, Multi-Tiered Systems of Support, Universal Design for Learning, evidence-based instruction, the Whole School, Whole Community, Whole Child Model (Centers for Disease Control and Prevention), school improvement, data driven instruction, disability awareness, behavior management, children with special health care needs, school safety, gifted learners or other professional development needs as identified by local Comprehensive Needs Assessments.

Schools also develop an Education and Career Action Plan (ECAP) for all students in grade 9-12 (<http://www.azed.gov/ecap/>).

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

3rd Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	43	49	55	61	67	72	78	84	90
Black or African-American	32	39	47	54	61	68	76	83	90
Hispanic or Latino	31	38	46	53	61	68	75	83	90
American Indian or Alaska Native	21	30	38	47	56	64	73	81	90
Native Hawaiian or Pacific Islander	46	52	57	63	68	74	79	85	90
Multiple Races	52	57	62	66	71	76	81	85	90
White (non-Hispanic)	58	62	66	70	74	78	82	86	90
Asian	67	70	73	76	79	81	84	87	90
ELL (Plus FEP 1-4)	18	27	36	45	54	63	72	81	90
Economically Disadvantaged	30	38	45	53	60	68	75	83	90
SPED	15	24	34	43	53	62	71	81	90

4 th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	48	53	59	64	69	74	80	85	90
Black or African-American	36	43	50	56	63	70	77	83	90
Hispanic or Latino	36	43	50	56	63	70	77	83	90

American Indian or Alaska Native	24	32	41	49	57	65	74	82	90
Native Hawaiian or Pacific Islander	50	55	60	65	70	75	80	85	90
Multiple Races	58	62	66	70	74	78	82	86	90
White (non-Hispanic)	64	67	71	74	77	80	84	87	90
Asian	73	75	77	79	82	84	86	88	90
ELL (Plus FEP 1-4)	31	38	46	53	61	68	75	83	90
Economically Disadvantaged	35	42	49	56	63	69	76	83	90
SPED	16	25	35	44	53	62	72	81	90

5 th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	47	52	58	63	69	74	79	85	90
Black or African-American	35	42	49	56	63	69	76	83	90
Hispanic or Latino	35	42	49	56	63	69	76	83	90
American Indian or Alaska Native	21	30	38	47	56	64	73	81	90
Native Hawaiian or Pacific Islander	51	56	61	66	71	75	80	85	90
Multiple Races	55	59	64	68	73	77	81	86	90
White (non-Hispanic)	62	66	69	73	76	80	83	87	90
Asian	73	75	77	79	82	84	86	88	90
ELL (Plus FEP 1-4)	27	35	43	51	59	66	74	82	90
Economically Disadvantaged	34	41	48	55	62	69	76	83	90
SPED	12	22	32	41	51	61	71	80	90

6 th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	39	45	52	58	65	71	77	84	90
Black or African-American	27	35	43	51	59	66	74	82	90
Hispanic or Latino	26	34	42	50	58	66	74	82	90
American Indian or Alaska Native	15	24	34	43	53	62	71	81	90
Native Hawaiian or Pacific Islander	39	45	52	58	65	71	77	84	90
Multiple Races	49	54	59	64	70	75	80	85	90

White (non-Hispanic)	55	59	64	68	73	77	81	86	90
Asian	68	71	74	76	79	82	85	87	90
ELL (Plus FEP 1-4)	12	22	32	41	51	61	71	80	90
Economically Disadvantaged	25	33	41	49	58	66	74	82	90
SPED	8	18	29	39	49	59	70	80	90

7th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	43	49	55	61	67	72	78	84	90
Black or African-American	33	40	47	54	62	69	76	83	90
Hispanic or Latino	31	38	46	53	61	68	75	83	90
American Indian or Alaska Native	17	26	35	44	54	63	72	81	90
Native Hawaiian or Pacific Islander	33	40	47	54	62	69	76	83	90
Multiple Races	51	56	61	66	71	75	80	85	90
White (non-Hispanic)	58	62	66	70	74	78	82	86	90
Asian	68	71	74	76	79	82	85	87	90
ELL (Plus FEP 1-4)	10	20	30	40	50	60	70	80	90
Economically Disadvantaged	29	37	44	52	60	67	75	82	90
SPED	8	18	29	39	49	59	70	80	90

8th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	35	42	49	56	63	69	76	83	90
Black or African-American	25	33	41	49	58	66	74	82	90
Hispanic or Latino	24	32	41	49	57	65	74	82	90
American Indian or Alaska Native	12	22	32	41	51	61	71	80	90
Native Hawaiian or Pacific Islander	34	41	48	55	62	69	76	83	90
Multiple Races	38	45	51	58	64	71	77	84	90
White (non-Hispanic)	48	53	59	64	69	74	80	85	90
Asian	63	66	70	73	77	80	83	87	90
ELL (Plus FEP 1-4)	6	17	27	38	48	59	69	80	90

Economically Disadvantaged	22	31	39	48	56	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90

9th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	36	43	50	56	63	70	77	83	90
Black or African-American	25	33	41	49	58	66	74	82	90
Hispanic or Latino	25	33	41	49	58	66	74	82	90
American Indian or Alaska Native	15	24	34	43	53	62	71	81	90
Native Hawaiian or Pacific Islander	38	45	51	58	64	71	77	84	90
Multiple Races	44	50	56	61	67	73	79	84	90
White (non-Hispanic)	49	54	59	64	70	75	80	85	90
Asian	62	66	69	73	76	80	83	87	90
ELL (Plus FEP 1-4)	6	17	27	38	48	59	69	80	90
Economically Disadvantaged	23	31	40	48	57	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90

10th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	30	38	45	53	60	68	75	83	90
Black or African-American	21	30	38	47	56	64	73	81	90
Hispanic or Latino	20	29	38	46	55	64	73	81	90
American Indian or Alaska Native	11	21	31	41	51	60	70	80	90
Native Hawaiian or Pacific Islander	32	39	47	54	61	68	76	83	90
Multiple Races	37	44	50	57	64	70	77	83	90
White (non-Hispanic)	42	48	54	60	66	72	78	84	90
Asian	58	62	66	70	74	78	82	86	90
ELL (Plus FEP 1-4)	4	15	26	36	47	58	69	79	90
Economically Disadvantaged	18	27	36	45	54	63	72	81	90
SPED	5	16	26	37	48	58	69	79	90

11th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	31	38	46	53	61	68	75	83	90
Black or African-American	21	30	38	47	56	64	73	81	90
Hispanic or Latino	21	30	38	47	56	64	73	81	90
American Indian or Alaska Native	12	22	32	41	51	61	71	80	90
Native Hawaiian or Pacific Islander	30	38	45	53	60	68	75	83	90
Multiple Races	38	45	51	58	64	71	77	84	90
White (non-Hispanic)	42	48	54	60	66	72	78	84	90
Asian	57	61	65	69	74	78	82	86	90
ELL (Plus FEP 1-4)	6	17	27	38	48	59	69	80	90
Economically Disadvantaged	19	28	37	46	55	63	72	81	90
SPED	4	15	26	36	47	58	69	79	90

3rd Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	47	52	58	63	69	74	79	85	90
Black or African-American	34	41	48	55	62	69	76	83	90
Hispanic or Latino	36	43	50	56	63	70	77	83	90
American Indian or Alaska Native	25	33	41	49	58	66	74	82	90
Native Hawaiian or Pacific Islander	50	55	60	65	70	75	80	85	90
Multiple Races	56	60	65	69	73	77	82	86	90
White (non-Hispanic)	61	65	68	72	76	79	83	86	90
Asian	77	79	80	82	84	85	87	88	90
ELL (Plus FEP 1-4)	27	35	43	51	59	66	74	82	90
Economically Disadvantaged	35	42	49	56	63	69	76	83	90
SPED	20	29	38	46	55	64	73	81	90

4th Grade Math									
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	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	46	52	57	63	68	74	79	85	90
Black or African-American	31	38	46	53	61	68	75	83	90
Hispanic or Latino	34	41	48	55	62	69	76	83	90
American Indian or Alaska Native	26	34	42	50	58	66	74	82	90
Native Hawaiian or Pacific Islander	51	56	61	66	71	75	80	85	90
Multiple Races	53	58	62	67	72	76	81	85	90
White (non-Hispanic)	61	65	68	72	76	79	83	86	90
Asian	77	79	80	82	84	85	87	88	90
ELL (Plus FEP 1-4)	33	40	47	54	62	69	76	83	90
Economically Disadvantaged	33	40	47	54	62	69	76	83	90
SPED	16	25	35	44	53	62	72	81	90

5th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	47	52	58	63	69	74	79	85	90
Black or African-American	33	40	47	54	62	69	76	83	90
Hispanic or Latino	37	44	50	57	64	70	77	83	90
American Indian or Alaska Native	26	34	42	50	58	66	74	82	90
Native Hawaiian or Pacific Islander	53	58	62	67	72	76	81	85	90
Multiple Races	54	59	63	68	72	77	81	86	90
White (non-Hispanic)	61	65	68	72	76	79	83	86	90
Asian	79	80	82	83	85	86	87	89	90
ELL (Plus FEP 1-4)	32	39	47	54	61	68	76	83	90
Economically Disadvantaged	35	42	49	56	63	69	76	83	90
SPED	14	24	33	43	52	62	71	81	90

6th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	41	47	53	59	66	72	78	84	90
Black or African-American	26	34	42	50	58	66	74	82	90

Hispanic or Latino	29	37	44	52	60	67	75	82	90
American Indian or Alaska Native	20	29	38	46	55	64	73	81	90
Native Hawaiian or Pacific Islander	44	50	56	61	67	73	79	84	90
Multiple Races	49	54	59	64	70	75	80	85	90
White (non-Hispanic)	56	60	65	69	73	77	82	86	90
Asian	71	73	76	78	81	83	85	88	90
ELL (Plus FEP 1-4)	17	26	35	44	54	63	72	81	90
Economically Disadvantaged	27	35	43	51	59	66	74	82	90
SPED	9	19	29	39	50	60	70	80	90

7th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	33	40	47	54	62	69	76	83	90
Black or African-American	20	29	38	46	55	64	73	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	14	24	33	43	52	62	71	81	90
Native Hawaiian or Pacific Islander	27	35	43	51	59	66	74	82	90
Multiple Races	37	44	50	57	64	70	77	83	90
White (non-Hispanic)	46	52	57	63	68	74	79	85	90
Asian	60	64	68	71	75	79	83	86	90
ELL (Plus FEP 1-4)	9	19	29	39	50	60	70	80	90
Economically Disadvantaged	21	30	38	47	56	64	73	81	90
SPED	6	17	27	38	48	59	69	80	90

8th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	28	36	44	51	59	67	75	82	90
Black or African-American	18	27	36	45	54	63	72	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	12	22	32	41	51	61	71	80	90

Native Hawaiian or Pacific Islander	34	41	48	55	62	69	76	83	90
Multiple Races	32	39	47	54	61	68	76	83	90
White (non-Hispanic)	38	45	51	58	64	71	77	84	90
Asian	55	59	64	68	73	77	81	86	90
ELL (Plus FEP 1-4)	10	20	30	40	50	60	70	80	90
Economically Disadvantaged	20	29	38	46	55	64	73	81	90
SPED	5	16	26	37	48	58	69	79	90

Algebra 1 (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	78	80	81	83	84	86	87	89	90
Black or African-American	64	67	71	74	77	80	84	87	90
Hispanic or Latino	69	72	74	77	80	82	85	87	90
American Indian or Alaska Native	55	59	64	68	73	77	81	86	90
Native Hawaiian or Pacific Islander	56	60	65	69	73	77	82	86	90
Multiple Races	78	80	81	83	84	86	87	89	90
White (non-Hispanic)	83	84	85	86	87	87	88	89	90
Asian	87	87	88	88	89	89	89	90	90
ELL (Plus FEP 1-4)	68	71	74	76	79	82	85	87	90
Economically Disadvantaged	67	70	73	76	79	81	84	87	90
SPED	58	62	66	70	74	78	82	86	90

Geometry (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	85	86	86	87	88	88	89	89	90
Black or African-American	69	72	74	77	80	82	85	87	90
Hispanic or Latino	77	79	80	82	84	85	87	88	90
American Indian or Alaska Native	79	80	82	83	85	86	87	89	90
Native Hawaiian or Pacific Islander	83	84	85	86	87	87	88	89	90
Multiple Races	89	89	89	89	90	90	90	90	90

White (non-Hispanic)	87	87	88	88	89	89	89	90	90
Asian	88	88	89	89	89	89	90	90	90
ELL (Plus FEP 1-4)	58	62	66	70	74	78	82	86	90
Economically Disadvantaged	77	79	80	82	84	85	87	88	90
SPED	60	64	68	71	75	79	83	86	90

Algebra 2 (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	78	80	81	83	84	86	87	89	90
Black or African-American	*								90
Hispanic or Latino	*								90
American Indian or Alaska Native	*								90
Native Hawaiian or Pacific Islander	*								90
Multiple Races	*								90
White (non-Hispanic)	75	77	79	81	83	84	86	88	90
Asian	97	97	97	97	97	97	97	97	97
ELL (Plus FEP 1-4)	*								90
Economically Disadvantaged	*								90
SPED	*								90
* Denotes sub group population less than 10.									

Algebra 1 (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	29	37	44	52	60	67	75	82	90
Black or African-American	21	30	38	47	56	64	73	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	14	24	33	43	52	62	71	81	90
Native Hawaiian or Pacific Islander	31	38	46	53	61	68	75	83	90
Multiple Races	31	38	46	53	61	68	75	83	90

White (non-Hispanic)	39	45	52	58	65	71	77	84	90
Asian	53	58	62	67	72	76	81	85	90
ELL (Plus FEP 1-4)	8	18	29	39	49	59	70	80	90
Economically Disadvantaged	22	31	39	48	56	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90

Geometry (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	33	40	47	54	62	69	76	83	90
Black or African-American	20	29	38	46	55	64	73	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	18	27	36	45	54	63	72	81	90
Native Hawaiian or Pacific Islander	34	41	48	55	62	69	76	83	90
Multiple Races	37	44	50	57	64	70	77	83	90
White (non-Hispanic)	45	51	56	62	68	73	79	84	90
Asian	58	62	66	70	74	78	82	86	90
ELL (Plus FEP 1-4)	10	20	30	40	50	60	70	80	90
Economically Disadvantaged	23	31	40	48	57	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90

Algebra 2 (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	30	38	45	53	60	68	75	83	90
Black or African-American	19	28	37	46	55	63	72	81	90
Hispanic or Latino	20	29	38	46	55	64	73	81	90
American Indian or Alaska Native	11	21	31	41	51	60	70	80	90
Native Hawaiian or Pacific Islander	28	36	44	51	59	67	75	82	90
Multiple Races	33	40	47	54	62	69	76	83	90
White (non-Hispanic)	41	47	53	59	66	72	78	84	90
Asian	57	61	65	69	74	78	82	86	90
ELL (Plus FEP 1-4)	11	21	31	41	51	60	70	80	90

Economically Disadvantaged	18	27	36	45	54	63	72	81	90
SPED	6	17	27	38	48	59	69	80	90

B. Graduation Rates

Subgroup	2015 Baseline	2018	2021	2024	2027	2030 Long-term Goal
All students	77%	79.6	82.2	84.8	87.4	90%
Economically disadvantaged students	73%	76.4	79.8	83.2	86.6	90%
Children with disabilities	66%	70.8	75.6	80.4	85.2	90%
English learners	25%*	*	*	*	*	90%
American Indian/Alaskan Native	66%	70.8	75.6	80.4	85.2	90%
Asian	87%	87.6	88.2	88.8	89.4	90%
Hispanic/Latino	72%	75.6	79.2	82.8	86.4	90%
Black/African American	74%	77.2	80.4	83.6	86.8	90%
White	84%	85.2	86.4	87.6	88.8	90%
Native Hawaiian/Pacific Islander	70%	74.0	78.0	82.0	86.0	90%
Multiple Races	72%	75.6	79.2	82.8	86.4	90%

*In 2017, Arizona will change its methodology for determining EL subgroup graduation rate. Currently, this graduation rate is determined by the number of 12th grade students who are still classified as EL students who graduate with their cohort. In 2017, this rate will be determined by assessing the number of EL students who were ever classified during high school as EL and graduated with their cohort. Once the EL graduation rate using the new methodology is determined, baseline and MIPs will be realigned.

C. Progress in Achieving English Language Proficiency

Grade Band	Initial Proficiency	Predicted Expected Growth	Annual Gain by Grade Level
K-3	Pre-Emergent/Emergent	Basic, Intermediate, High-Intermediate, or Proficient	K-at least 241 pts 1-at least 295 pts 2-at least 338 pts 3-at least 370 pts
K-3	Basic	Intermediate, High-Intermediate, or Proficient	K-at least 42 pts 1-at least 44 pts 2-at least 45 pts 3-at least 44 pts
K-3	Intermediate	High-Intermediate or Proficient	K-at least 23 pts 1-at least 23 pts

			2-at least 23 pts 3-at least 30 pts
K-3	High-Intermediate	Proficient	K-at least 23 pts 1-at least 23 pts 2-at least 23 pts 3-at least 30 pts
4-6	Pre-Emergent/Emergent	Basic, Intermediate, High Intermediate, or Proficient	4-at least 391 pts 5-at least 401 pts 6-at least 404 pts
4-6	Basic	Intermediate, High-Intermediate, or Proficient	4-at least 43 pts 5-at least 41 pts 6-at least 39 pts
4-6	Intermediate	High-Intermediate or Proficient	4-at least 33 pts 5-at least 41 pts 6-at least 44 pts
4-6	High-Intermediate	Proficient	4-at least 33 pts 5-at least 41 pts 6-at least 44 pts
7-12	Pre-Emergent/Emergent	Basic, Intermediate, High-Intermediate, or Proficient	7-at least 404 pts 8-at least 404 pts High School-at least 426 pts
7-12	Basic	Intermediate, High-Intermediate, or Proficient	7-at least 39 pts 8-at least 39 pts High School-at least 42 pts
7-12	Intermediate	High-Intermediate or Proficient	7-at least 23 pts 8-at least 24 pts High School-at least 22 pts
7-12	High-Intermediate	Proficient	7-at least 23 pts 8-at least 24 pts High School-at least 22 pts

Proposed ELP Long-Term Goal:

Arizona will increase the percent of students making progress towards English language proficiency as determined by the student-level targets from 30% in 2016 by 3% annually over 10 years to reach 60% proficient by 2028.

Arizona Education Progress Meter

ARIZONA EDUCATION PROGRESS METER

CURRENT STATUS: ARIZONA ▾

Post-Secondary
Attainment

42%

of residents have completed a 2- or 4 year degree, or received a non-degree credential. (U.S. Census Bureau's American Community Survey, 2014 1-year PUMS Person File and the Arizona Board of Regents estimate of the Arizona adult population 25-64 years of age with a certificate but no greater education award, 2016)

Post High School
Enrollment

54%

2014-15 Arizona high school graduates attend a postsecondary institution. (Arizona Board of Regents and National Center for Education Statistics)

Opportunity
Youth

15%

of 16-24 year olds are NOT going to school or working. (U.S. Census Bureau, 2014 1-year PUMS Person File.)

High School
Graduation

78%

of Arizona high school students graduate in 4 years. (Arizona Department of Education, 2015)

8th Grade Math

26%

of 8th grade students who took the 8th grade AZ Merit Test scored proficient or highly proficient. (Arizona Department of Education, 2015-16 AzMERIT results)

3rd Grade
Reading

41%

of third graders passed the AzMERIT English language arts test by scoring proficient or highly proficient. (Arizona Department of Education, 2015-16 AzMERIT results)

Preschool
Enrollment

38%

of 3 and 4 year olds are enrolled in preschool. (U.S. Census Bureau, 2015 1-year PUMS Person File. Definition: Preschool includes public, private or homeschool settings)

Teacher Pay

75%

Median Arizona elementary school teacher salary (\$40,590) compared to national median (\$54,120). (Bureau of Labor Statistics, Occupational Employment Statistics, U.S. Census Bureau)

The Arizona Education Progress Meter represents key milestones on the path to improving educational opportunities and outcomes for all Arizonans. Progress made in each area will ultimately create a more prosperous economy, ensure students have the knowledge and credentials necessary for good jobs and improve the civic health of communities.

The indicators include the following data points, with information available at the state and county levels on most measures:

- **Postsecondary Attainment:** % of Arizona residents who have completed a 2-or 4-year degree or received an industry certificate. *(U.S. Census Bureau's American Community Survey, 2014 1-year PUMS Person File and the Arizona Board of Regents estimate of the Arizona adult population 25-64 years of age with a certificate but no greater education award, 2016)*
- **Post High School Enrollment:** % of Arizona high school graduates enrolled in postsecondary education the year after high school. *(Arizona Board of Regents and National Center for Education Statistics)*
- **Opportunity Youth:** % of 16-24 year olds not going to school or working. *(U.S. Census Bureau, 2014 1-year PUMS Person File)*
- **High School Graduation:** % of Arizona high school students graduating in 4 years. *(AZ Department of Education, 2013)*
- **8th Grade Math:** % of Arizona 8th grade students who scored proficient or highly proficient on the 8th grade AzMERIT math assessment. *(Arizona Department of Education, 2015-16 AzMERIT results)*
- **3rd Grade Reading:** % of Arizona 3rd grade students who scored proficient or highly proficient on the AzMERIT English language arts assessment. *(Arizona Department of Education, 2015-16 AzMERIT results)*
- **Preschool Enrollment:** % of Arizona 3 and 4 year olds enrolled in preschool, including public, private and homeschool settings. *(U.S. Census Bureau, 2014 1-year PUMS Person File. Definition: Preschool includes public, private or homeschool settings)*
- **Teacher Pay:** Median Arizona elementary teacher salary (\$40,768) as compared to the national median elementary teacher salary (\$54,890). *(Bureau of Labor Statistics, Occupational Employment Statistics, U.S. Census Bureau)*

Board Performance Measures

◆ **Goal 1** To set fair and reasonable policies and standards that foster excellence in public education

Performance Measures	FY 2015 Actual	FY 2016 Estimate	FY 2016 Actual	FY 2017 Estimate	FY 2018 Estimate
Percent of Arizona high school students who enter 9th grade and graduate within four years	76	79	77.82	NA	NA

Explanation: *Fiscal Year data represents class cohort from 1 year previous (i.e. FY 2016 = Class of 2015).

◆ **Goal 2** To ensure student safety by investigating and taking appropriate action on complaints made against professional educators

Performance Measures	FY 2015 Actual	FY 2016 Estimate	FY 2016 Actual	FY 2017 Estimate	FY 2018 Estimate
Number of investigative cases closed	299	300	614	250	400

Explanation: *In FY 2016 the Investigative Unit was fully staffed with 5 full time investigators and 1 Chief Investigator for 6 months. The last half of the fiscal year the Investigative Unit lost 3 of the Investigators.

**FY 2017 estimates based on the 3 current investigators of the unit and their past performance. FY 2018 estimates are based on a fully staffed unit.

Adjudications by State Board of Education.	42	65	125***	65	80
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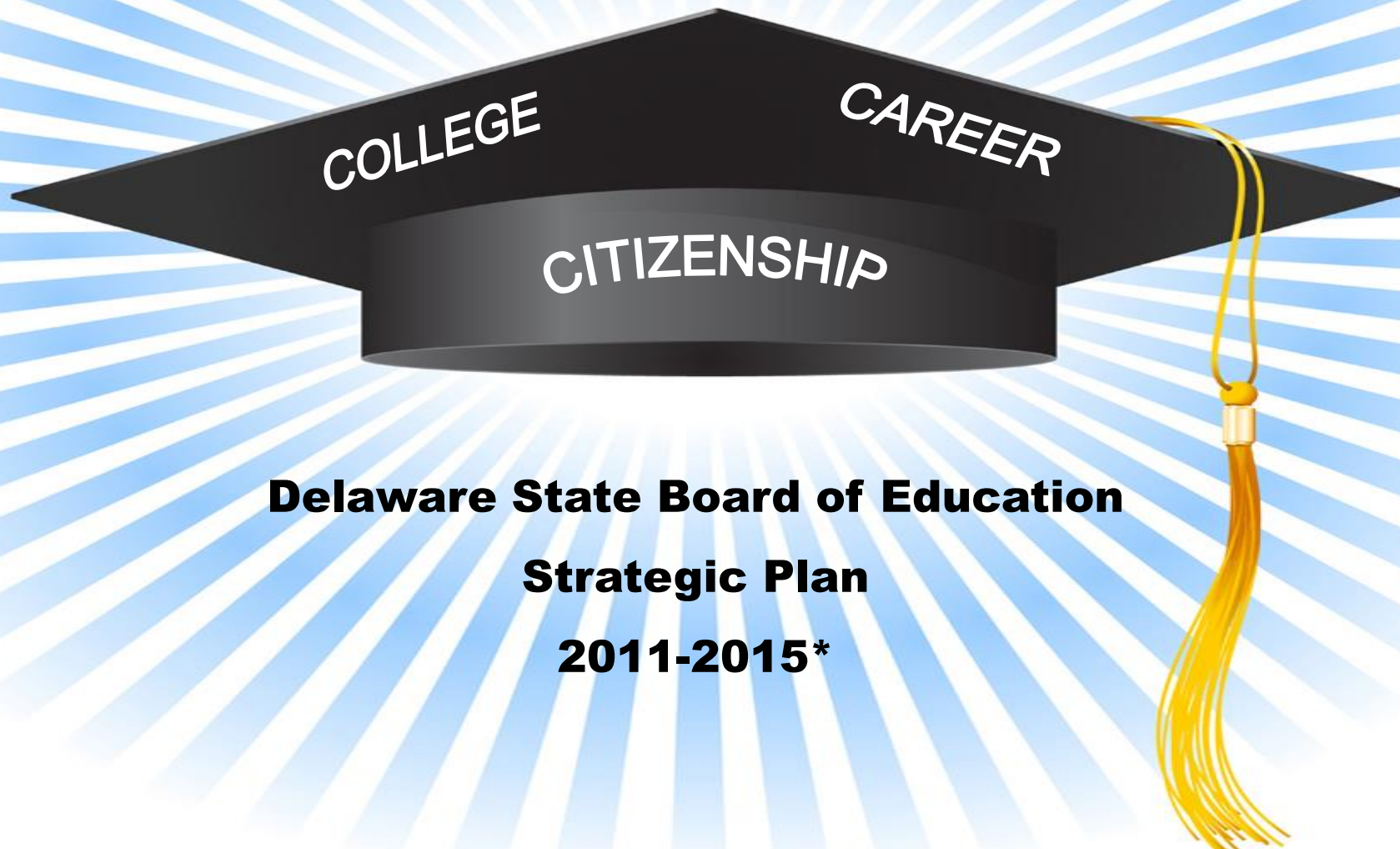
Explanation: ***The significant difference in the estimated case closure and the actual case closure is due to a better accounting of cases and application. All investigations are now assigned case numbers.

Evaluation completion date for all submitted K-3 Literacy Plans (A.R.S. 15-211).*	April****	*****	March 2016	Dec. 2017	Dec. 2017
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Explanation: *Completion date by scheduled board meeting of indicated month

***** Estimate not available at time of FY15-16 reporting

Sample Board of Education Strategic Plans: Tennessee and Delaware



**Delaware State Board of Education
Strategic Plan
2011-2015***

*Note: This plan is in effective until replaced with a new plan or priorities but is designed to be updated annually

**Delaware State Board of
Education**

Strategic Plan

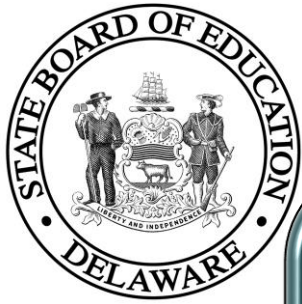
2011 - 2015



***High Expectations
Rigorous Standards***

Overarching Goal

Using high standards and rigorous expectations for students, teachers, and leaders, all Delaware students graduate ready for college, career and Citizenship.



Delaware State Board of Education

VISION:

All Delaware students are prepared to lead full and productive lives in the 21st century global society

Dr. Teri Quinn Gray,
President

Mrs. Nina Lou
Bunting
Vice President

Mr. Gregory B.
Coverdale, Jr.

Mr. G. Patrick
Heffernan

Mr. Jorge L.
Melendez

Mrs. Barbara B.
Rutt

Dr. Terry M.
Whittaker

Mission:

In collaboration with community and stakeholders, the Delaware State Board of Education serves as the primary voice for Delaware citizens on education policy to create a world class education system for every student.

Guiding Principles

- 1) Further our thriving democratic society with opportunities for an excellent and equitable education for all students.**
- 2) Enrich education policymaking with the inclusion of diverse perspectives that represent the breadth and depth of Delaware's citizens.**
- 3) Utilize research-based viewpoints to inform decisions in the best interest of all students.**
- 4) Advocate for the development of the whole child through learning, teaching, and community engagement.**

COLLEGE

CAREER

CITIZENSHIP



Standards and Assessments



High Performing Schools



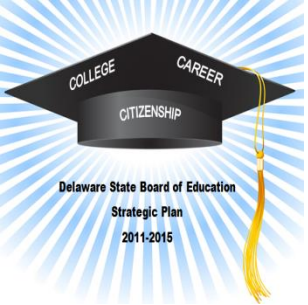
Educators as Catalysts



21st Century Skills

High Standards and Rigorous Expectations for Students, Teachers, and Leaders

**Communication of initiatives and goals
Collaboration between Board, Community Stakeholders, Educators, Parents, and Students**



Standards and Assessments

Preparing *Delaware* Students for College & Career

SBE STRATEGY

RATIONALE

College and Career Ready Standards provide a consistent, clear framework of what students are expected to learn, are informed by best evidence and benchmarked against international standards; and designed to be relevant to real world knowledge and skills.

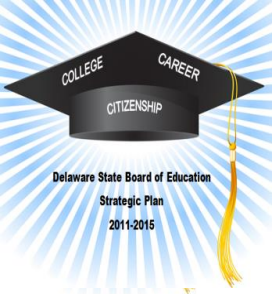
EXPECTED OUTCOMES

- High and consistent standards for core content areas within and across states
- Rigorous common assessments based upon college and career ready standards
- Clear expectations of students for parents, teachers and general public
- Students are well prepared for college, post-secondary training and 21st century careers

- **Monitor implementation of common core state standards across the state**
- **Monitor implementation of Next Generation Science Standards**
- **Advise on and monitor implementation of next generation assessments**
- **Raise awareness of new standards and assessments among families, communities and stakeholders**



Standards and Assessments



Standards and Assessments

Preparing *Delaware* Students for College & Career

SBE STRATEGY

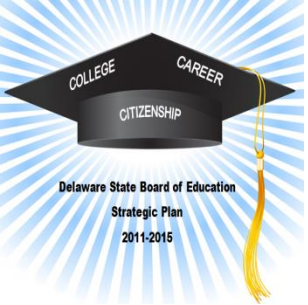
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- **Raise awareness of new standards and assessments among families, communities and stakeholders**

ACTIONS

- ✓ **Sponsor information sessions with community and stakeholders**
- ✓ **Participate as a governing state with Smarter Balanced Assessment Consortia (SBAC)**
 - **Participate in professional development & study workshops**
 - **Advise on transition to SBAC and use of data in accountability**
 - **Empowering Parents and Policy leaders to make informed decisions from sound data regarding CCSS, NGSS, and SBAC**

Highlighted Accomplishments

- ✓ **Stakeholder Engagement workshops - Hosted 15 workshops since 2013, with over 1000 participants**
- ✓ **01/14 SBE releases Literacy Campaign**
- ✓ **Works in collaboration with DOE, PSB, and United Way as well as DuPont to revise policy and raise awareness of issues**
- ✓ **Partners with Office of Early Learning to conduct a policy audit related to early learning and literacy**
- ✓ **DE Approved Performance Levels for Statewide assessments 2015 and 2016**
- ✓ **SBE developed outreach materials to assist with new assessment reports, understanding the assessments, and state standards**
- ✓ **SBE jointly hosted information sessions prior to adoption of NGSS standards with stakeholder groups**
- ✓ **DE adopted NGSS (*Sept. 2013*)**
- ✓ **DE Adopted Common Core State Standards (*Aug 2010*)**



High Performing Schools

Building models for systemic and sustainable reform

RATIONALE

High performing schools reflect a microcosm of an integrated system that works – high student achievement underpinned by great teachers and leaders working collaboratively to deliver rigorous and diverse curriculum, high quality instruction, relevant experiences, strong accountability for student outcomes and overall well being.

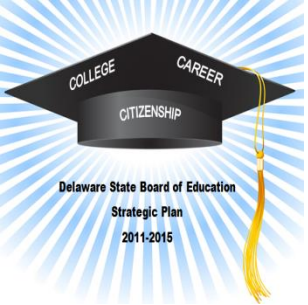
EXPECTED OUTCOMES

- More high performing public schools available to all Delaware students
- Improvements in student learning and proficiency
- Narrowing of achievement gaps
- Increase graduation rate and decrease high school drop outs

SBE STRATEGY

- **Develop and Implement an Accountability system of growth and achievement that is fair and consistent for all public schools**
- **Strengthen authorizing process to result in more high performing charter schools**
- **Highlight the best practices and support their replication across schools/districts**
- **Outreach more with schools, learning environments, and stakeholders**





High Performing Schools

Building models for systemic and sustainable reform

SBE STRATEGY

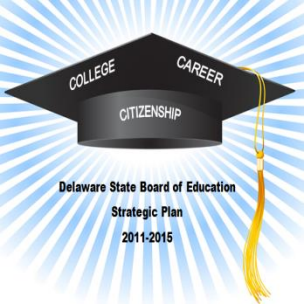
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- **Outreach more with schools, learning environments, and stakeholders**

ACTIONS

- ✓ **Revise and improve current Academic Framework for use with new assessments and with all public schools through Accountability system**
- ✓ **Facilitate regulatory change to utilize revised Performance framework and strengthen the Charter Authorizing process**
- ✓ **Invite dialogue and sharing with schools on SBE Agenda**
- ✓ **Make personal visits and contacts with area schools**
- **Review performance and plans of partnership zone schools and restructuring schools**
- **Support development of Local and Charter Board knowledge and capacity**

Highlighted Accomplishments

- ✓ **Strengthening of Charter authorizer practices and School Choice through legislation and regulation**
 - ✓ **Development of original Charter Performance Framework in 2012**
 - ✓ **Continued involvement with DDOE in revisions and updates to Charter Framework**
- ✓ **Assisted and provided Guidance in creation of new state accountability framework – Delaware School Success Framework – under ESEA Flexibility – moved away from AYP to a multiple measures framework**
- ✓ **Innovation Showcase: Presentations and updates from schools at Board meetings and workshops**
- ✓ **Highlight best practices and collaboration of schools, districts, and community programs to provide supports and programs for schools to help students be best prepared for success**
- ✓ **Advisory Guidance for DDOE in the development of Growth methodology with transition to new assessment system**
 - ✓ **SBE Commissioned two independent research studies on Growth Methodology – presented at SBE Work Sessions - 3/14 and 4/14**
- ✓ **Participated in development of ESEA Waiver Application – 2012 and 2014**
- ✓ **Provided research study to develop Alternate Performance Framework for Charters serving primarily at risk students**



Educators as Catalysts

for strengthening learning, leadership & achievement

RATIONALE

Educators are the most critical factor for student learning & achievement. Teachers and Leaders have the most direct contact with classroom instruction and student learning. Any successful educational reform or attempt to close achievement gaps must be catalyzed and embraced by educators.

EXPECTED OUTCOMES

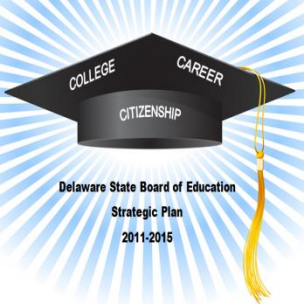
- Attraction and retention of top talent to education careers in DE
- Improved teaching and learning for all, particularly students in high need areas

SBE STRATEGY

- **Celebrate Great Teaching & Leadership**
- **Focus on delivery of student outcomes**
- **Strengthen Teacher and Leader Preparation, Induction, Professional Development, and Evaluation**
- **Promote “the village” factor to enhance educator effectiveness**



Educators as Catalysts



Educators as Catalysts

for strengthening learning, leadership & achievement

SBE STRATEGY

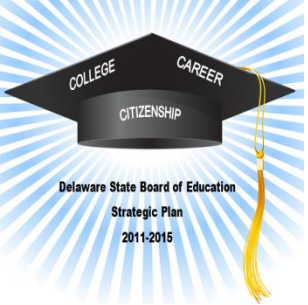
- **Celebrate Great Teaching & Leadership**
- **Focus on delivery of student outcomes**
- **Strengthen Teacher and Leader Preparation, Induction, Professional Development and Evaluation**
- **Promote “the village” factor to enhance educator effectiveness**

ACTIONS

- ✓ **Recognize Outstanding DE Teacher and Administrators**
- ✓ **Support and monitor implementation of policies to strengthen teacher preparation as aligned with SB 51**
- ✓ **Support efforts to measure educator effectiveness which impact and increase student performance and readiness for college and careers**
- ✓ **Supports efforts to reform teacher compensation and School funding models**
- ✓ **Engage local leaders to inform and mobilize the community**

Highlighted Accomplishments

- ✓ **SBE meetings recognize award winning educators from throughout the state**
- ✓ **Monthly Presentations showcase Educators as Catalysts – highlighting programs statewide, in individual schools/districts that are helping educators develop within their profession as well as those improving instructional programs and opportunities for students**
- ✓ **Hosted policy forums for on DPAS II and Educator Evaluation systems – including in person workshops with Charlotte Danielson, overviews of alternate evaluation systems at using in DE, and two research presentations on ed eval systems throughout the country**
- ✓ **Revise teacher licensure and certification to strengthen the quality of educator preparation**
 - ✓ **Literacy Campaign Policy brief on Ed Prep Program Requirements**
 - ✓ **Assisted in development of language related to Literacy and Math in the Educational Programs of teacher preparation programs – Reg 290**
- ✓ **Serve on multiple task forces – DPAS Advisory Council, DPAS Advisory Council Subcommittee, Committee to Advance Educator Careers and Compensation**
- ✓ **Support legislation and regulations that strengthens educator effectiveness**



21st Century Skills

educating whole child and preparing them for citizenship in a global society

SBE STRATEGY

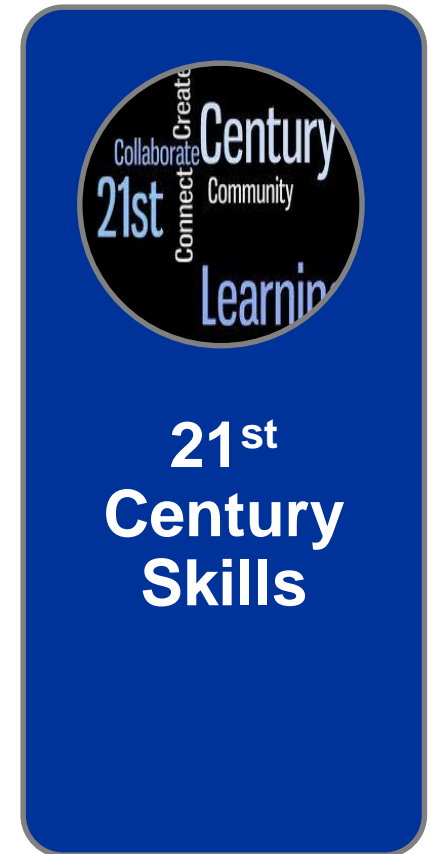
RATIONALE

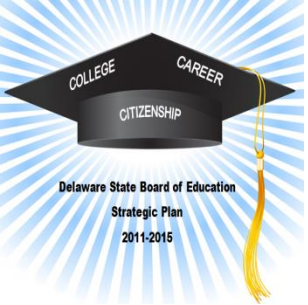
Competitiveness in this 21st century global society requires a breadth of knowledge and skills including digital literacy, analytical reasoning, multicultural competence and effective communications (oral and written – with advantage for the multilingual).

EXPECTED OUTCOMES

- Students are well prepared and for college and careers in global economy
- More Delaware students enroll and complete college/post secondary
- A highly skilled workforce that attracts more high skill jobs with higher salaries for Delaware

- **Increase focus on Early Childhood Education including an emphasis on literacy acquisition**
- **Encourage STEM education & careers**
- **Strengthen programs involving financial literacy, world languages, and arts education**
- **Embrace Deeper Learning strategies and Personalized Learning structures**
- **Foster business and community partnerships to enrich education**





21st Century Skills

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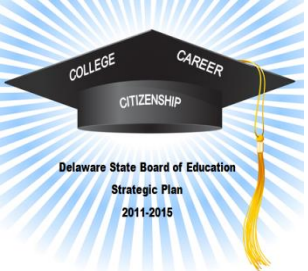
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- **Embrace Deeper Learning strategies and Personalized Learning structures**
- **Foster business and community partnerships to enrich education**

ACTIONS

- ✓ **Promote use of digital technology from classroom to boardroom**
- ✓ **Showcase STEM activities and opportunities in Delaware**
 - **Literacy Campaign Focus areas: Birth to PreK Initiatives and Community Involvement**
 - **Support the adoption of technology literacy standards for students and educators**
 - **Encourage the development of connections with Financial literacy standards, arts standards, and career technical frameworks to CCSS and NGSS**

Highlighted Accomplishments

- ✓ **2013 eBoard National Award of Excellence**
Recognized as a model for paper-free meeting management, goal-tracking, and transparency in governance
- ✓ **As Perkins Eligible Agency the SBE annually reviews, hosts public meetings/hearings and has approved Perkins Career and Technical Education State Plan, policy initiatives, and recommendations since 2013**
- ✓ **Active participation in DE Stem Council**
- ✓ **Adopted and Approved revised Arts, World Language, and Social Studies Standards**
- ✓ **Facilitated Financial Literacy Task Force and supported recommendations of task force**
- ✓ **Served on SREB Task Force studying Computer Science Education**
- ✓ **Presented Early Literacy policy recommendations from Literacy Campaign to General Assembly's Kids' Caucus – May 2014**
- ✓ **Presented Literacy Campaign recommendations during NGA policy audit, Vision Coalition Annual Conferences in 2014 and 2015, and Governor's Early Learning Summit**
- ✓ **Board member involvement with development of Gifted and Talented Education Task Force policy recommendations – 2013 & 2014**
- ✓ **Involvement with Comprehensive School safety improvement efforts at State and National level 2012 - 2014**
- ✓ **Present recommendations for technology literacy and infrastructure policy at local, state, national level**



Communication & Collaboration

key to deliver on SBE Strategic Plan

OBJECTIVE: To communicate and build awareness of education initiatives in the strategic plan, to gather feedback, and share information around these initiatives

Accomplishments

eBoard Meeting Manager and Document Manager Access

National recognition for use of eBoard tools

Social Media Presence via Twitter

Education in the News –published monthly and aligned to SBE meetings

Monthly newsletters to stakeholders outlining the work of the board and overview of the SBE meeting

Website revision - launched of new URL www.destateboarded.k12.de.us – from 5/12 – 5/13 over 1200 hits to audio files and close to 3000 hits on website during same time period.

Minutes revision based upon Data research: Minutes and Audio file posted revised to be more user friendly and aligned to Usage: from 11/13 – 5/14: 1205 hits on our eBoard meeting pages, 482 hits on our audio page, yet only 18 hits on our minutes page.

Increased parent and community outreach – working with state and local agencies to address issues received via email or phone call – many success stories in helping solve long standing issues

Strong presence with state and federal policy leaders – SBE is often sought out for comment or opinion on education items

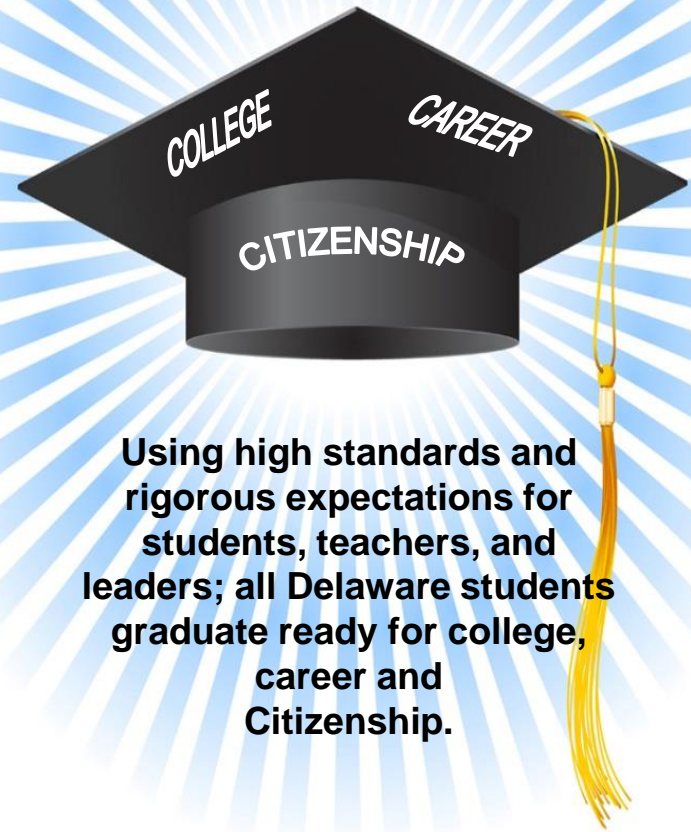
Service on NASBE Board of Directors and National Committees as well as other state and regional stakeholder boards and organizations

TOOLS

- **Website**
- **Email Blasts**
- **Twitter @DEStateBoardEd**
- **Publications / Advertisements**
- **Board Meeting Recordings**
- **Press Releases**
- **Letters & Articles**
- **eBoard (internal and external)**

Delaware State Board of Education
Strategic Plan

High Expectations
Rigorous Standards



Using high standards and rigorous expectations for students, teachers, and leaders; all Delaware students graduate ready for college, career and Citizenship.

INDICATORS of SBE PERFORMANCE

- **Delivery on statutory role and responsibilities**
- **Alignment of SBE Agenda, Sessions and Actions with Strategic Plan**
- **Communications and outreach activities**
- **Visibility and engagement with communities and stakeholders**

COLLEGE

CAREER

CITIZENSHIP



Standards and Assessments



High Performing Schools



Educators as Catalysts



21st Century Skills

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Delaware State Board of Education

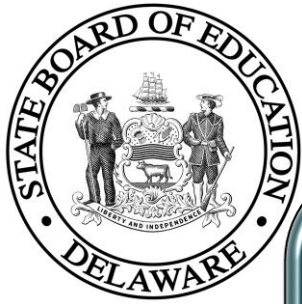
Literacy Campaign

Education
Preparation
Program

Licensure and
Certification

Birth - PreK
Initiatives

Communication
and Community
Involvement



Delaware State Board of Education

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All Delaware Students Graduate Ready for College, Career and Citizenship!





2017 Master Plan



TENNESSEE
STATE BOARD OF EDUCATION

The State Board of Education is the governing and policy making body for Tennessee's PreK-12 public education system. Its work touches all facets of education from accountability and evaluation to standards and teacher education.

The State Board of Education is composed of 11 members representing the diversity of the state - one from each congressional district, plus a student member, and the executive director of the Tennessee Higher Education Commission who serves as a non-voting ex officio member.

Board members are unpaid Governor's appointments, confirmed by the General Assembly, and serve five year terms.

You can find more information at www.tn.gov/sbe

State Board of Education 2016 - 2017

**Mr. B. Fielding Rolston, Chair
First Congressional District**

**Mr. Mike Edwards
Second Congressional District**

**Ms. Allison Chancey
Third Congressional District**

**Mr. Gordon Ferguson
Fourth Congressional District**

**Ms. Elissa Kim
Fifth Congressional District**

**Ms. Lillian Hartgrove
Sixth Congressional District**

**Ms. Wendy Tucker
Seventh Congressional District**

**Mr. Cato Johnson
Eighth Congressional District**

**Dr. William Troutt
Ninth Congressional District**

**Mr. Mike Krause (ex. officio)
Executive Director
Tennessee Higher Education Commission**

**Dr. Sara Heyburn Morrison
Executive Director
Tennessee State Board of Education**

STATE BOARD VISION

Maintain Tennessee's position as the fastest improving state in the nation as well as enter the top half of all states on student outcomes by 2020. This means the State Board of Education must develop and maintain policies that ensure a primary focus on student success.

● **Guiding Principles**

The master plan is founded on a commitment to serve all students and a focus on increased transparency.

Serve All Students: We will work to ensure all students have the support and pathways they need for success.

Transparency: We will commit to straightforward, honest, and timely communication about all of the work of the State Board.

● **Student Achievement Goals**

The State Board's work is guided by three student achievement goals.

- ① Achievement on NAEP
- ② ACT/SAT Composite Score
- ③ PostSecondary Enrollment and Attainment

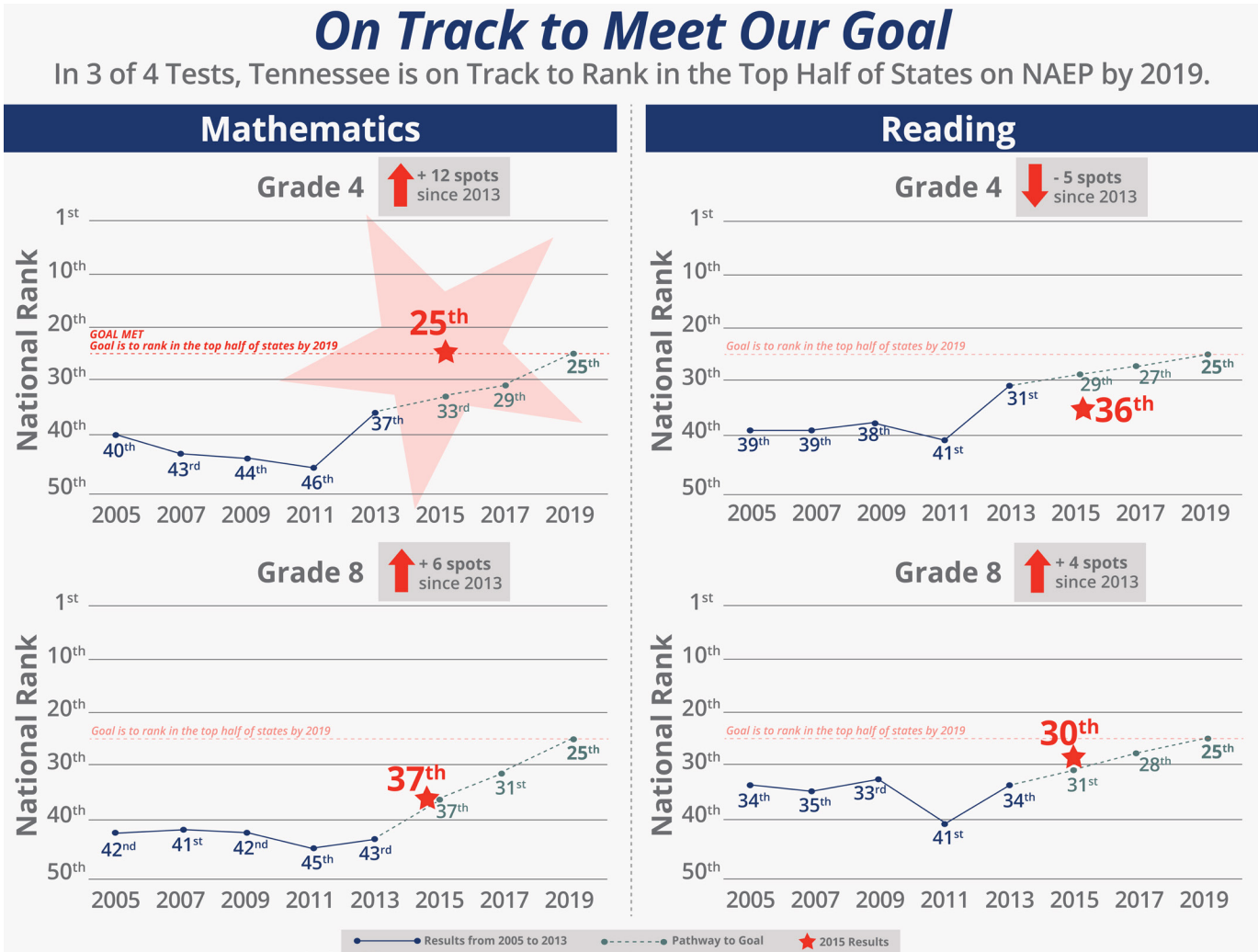
● **Strategic Priority Areas**

Four strategic priorities will guide the Board's work and support three key student achievement goals.

- ① High Quality School Options
- ② Great Teachers and Leaders
- ③ High Standards and Quality Measures
- ④ Public Engagement and Oversight

GOAL ONE

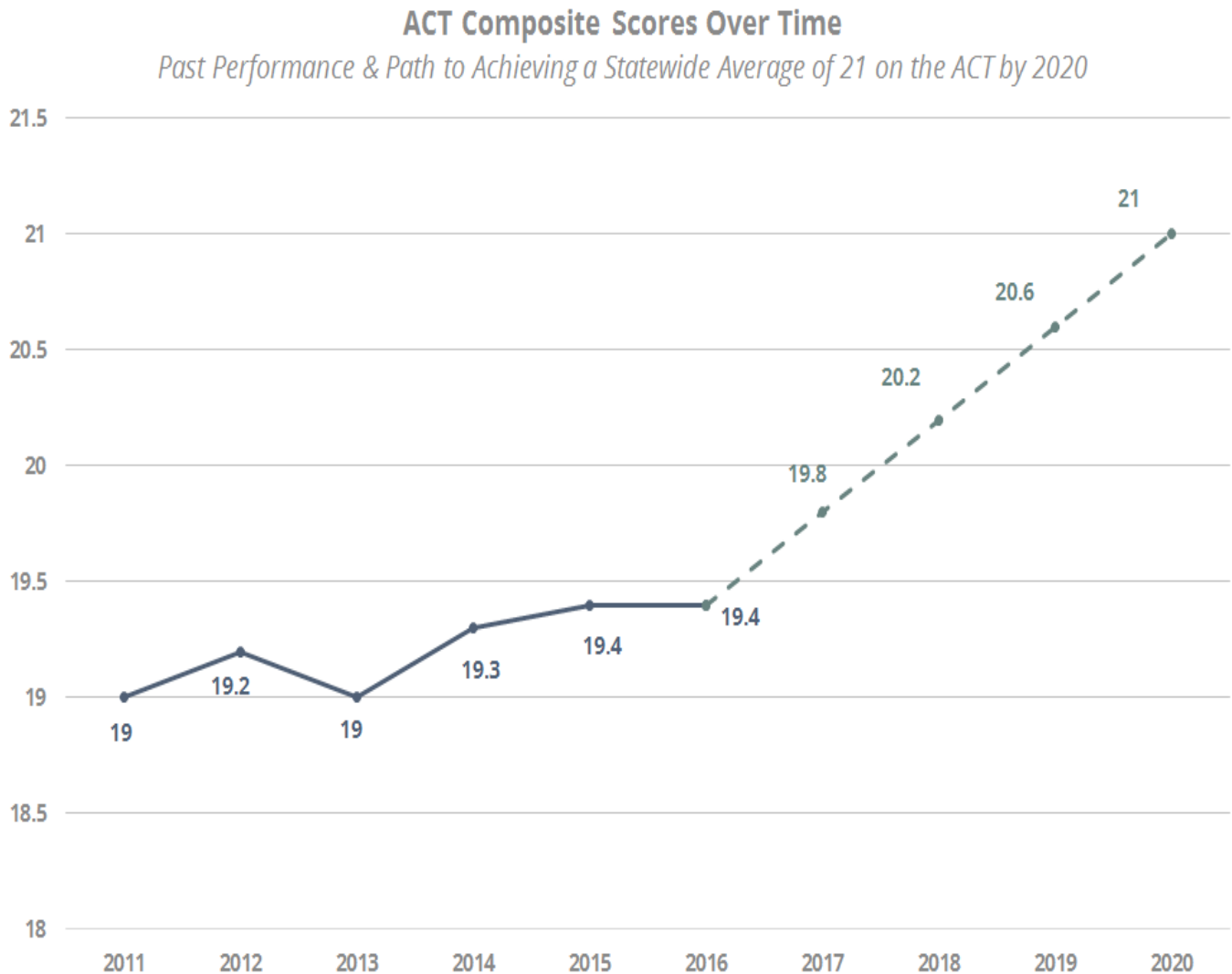
Tennessee will rank in the top half of states on the National Assessment of Educational Progress by 2019.



In 2013, Tennessee earned the greatest improvements ever recorded on the National Assessment of Educational Progress test, also known as the Nation's Report Card. The state's ranking went from the mid-40's (rankings vary by subject) into the mid-30's due to these gains. In keeping with the State Board's vision, an important indicator of success will be an increase in state ranking such that our students' achievement places Tennessee in the top half of all states by 2019.

GOAL TWO

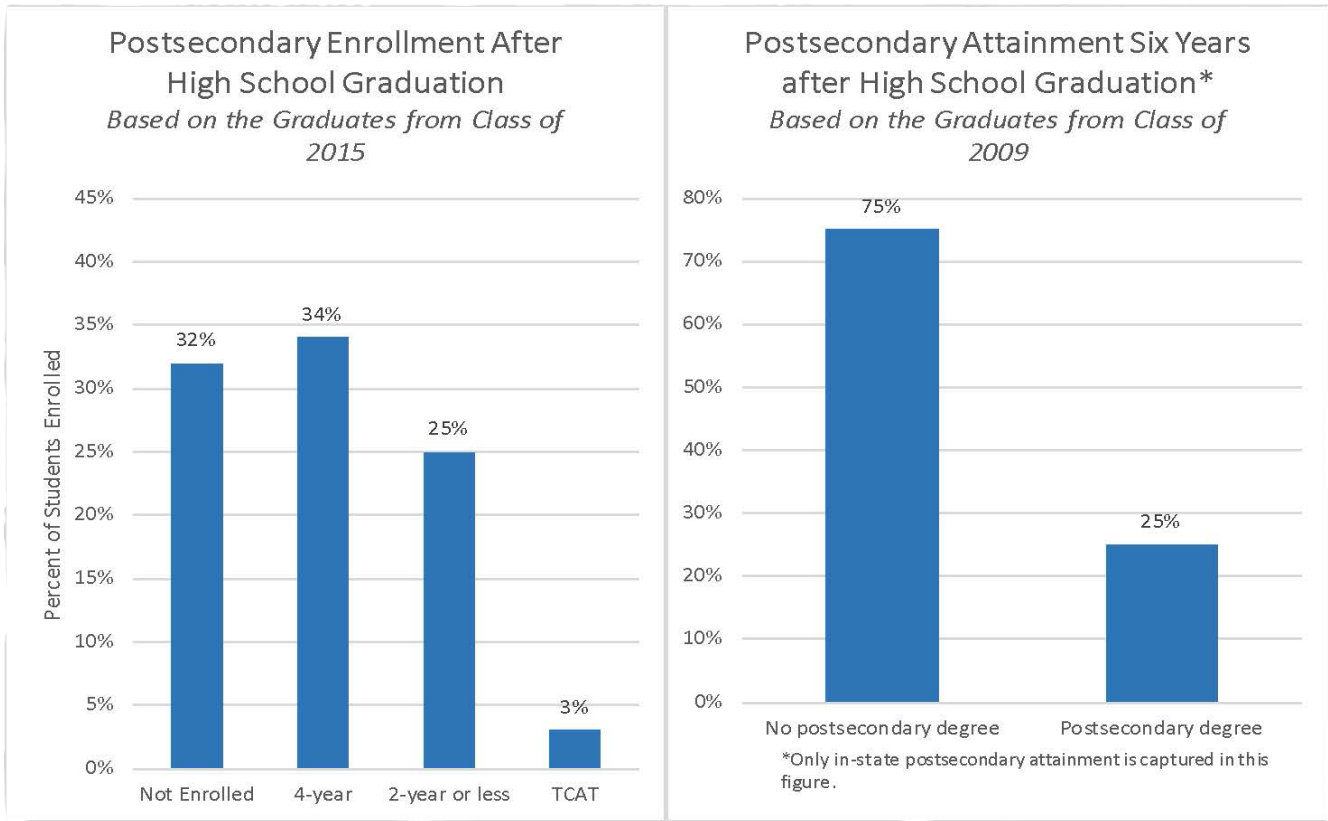
The average ACT composite score in Tennessee will be a 21, or a comparable score of 990 on the SAT, by 2020.



Tennessee utilizes the ACT and SAT tests as a measurement for college and career readiness. It determines a student's eligibility for the HOPE scholarship and requirements for initial postsecondary coursework. The average ACT score for Tennessee students increased from 19.0 to 19.4 between 2007 and 2014. By 2020, we will raise the average score for all students required by law to take either the ACT or SAT to a 21 or 990 respectively.

GOAL THREE

The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



Governor Haslam's Tennessee Promise initiative, which makes community and technical college free to all Tennessee high school graduates, signals the state's commitment to prepare students for a future where most Tennessee jobs will require postsecondary success. While approximately two-thirds of high school graduates enroll in postsecondary, less than one-third complete. For the graduating class of 2020, we aspire for the majority of students to earn a degree or certificate within six years of graduation.

HIGH QUALITY SCHOOL OPTIONS

.....
We will insist that all students have access to high quality schools regardless of zip code, prior achievement, or demographics.

2017 Key Policy Lever

Charter School Authorization

The State Board of Education will develop processes and procedures to fulfill its oversight and monitoring responsibilities as an LEA and a charter school authorizer.

- Sign a performance contract with Green Dot that governs the terms and conditions of the operations of the charter school approved by the State Board in October 2016.
- Develop, approve, and implement policies that are statutorily required for LEAs and maintain autonomy for authorized charter schools.
- Complete pre-opening process with authorized charter schools opening in 2017-18.
- Finalize the development of the oversight functions of authorized charter schools within the State Board and begin monitoring the authorized school opening in 2017.

GREAT TEACHERS AND LEADERS

We will work to ensure all students have access to great teachers led by great leaders.

2017 Key Policy Levers

Educator Preparation Programs

The State Board of Education will continue its prioritization policy and tools that support the development and implementation of highly effective educator preparation programs.

- Collect feedback on redesigned Report Card and use this information to refine and produce a 2017 Report Card.
- Continue implementation of the revised Educator Preparation Policy including the review of the first Annual Reports and comprehensive reviews of programs against the new program standards.
- Research, review, and revise the state's policies regarding school leader preparation.

Teacher Licensure

The State Board of Education will work to uphold high standards for the teaching profession through effective licensure and teacher discipline policies.

- Assess alignment of licensure content assessments by engaging Tennessee educators and teacher-educators, beginning with the secondary math and reading assessments.
- Determine the need for customization or adoption of new licensure content assessment tests and outline the test development timeline and plan.
- Engage LEAs, educators, and other stakeholders to ensure awareness of disciplinary rules and maintain transparency in educator discipline outcomes.

HIGH STANDARDS AND QUALITY MEASURES

We will ensure that Tennessee instructional standards are among the very best in the world, and reviewed regularly, with a focus on continuous improvement.

2017 Key Policy Lever



Standards Review Process

The State Board of Education will continue to facilitate a transparent and rigorous standards review process.

- Engage with Tennesseans to ensure ample opportunity for public feedback on the social studies standards and work with the Standards Recommendation Committee to bring a recommendation for social studies standards to the Board.
- Finalize internal documentation of the standards review process, including a division of responsibilities between the Department and Board and a timeline for future reviews.
- Develop an external report outlining the strengths of the standards review process to serve as a resource for stakeholders.

PUBLIC ENGAGEMENT AND OVERSIGHT

We will commit to good governance, effective oversight, and engagement with the citizens of Tennessee.

2017 Key Policy Levers

Board Member Engagement

The State Board of Education will annually report on its members' outreach activities.

- Schedule a "Day in the District" for Board members on a rotating basis involving school tours and meeting with educational partners and the people of Tennessee.
- Report on the number of external engagements of each member involving local educational authorities, parents, and stakeholders.
- Track the number of media engagements by each member including interviews, op-eds, and significant social media engagements related to their membership on the State Board.

Policy Audit

The State Board of Education will ensure that all policies and rules are updated and reviewed with regularity.

- Modify and create policies as needed to ensure alignment with the state's *Every Student Succeeds Act* (ESSA) plan.
- Complete the comprehensive rule and policy audit that began in 2016.
- Develop a schedule for regular policy and rule review to ensure that all items stay up to date with current law, research, and practice.