



Arizona State Board of Education

AMENDED NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Monday, May 23rd, 2016, at 9:00 AM at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007.** A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

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

Pursuant to A.R.S. § 38-431.03(A)(4), the Arizona State Board of Education may vote to convene in executive session, which will not be open to the public, for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys regarding the Board's position in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation.

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 17TH day of May, 2016.

Arizona State Board of Education

By: _____

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

Dr. Karol Schmidt
Executive Director
(602) 542-5057

Monday, May 23rd, 2016

9:00 AM

Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE,
AND ROLL CALL

1. BUSINESS REPORTS

A. President's Report

1. Welcome Dr. Rita Cheng

B. Superintendent's Report

1. History Teacher of the Year – Sandy Morse
2. Comments on the SBE/ADE Settlement

C. Board Member Reports

D. Executive Director's Report

1. Policy development updates
2. Investigative Unit updates

2. CONSENT AGENDA

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

- A. Approval of participation of the Flagstaff School District in the accounting responsibility program, pursuant to A.R.S. §15-914.01
- B. Approval of status review that Baboquivari Unified School District is in compliance with the Unified System of Financial Records and that previously withheld monies be returned to the district in the current fiscal year.
- C. Approval of a contract between the State Board and approved adult education local providers to award funding for adult education services in FY 2016-2017
- D. Approval to revise calendared December State Board of Education meeting to December 12, 2016

- E. Approval of recommendations for appointments to the Career and Technical Education Task Force
- F. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by:
 - 1. Paul Fahrung
 - 2. Richard H. Hummel
- G. Approval of the voluntary surrender of the educator certificates held by:
 - 1. Sallie Baldwin
 - 2. Sarai Bedoy
 - 3. Julie Catherine Bolt
 - 4. Sandra Brown
 - 5. Henry Levine
 - 6. Julie Eileen Mai
 - 7. Joseph Richards
 - 8. Steven Singh
 - 9. Brian Anthony Webb
- H. Approval of negotiated settlement agreements for:
 - 1. John Baldinelli
 - 2. Melissa Brown
 - 3. Melissa Feldman
 - 4. Nicholas Ferro
- 3. **CALL TO THE PUBLIC:** This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
- 4. **GENERAL SESSION**
 - A. Presentation and discussion regarding dyslexia and K-12 education
 - B. Presentation and discussion regarding considerations for new A-F accountability system
 - C. Presentation and discussion regarding Arizona High School equivalency diplomas and alternative pathways

- D. Presentation, discussion and possible action regarding becoming an endorser of the Progress Meter
- E. Presentation, discussion and possible action regarding revising the Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards
- F. Presentation, discussion and possible action regarding discipline guidelines on certification enforcement actions
- G. Presentation, discussion and possible action regarding education learning and accountability system quarterly reports, student longitudinal data system update, updates on challenges described by WestED/CELT, and approval of the FY 2017 AELAS program plan
- H. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to revoke the certifications of the following individuals:
 - 1. Gregory Faulk
 - 2. Eva Schnitzler
- I. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to suspend the certifications of Jacob Gomez
- J. Discussion and possible action regarding State Board of Education vs. Superintendent of Public Instruction (LC2015-000403-001 DT) and Superintendent v. State Board of Education (CV2016-006171/1 CA-CV15-0597)

Pursuant to A.R.S. § 38-431.03(A)(3) and (4), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning this item or for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys regarding the Board's position in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation concerning this item.

5. **SUMMARY OF CURRENT EVENTS, FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS.** The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

EXECUTIVE SUMMARY

Issue: Consideration to approve the participation of Flagstaff Unified School District in the accounting responsibility program, pursuant to A.R.S. § 15-914.01

Action/Discussion Item

Information Item

Background and Discussion

Per ARS § 15-914.01, school districts with a student count of at least four thousand may apply to the State Board of Education to assume accounting responsibility. Accounting responsibility means authority for a school district to operate with full independence from the county school superintendent with respect to revenues and expenditures, including allocating revenues, monitoring vouchers, authorizing and issuing warrants and maintaining and verifying staff records for certification and payroll purposes.

A school district applying to the State Board of Education to assume accounting responsibility shall develop and file with the Department of Education an accounting responsibility plan Flagstaff Unified School District has done so.

Prior to January 1 of the fiscal year preceding the fiscal year of implementation and before submitting an application to assume accounting responsibility, a school district shall apply for evaluation by the Office of the Auditor General. On completion of the evaluation, the Auditor General may recommend approval or denial of accounting responsibility to the State Board of Education. The Auditor General recommended approval of the school districts' accounting responsibility plans.

School districts that are approved by the State Board of Education to assume accounting responsibility shall contract with an independent certified public accountant for an annual financial and compliance audit. The Auditor General may reevaluate the school district annually based on the audit to determine compliance with the Uniform System of Financial Records (USFR).

To assume accounting responsibility, a school district shall notify the county treasurer and the county school superintendent of its intention before March 1 of the fiscal year preceding the fiscal year of implementation. The Flagstaff Unified School District has done so.

Review and Recommendation of State Board Committee

Approve Flagstaff Unified School District to assume accounting responsibility for the fiscal year beginning July 1, 2016.

Contact Information:

Shari Zara, Deputy Superintendent, Arizona Department of Education



State of Arizona
Department of Education
Office of Diane M. Douglas
Superintendent of Public Instruction

May 2, 2016

Dear Superintendent Douglas:

The Flagstaff Unified School District has requested the State Board of Education approve the district's application to assume accounting responsibility as permitted by ARS 15-914.01. This statute requires review by both the Auditor General of Arizona and the Department of Education, as well as approval by the State Board of Education.

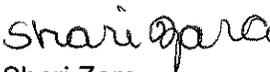
The statute requires that the school district making the application must "develop and file with the department of education an accounting responsibility plan and document in the plan:

1. Administrative and internal accounting controls designed to achieve compliance with the uniform system of financial records and the objectives of this section, including:
 - (a) Procedures for approving, preparing and signing vouchers and warrants.
 - (b) Procedures to ensure verification of administrators' and teachers' certification records with the department of education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services.
 - (c) Procedures to account for all revenues, including allocation of certain revenues to funds.
 - (d) Procedures for reconciling the accounting records monthly to the county treasurer.

2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and a comprehensive analysis of the budgetary implications of accounting responsibility for the school district and the county treasurer."

The Department of Education reviewed Flagstaff Unified School District Plan of Accounting Responsibility and also contacted the Coconino County Superintendent's office to seek their input. The Flagstaff Unified School District Plan of Accounting Responsibility does seem to be in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR) and the Coconino County Superintendent's office acknowledged they do not have any concerns with the current staff of Flagstaff Unified School District to assume accounting responsibility as permitted by ARS 15-914.01.

Sincerely,


Shari Zara
Deputy Superintendent



DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

March 4, 2016

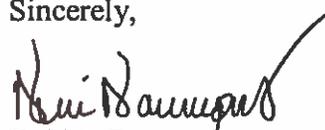
Greg Miller, President
Arizona State Board of Education
1700 West Washington Street
Phoenix, AZ 85007

Dear Mr. Miller:

Flagstaff Unified School District No. 1 has applied to participate in the accounting responsibility program. Consequently, we evaluated the District following the procedures in Arizona Revised Statutes §15-914.01. We noted no significant accounting or financial reporting deficiencies that would impair the District's ability to participate in the program. Therefore, we recommend that the District be approved to participate in the accounting responsibility program beginning in fiscal year 2016-17.

If you have questions concerning this matter, please contact Laura Miller, Accounting Services Director, or me at (602) 553-0333.

Sincerely,


Debbie Davenport
Auditor General

cc: The Honorable Diane Douglas, Superintendent of Public Instruction
Ms. Shari Zara, Deputy Superintendent of Operations
Arizona Department of Education
Dr. Karol Schmidt, Executive Director
Arizona State Board of Education
Ms. Barbara Hickman, Superintendent of Schools
Mr. Scott Walmer, Director of Finance
Flagstaff Unified School District No. 1



3285 East Sparrow Avenue

Flagstaff, AZ 86004

928-527-6044

Plan of Accounting Responsibility

Submitted to the State Board of Education

April 22, 2016

Flagstaff Unified School District
Plan of Accounting Responsibility
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Plan of Accounting Responsibility

Administrative Summary

Flagstaff Unified School District's financial records have been audited by independent certified public accounting firms and the District is currently in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR). These audits include a review of the District's internal controls that were implemented to help ensure that all District resources are safeguarded. The District has consistently received unqualified auditor opinions for each of the years audited. An unqualified auditor's opinion is the best outcome that a school District can receive as a result of an independent financial audit performed in accordance with Generally Accepted Government Auditing Standards. In conjunction with the audit reports, the District also applied for and received awards for excellence in financial reporting from the Association of School Business Officials International and the Government Finance Officers Association each year.

The policies and procedures that are implemented in Flagstaff Unified School District have been derived over the years with assistance from the information that can be found in the Uniform System of Financial Records (USFR). The USFR was developed by the Office of the Auditor General and the Arizona Department of Education pursuant to Arizona Revised Statutes (A.R.S) 15-271. The USFR prescribes the minimum internal control policies and procedures to be used by Arizona School Districts for accounting, financial reporting, budgeting, attendance reporting, and various other compliance requirements. These policies and procedures are in conformity with generally accepted practices and federal and state laws. In addition to the USFR, the Arizona Administrative Code generated by the Secretary of State prescribes additional policies and procedures that the District must follow for various other activities, such as procurement of goods and services.

The District has used the USFR and the Arizona Administrative Code to develop the procedures that are currently in place. The following plan describes the internal controls that are currently in place, or that will be used to ensure compliance and success for Flagstaff Unified School District and the Accounting Responsibility Program.

The following sections of the accounting responsibility plan detail the accounting and administrative controls designed to achieve compliance with the USFR as required by A.R.S. 15-914.01 as noted below.

15-914.01. Accounting Responsibility: definition

- A. School districts may apply to the state board of education to assume accounting responsibility.
- B. A school district applying to the state board of education to assume accounting responsibility shall develop and file with the department of education an accounting responsibility plan and document in the plan:
 - 1. Administrative and internal accounting controls designed to achieve compliance with the uniform system of financial records and the objectives of this section including:
 - a) Procedures for approving, preparing and signing, vouchers and warrants.
 - b) Procedures to ensure verification of administrators' and teachers' certification records with the department of education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services.
 - c) Procedures to account for all revenues, including allocation of certain revenues to funds.
 - d) Procedures for reconciling the accounting records monthly to the county treasurer.
 - 2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and comprehensive analysis of the budgetary implications of accounting responsibility for the school district and county treasurer.

Vouchers and Warrants

The Governing Board has implemented the following policies to comply with statutory requirements and maintain adequate internal controls over budgets and expenditures.

Non-Payroll Expenditures

Policies

1. The governing board has established written accounts payable policies and procedures which are included in the District's Governing Board Policy Manual and are available to District employees.
2. All District expenditures are approved by the governing board (A.R.S. 15-321.G).
3. The governing board does not authorize expenditures from levy funds (Maintenance and Operation, Additional Assistance, and Adjacent Ways Funds) or federal and state grant funds in excess of the adopted budgets.
4. The governing board does not authorize expenditures from cash-controlled funds unless sufficient cash is available in the funds. Cash-controlled funds are all funds other than levy funds. (A.R.S. 15-304)
5. Segregation of duties in accounts payable processing is maintained. The same employee is not assigned responsibility for voucher preparation and warrant distribution. Supervisor approves voucher.
6. School District warrants not presented for payment one year after issuance have no further force of effect. Therefore, the District appropriately adjusts the records of the fund upon which such a warrant was drawn (A.R.S. 15-999).
7. The School District Procurement Rules of the Arizona Administrative Code adopted by the State Board of Education in accordance with A.R.S. 15-213 are followed by the District.
8. Purchase orders are prepared for all District expenditures except for exempted items such as salaries and related costs.
9. Blanket purchase orders are used for purchases of a recurring nature. Blanket purchase orders indicate a definite time period covered and a specified expenditure limit.
10. Receiving reports are prepared for all goods and services received. The date of receipt, quantity received and signature of the recipient is noted on the receiving report.
11. Vendor invoices are recorded by invoice number and original invoices are cancelled when paid in order to prevent duplicate payment.
12. Warrants are never made payable to cash or "bearer" and are completed prior to signature.
13. Credits received from vendors are processed as a reduction on a subsequent invoice for those vendors with which the District routinely transacts business or a refund check will be requested from those vendors from which the District does not routinely order.

Calendar Year End

A Form 1099 is prepared by the District for the District's vendors, and distributed to them by January 31. Appropriate year-end reports are generated and used to balance to 1099's and reports required to be filed with the Federal and State Government.

Fiscal Year End

The District has established policies and procedures to ensure that non-payroll expenditures are recorded in the correct fiscal year.

Non-Payroll Expenditures Procedures

The following table indicates the procedures that are performed and the personnel required to complete the process of procuring goods and services for the District. Duties are adequately segregated among employees so that no individual performs all processes of the cycle. Additionally, District management independent of the expenditure function reviews expenditure transactions to ensure that expenditures are made in compliance with the District's established policies and procedures.

Performed by		Procedure
School site or department	1.	Prepares an online requisition, which is electronically signed and dated by the principal/department supervisor authorized to approve the purchase. Information on the requisition includes per unit costs, quantities and the account code(s) to be charged. Requisitions are electronically forwarded to district level approvers based upon account code.
Purchasing Account Clerk	2.	Receives requisition, verifies all information for propriety. If the total dollar amount requisitioned results in the need to competitively bid in accordance with Governing Board policy or the Arizona Administrative Code, the requisition is forwarded to the Director of Purchasing for execution of appropriate procurement methods.
Director of Technology	3.	Receives requisitions for technology hardware and software to review for compatibility and to approve.
Director of Accounting	4.	Receives requisitions using auxiliary, tax credit, or student activities funds to review for budget capacity, coding, and appropriateness, and approval.
Director of Purchasing	5.	Reviews the purchase requisitions for appropriateness, budget capacity, and coding. Posts to Purchase Order System.
Director of Purchasing	6.	Electronically posts copies of purchase orders to vendor address of record, Accounts Payable, and Initiator.
Warehouse Account Clerk	7.	<ul style="list-style-type: none"> A. Receives Capital Assets and Purchasing Department supplies and services. B. Examines goods and services for completeness and condition. C. Refuses damaged and incorrect shipments. D. Completes and files receiving reports including packing slips and bills of lading. E. Delivers goods to requisitioner. F. Posts assets to Fixed Asset System.
School site and Departments	8.	<ul style="list-style-type: none"> A. Receives supplies and services. B. Examines goods and services for completeness and condition. C. Refuses damaged and incorrect shipments. D. Completes and forwards receiving reports including packing slips and bills of lading to Accounts Payable Clerks.
Accounts Payable Clerk	9.	Receives vendor's invoice, records date of receipt on invoice and forwards on to school site or department for payment approval.

School site and Departments	10	Stamps invoice with approval stamp and fills out date received, PO number, full or partial pay, order condition and signs. The invoice is then sent back to the Business Office.
Accounts Payable Clerk	11.	<ul style="list-style-type: none"> A. Matches invoice with filed purchase order. B. Reviews vendor's invoice for mathematical accuracy, indicating evidence of such review on the invoice. C. Compares terms, quantities, and prices on the purchase order, vendor's invoice, and receiving report. Differences or open credit memos are resolved before payment is made. If a partial shipment was received, the vendor is paid only for the goods received. D. Attaches the invoice to copy of the purchase order, requisition, receiving report, and shipping documents. E. Enters, posts confirms document information by tape, posts to Automated Accounting System. F. Prepares an expenditure voucher which consists of a voucher cover sheet and voucher supplementary reports (in duplicate). Classifies expenditures by fund programs, function, object, and unit codes prescribed by the Chart of Accounts. G. Totals voucher supplement expenditures by fund and compares these totals to the voucher cover sheet fund totals to ensure that fund totals agree. H. Forwards all voucher documentation to Director of Accounting.
Director of Accounting	12.	<ul style="list-style-type: none"> A. Reviews invoices and compares amounts and account codes to the voucher detail report. B. Verifies cash controlled accounts have sufficient balance and budget accounts have not exceeded budget. C. Verifies that the voucher cover sheet is supported by and agrees to the voucher supplement. D. Approves voucher in Automated Accounting System.
<i>Warrant Control and Printing</i>		
Accounts Payable Clerk	13.	<ul style="list-style-type: none"> A. Compiles Report of Payment from posted vouchers indicating number of warrants to be issued and total dollar value of vouchers. B. Delivers Report of Payment to Custodian of Warrants.
Custodian of Warrants	14.	<ul style="list-style-type: none"> A. Confirms number of warrants required. B. Delivers appropriate warrants to Account Specialist.
Account Specialist	15.	<ul style="list-style-type: none"> A. Confirms that check numbers match Report of Payment and that all are received. B. Places warrants into dedicated printer and executes printing. C. Delivers completed warrants with validated e-signature to Accounts Payable Clerk.
Accounts Payable Clerk	16.	<ul style="list-style-type: none"> A. Distributes vouchers amongst each other such that each Clerk processes a voucher they did not post. B. Compares voucher cover sheet totals to the totals recorded on the warrant register to ensure agreement. C. Compares the warrant payee and amount to the payee and amount recorded on the voucher.

		<ul style="list-style-type: none"> D. Investigates and resolves any differences. Initials and dates the voucher supplement and warrant register to indicate evidence of review. E. Marks incorrect or spoiled warrants as "VOID" on the warrant and forwards them to the Account Specialist for recording in the warrant log. F. Attaches voucher expense detail report to voucher coversheet, files voucher by voucher number, and mails warrants to vendors.
Account Specialist	17.	<ul style="list-style-type: none"> A. Receives spoiled warrants from the Account Payable Clerk, ensures that the word "VOID" is on the face of the warrant and VOID over the signature block. B. Appropriately posts the voided warrant in the automated accounting system. C. Files the voided warrants in numerical sequence.
Director of Accounting	18.	<ul style="list-style-type: none"> A. Sends the warrant file via appropriate File Transfer software to the County Treasurer and Bank for appropriate recording of the warrants as voided at the County Treasurer's Office. B. Prepares fund transfer form and submits to County Treasurer.

Payroll Expenditures

Policies

The following policies have been implemented to comply with statutory requirements and to help establish effective internal control over payroll.

1. The Governing Board has established written payroll policies and procedures which are included in the District's Governing Board Policy Manual and are available to District employees.
2. The Governing Board approves all District positions and the salary and wage schedule for certified and classified employees prior to wages being paid. Changes in personnel by Human Resources are provided to the Governing Board as a part of the regularly scheduled Governing Board Meeting.
3. The District has established a delayed payroll system. This type of system allows time for payroll adjustments to be made before payment to help ensure that employees receive only the amount of wages they have earned.
4. The District has established policies and procedures for recording payroll expenses in the correct fiscal year.
5. The District has established a system to account for the accrual and use of vacation, personal, sick, and flex time for all employees. Policies governing leave include prescribed accrual rates for specified years of services, maximum amounts allowed to be accrued, and disposition of accrued time upon termination of employment.

Payroll Expenditure Procedures

The District maintains payroll records for all personnel at the District Office. The records provide the support for payroll expenditures and account distribution, and serve as a basis for preparing payroll vouchers and reports. In order to provide support and information for preparing payroll documents, individual employee files include at least the following documents in the payroll and personnel files:

1. Payroll:
 - a. Employee's Federal and State Withholding Allowance Certificates (W-4 and A-4 forms), also available via Employee Online.
 - b. Voluntary and Mandatory Deduction Authorizations
 - c. Arizona State Retirement Plan Application, available via Employee Online after personnel entry.
 - d. Direct Deposit Authorizations
2. Human Resources:
 - a. Employment Application
 - b. Employment Contract or Letter of Intent
 - c. Employee Addendum – For employee's not on contract or for changes to current employees, the District prepares and retains a personnel recommendation form to document employment terms.

General Payroll Processing

1. The District prepares the appropriate written documentation of changes in payroll such as employment, terminations, and rate changes utilizing information from Human Resources to Payroll.
2. Attendance records (i.e., individual time sheets) are prepared for each employee subject to the Fair Labor Standards Act for each pay period, approved by the employee's supervisor, and retained to support the payroll. The attendance and timesheets and absence management system are used by the payroll department to update vacation, sick, and personal leave balances. Supervisors are required to approve all overtime hours.
3. The payroll records are updated to account for absences and changes to direct deposit and withholding information either through submitted forms or online submissions through the automated accounting system.
4. Segregation of duties in payroll processing is maintained. The same employee is not assigned responsibility for voucher preparation and warrant distribution. Supervisor prepares voucher.
5. Prior to the beginning of the fiscal year, Board-approved salaries are compiled by the Human Resources Department and input into the Automated Accounting System by the Senior Systems Administrator. New employees are added through contracts by the Human Resources Department.
6. On a semi-monthly basis, the timesheets signed by the employee's supervisor are submitted to the Payroll Department for processing.

Payroll-Related Expenses

1. Written policies and procedures for the payment of employer payroll-related expenses such as retirement contributions, social security, Medicare, unemployment taxes and voluntary deductions have been developed.
2. The required quarterly and annual reports are prepared and reconciled to the internal report system by the Payroll Supervisor. Automated Accounting System reports are reconciled to independently tracked records.
3. Payroll Supervisor makes periodic reviews of reports to ensure the payments are correct and timely. Payroll staff rotates and reviews timesheet entries each pay period.

Calendar Year End

A Form W-2 (Wage and Tax Statement) is prepared by the District for the District's employees, and distributed to them by January 31. Appropriate year-end reports are generated and used to balance to W-2's and reports required to be filed with the Federal and State Government.

Fiscal Year End

The District has established policies and procedures to ensure that payroll and payroll-related expenditures are recorded in the correct fiscal year.

Personnel and Payroll Processing

The following table indicates the detailed procedures that are performed and the personnel required to complete the assigned task for Flagstaff Unified School District.

Performed by		Procedure
Human Resources	1.	Hires employees and maintains personnel files in accordance with District policies.
Human Resources	2.	Follows procedures to ensure verification of administrator's and teacher's certification records with the Department of Education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services.
Human Resources	3.	Supporting documents are created online from contracts and letters of intent. Pay changes are forwarded to payroll via employee master file.
Payroll Clerk/Supervisor	4.	Employees scheduled to work greater than 20 hours per week and more than 19 weeks per year are informed to register online for the Arizona State Retirement System.
Site Secretaries, Administrators, Principals and Supervisors	5.	Submits signed time sheet for hourly staff, substitutes, and additional pay for all staff (i.e., committee work, extra-pay, etc.) to the payroll department. Sub teachers signs sub log. Completed sub log is submitted to the payroll department.
Administrators, Principals and Supervisors	6.	Approves absences submitted through Automated Attendance System for processing against available leave. For non-exempt employees, are made by Payroll clerk from approved timesheet.
Payroll Clerk	7.	Receives all payroll inputs from schools and departments and sorts by action required (e.g., time sheets to be input, etc.).
Payroll Clerk	8.	Ensures appropriate approval has been received for overtime and employee absences.
Payroll Clerk	9.	Inputs information from time sheets into the payroll system. Compiles absence reports for certified teachers from Automated Attendance System.
Payroll Clerk	10.	<ul style="list-style-type: none"> A. Trades backup documentation among payroll clerks such that no Payroll Clerk reviews their own work. B. Reconciles backup documentation to pre-post automated reports.
Payroll Supervisor	11.	Posts payroll.
Payroll Supervisor	12.	<ul style="list-style-type: none"> A. Compiles Report of Payment from posted voucher indicating number of warrants to be issued and total dollar value of voucher. B. Delivers Report of Payment to Custodian of Warrants.
Custodian of Warrants	13.	<ul style="list-style-type: none"> A. Confirms number of warrants required. B. Delivers appropriate warrants to Account Specialist.
Account Specialist	14.	<ul style="list-style-type: none"> A. Confirms that check numbers match Report of Payment and that all are received. B. Places warrants into dedicated printer and executes printing.

		C. Delivers completed warrants with validated e-signature to Payroll Clerk.
Payroll Clerks and Payroll Supervisor	15.	<ul style="list-style-type: none"> A. Compares the warrants to the warrant register on a test basis to ensure that the warrant number, employee name, and amount are correct. B. Compares voucher cover sheet totals to the totals recorded on the warrant register to ensure agreement. C. Compares the warrant payee and amount to the payee and amount recorded on the voucher cover sheet on a test basis to ensure agreement. D. Investigates and resolves any differences. Initials and dates the voucher cover sheet and warrant register to indicate review. E. Marks incorrect or spoiled warrants as "VOID" on the warrant and forwards them to the Custodian of Warrants for recording in the warrant log. F. Processes void warrants in Automated Accounting System. G. Attaches voucher expense detail report to voucher and files voucher by voucher number.
Custodian of Warrants	16.	<ul style="list-style-type: none"> A. Receives spoiled warrants from the Payroll Clerk, ensures that the word "VOID" is on the face of the warrant and "VOID" over the signature block. B. Files the voided warrants in numerical sequence.
Payroll Clerks and Supervisor	17.	Sends the warrant files via appropriate File Transfer software to the County Treasurer and Bank for appropriate recording of the warrants as outstanding warrants at the Treasurer's Office.
Payroll Clerk	18.	<ul style="list-style-type: none"> A. Delivers payroll tax, direct deposit and State Retirement warrants to the bank. B. Returns validated receipts to the Payroll Supervisor.
Payroll Supervisor	19.	Makes tax transfer to deposit State and Federal taxes from the bank to the respective government agency.
Director of Accounting	20.	<ul style="list-style-type: none"> A. Reviews voucher documentation and signs voucher cover sheet. B. Prepares fund transfer form and submits to County Treasurer.
Payroll Supervisor	21.	Prepares quarterly and annual payroll reports.

Revenues and Revenue Allocation

The Governing Board has implemented the following policies to comply with statutory requirements and to provide adequate internal control over cash and the recording of revenue.

Cash Handling Policies

1. Cash-handling and record-keeping functions are segregated among employees to safeguard cash.
2. Cash is adequately safeguarded, promptly recorded, and accurately classified.
3. Employees handling significant amounts of cash are adequately bonded.
4. Pre-numbered and numerically controlled cash receipt forms are prepared in triplicate for each cash payment received.
5. Checks, warrants, drafts, and money orders are restrictively endorsed to the credit of the District immediately upon receipt.
6. Cash receipts are deposited intact daily, when significant, otherwise at least weekly.
7. Deposits originating at high schools and district office are made by armed carrier validated online. Deposits originating at elementary school are made by district personnel and are verified using validated receipt. A validated treasurer's receipt is retained for each deposit with the county treasurer.
8. Bank accounts prescribed by Arizona Revised Statutes (A.R.S.) have been authorized by the governing board. A list of authorized check signers designated by the governing board for each bank account is kept current. Whenever an account is determined to be inactive, it is closed promptly with governing board approval.
9. Cash disbursements from authorized bank accounts are made with pre-numbered and numerically controlled checks. Each check is marked "void after certain period" to reduce loss exposure and ensure prompt cashing by payee.
10. Checks are properly completed before issuance, and are never made payable to cash or bearer. Void checks are so stamped to prevent reuse and numerically filed with other void checks. Images of paid warrants are available online.
11. Unused checks are physically safeguarded and access to them is limited to authorized personnel.
12. Access to electronic signature files for checks is safeguarded by password and access to the password is limited to the employees who do not have access to the blank checks.
13. Written bank reconciliation is prepared monthly for each checking account. An employee who is not responsible for handling cash or issuing checks prepares the bank reconciliation on a monthly basis. The Director of Finance or designee reviews and approves all reconciliations.

Revenue Procedures

District revenues may be derived from local, county, state, and federal sources, and may be received directly by the District or by the county treasurer on behalf of the District.

Monies received by the District must ultimately be deposited with the county treasurer. Food services sales, gifts and donations, and proceeds from the sale or lease of school property are examples of monies received directly by the District. These receipts are either remitted directly to the county treasurer upon receipt or deposited into the clearing accounts, as applicable. Monies in these accounts are remitted to the county treasurer at least monthly.

The following procedures are followed by the District for the various monies received directly by the District.

Performed by		Procedure
<i>Miscellaneous Receipts</i>		<i>Examples include facility rent, tower lease and donations.</i>
Accounts Receivable Clerk	1.	<ul style="list-style-type: none"> A. Receives cash, checks, warrants and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants. B. Checks and supporting documents are date stamped.
Bookstore Manager	2.	Sends cash receipts for civic, restitution, and gifts & donations to Accounts Receivable for processing. Prints three copies of the batch proof. One copy to Accounts Receivable with cash and checks in a zipper bag for armored transport to deliver. One copy for Bookstore records with a copy of all checks. One copy to Bookkeeper for their records.
Accounts Receivable Clerk	3.	<ul style="list-style-type: none"> A. Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to accompanying cash receipts. If cash receipts do not agree with supporting documentation, resolves the difference. B. Signs and dates supporting documentation.
Accounts Receivable Clerk	4.	<ul style="list-style-type: none"> A. Distributes batch by posting to general ledger. B. Enters batches on a log C. Makes two copies of the log. Forwards batches of checks and log to Accounts Payable Clerk.
Accounts Payable Clerk	5.	Calculates checks to verify balance with Accounts Receivable batch report. Removes checks from batch and runs calculation tape to verify log totals.
Accounts Payable Clerk	6.	<ul style="list-style-type: none"> A. Counts and verifies cash to log. Prepares deposit ticket. B. Places cash and deposit ticket into deposit bag, seals bag and forwards to Accounts Receivable Clerk.
Accounts Receivable Clerk	7.	Records deposit in armored transport log book. Deposit bag is ready for pick up.
Accounts Payable Clerk	8.	Obtains copy of batch log with deposit ticket and records in checkbook register as deposit.
Accounts Receivable Clerk	9.	<ul style="list-style-type: none"> A. Calculates bundle of checks, log, and calculation tape. Creates a deposit via online banking. Checks are scanned. B. Receives deposit confirmation and makes three copies: one for vault, one for Accounts Payable Clerk, one for Accounts Receivable Clerk.

Accounts Receivable Clerk	10.	Prepares treasurer's receipt from supporting documentation with applicable account codes.
Director of Accounting	11.	Verifies treasurer's receipt.
Benefit Clerk	12.	Prepares check.
Accounts Receivable Clerk	13.	Prepares deposit for delivery to the County Treasurer.
Accounts Receivable Clerk	14.	Processes NSF checks, posting voids to automated accounting system. Informs necessary site or department
Site or Department	15.	Receives notifications of NSF checks.

Performed by		Procedure
<i>Auxiliary/Tax Credit</i>		
Director of Accounting	1.	Assigns an individual log in for each staff person authorized to perform cashiering functions.
Elementary, Middle, High Schools and Accounts Receivable Clerk	2.	<ul style="list-style-type: none"> A. Receives cash, checks, warrants and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants. B. Checks and supporting documentation are date stamped.
Accounts Receivable Clerk	3.	<ul style="list-style-type: none"> A. Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to accompanying cash receipts. If cash receipts do not agree with supporting documentation, resolves the difference. B. Signs and dates supporting documentation.
Accounts Receivable Clerk	4.	<ul style="list-style-type: none"> A. Distributes batch by posting to general ledger. B. Enters batches on a log. C. Makes two copies of the log. Forwards batches of checks and log to Accounts Payable Clerk.
Accounts Payable Clerk	5.	Calculates checks to verify balance with Accounts Receivable batch report. Removes checks from batch and runs calculation tape to verify log totals.
Accounts Payable Clerk	6.	<ul style="list-style-type: none"> A. Counts and verifies cash to log. Prepares deposit ticket. B. Places cash and deposit ticket into deposit bag, seals bag and forwards to Accounts Receivable Clerk.
Accounts Receivable Clerk	7.	Records deposit in armored transport log book. Deposit bag is ready for pick up.
Accounts Payable Clerk	8.	Obtains copy of batch log with deposit ticket and records in checkbook register as deposit.
Accounts Receivable Clerk	9.	<ul style="list-style-type: none"> A. Calculates bundle of checks, log, and calculation tape. Creates a deposit via online banking. Checks are scanned. B. Receives deposit confirmation and makes two copies: one for vault and one for Accounts Payable Clerk.
Bookstore Manager	10.	Ending of school year, returns change fund and final deposit to Accounts Receivable Clerk for reconciliation and processing.
Accounts Receivable Clerk	11.	Processes NSF checks, posting voids to automated accounting system. Informs necessary site or department
Site or Department	12.	Receives notifications of NSF checks.
<i>If a Student Withdraws</i>		
Bookstore Manager	13.	Receives withdrawal form from Attendance Clerk.
Bookstore Manager	14.	Does not issue any cash refunds. Completes a purchase order request form to initiate the refund to the parent.

Bookkeeper	15.	<ul style="list-style-type: none"> A. Completes a journal entry if student is owed a refund in the student accounting system. B. Starts the purchase order process to send the refund. Upon receipt of the Purchase order, makes a copy of the purchase order for the Bookstore Manager
Bookkeeper	16.	<ul style="list-style-type: none"> A. Receives supporting documentation of the student's original receipt and invoice from the student accounting system indicating the refund amount from the Bookstore Manager. B. Stamps documentation with approval stamp and fills out date received, PO number, full or partial pay, order condition and signs. The invoice is then sent back to the Business Office.
Accounts Payable Clerk	17.	Processes the refund with 1 week of receipt.
<i>For Class Registration Fees</i>		
Bookkeeper/Bookstore Manager	18.	Assesses fines and fees. Enters payment received. Records fine adjustments in fine ledger report.
Accounts Receivable Clerk	19.	Receives payment of fines in the summer or when a school site is closed.
Cashier	20.	Receives the cash/check/credit card from the customer to complete a transaction.
Bookstore Manager	21.	<ul style="list-style-type: none"> A. Receives cash, checks, warrants and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants. B. Checks and supporting documentation are date stamped.
Bookstore Manager	22.	Prepares daily closeout deposits for each terminal in the student account system
Bookstore Manager	23.	<ul style="list-style-type: none"> A. Reviews for mathematical accuracy and completeness and reconciles it to accompanying cash receipts. B. Runs a calculator tape of checks to verify totals match the check receipts on terminal.
Bookstore Manager	24.	Completes cash and check reconciliation
Accounts Receivable Clerk	25.	Reconciles credit card payments.
Bookstore Manager	26.	Prepares terminal deposit. Types in bank bag information and prints a copy of the terminal receipt.
Bookstore Manager	27.	Prints two copies of the tender report. A copy is for the Bookstore and a copy is forwarded to Accounts Receivable.
Bookstore Manager	28.	Completes the deposit slip and prepares deposit to the bank. (White: with deposit to bank. Yellow: Bookstore. Pink: Business Office with tender report attached).
Bookstore Manager	29.	<ul style="list-style-type: none"> A. Fills out bank bag information. Places coins, cash, and checks with white deposit slip in deposit bag and seals bag. B. Bank bag is secured in the safe. All daily deposits for the week are assembled together in one large bag for pick up by armored transport or deposit is delivered in person.
Bookstore Manager	30.	Prints a copy of the cash report batch proof.
Accounts Receivable Clerk	31.	Receives deposit report and post receipts to general ledger.

Performed by		Procedure
<i>Food Services Receipts</i>		
Cafeteria Cashier	1.	Collects cash and checks from students and parents for credit to student accounts.
Cafeteria Cashier	2.	After breakfast and lunch, balances cash drawer to the activity report produced by the automated system.
Cafeteria Cashier	3.	Places cash, checks, and deposit slip in deposit bag and delivers to Food Service Driver.
Food Service Driver	4.	Delivers money bags from schools to the Food Services Office daily.
Food Service Accounting Clerk	5.	Compares deposits to activity reports.
Food Service Accounting Clerk	6.	Combines each receipt for all schools and prepares one deposit to go to the bank in a sealed deposit bag (Monday, Wednesday, Friday, except holidays).
Food Service Accounting Clerk	7.	Forwards cash bag and copy of deposit slip to Accounts Receivable Clerk.
Accounts Receivable Clerk	8.	Receives cash bag and copy of deposit slip and daily food report. Verifies amount on report equals the amount on cash bag and deposit slip.
Accounts Receivable Clerk	9.	Places deposit bag in safe for pick up by armored transport.
Accounts Receivable Clerk	10.	At month end, reconciles the bank statement for the Food Services Fund clearing account to the District's records.
Director of Accounting	11.	Reviews all documentation and signs the checks.
Accounts Receivable Clerk	12.	<ul style="list-style-type: none"> A. Prepares a check payable to the County Treasurer to deposit the receipts with the treasurer. B. On a semi-monthly basis, prepares Treasurer's receipt with applicable account codes and sends receipt and check to the County Treasurer.
Accounts Receivable Clerk	13.	Processes NSF checks, posting voids to automated accounting system and student accounting system if necessary. Informs necessary site or department
Site or Department	14.	Receives notifications of NSF checks.

Performed by		Procedures
<i>Student Activity Receipts</i>		
Director of Accounting	1.	Assigns an individual log in for each staff person authorized to perform cashing functions.
Several	2.	<ul style="list-style-type: none"> A. Sponsor completes cash box request form in advance of the approved school event to check out a cashbox from the bookstore. B. Bookstore Manager (BM) prepares the cash box with appropriate documentation for the Sponsor. The cashbox is then placed in the safe until it is picked up. C. BM signs out cash box to School Club or Group Sponsor D. Cash box is returned the next business day after the event to the BM E. BM counts and verifies cash and checks to completed cash collection report. Creates a deposit via online banking for the checks.
School Club or Group	3.	Funds raised by the students are deposited into a student club account. Cashbox is returned to Bookstore Manager with a cash collection report.

School Club or Bookstore Manager	4.	A. Receives cash, checks, warrants and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants. B. Checks and supporting documentation are date stamped.
Bookstore Manager	5.	A. Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to accompanying cash collection report. If cash receipts do not agree with supporting documentation, resolves the differences. B. Documents review on the supporting documentation and initials.
Bookstore Manager	6.	Enters batch information directly into either the Student Accounting System or Automated Accounting System depending on if the funds need to be tracked on a per student basis or are not.
Bookstore Manager	7.	Prints out necessary reports and forwards them along with copy of the deposit ticket to the Accounts Receivable Clerk
Accounts Receivable Clerk	8.	A. Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to accompanying cash receipts. If cash receipts do not agree with supporting documentation, resolves the difference. B. Signs and dates supporting documentation.
Accounts Receivable Clerk	9.	A. Distributes batch by posting to general ledger. B. Forwards batch proof, distribution report and copy of deposit ticket to Accounts Payable Clerk to record in the checkbook.
Accounts Receivable Clerk	10.	Processes NSF checks, posting voids to automated accounting system and student accounting system if necessary. Informs Bookstore Manager.
Bookstore Manager	11.	Receives notifications of NSF checks. Informs School Club or Group.
Account Specialist	12.	Prepares monthly student activities reports indicating revenues and expenditures to the Director of Accounting.
Director of Accounting	13.	Reviews and submits Reports to the Governing Board

The following procedures are followed by the District when we receive a validated Treasurer's Receipt from the County Treasurer.

Performed by		Procedure
Accounts Receivable Clerk	1.	Receives the validated Treasurer's Receipt from the County Treasurer.
Accounts Receivable Clerk	2.	Verifies that the amount recorded on the validated Treasurer's Receipt agrees to the amount posted to the accounting records for deposits made by the District.
Accounts Receivable Clerk	3.	Compares validated Treasurer's Receipt to supporting documentation on file if applicable (e.g., reimbursement claims) for deposits made by entities other than the District.
Accounts Receivable Clerk	4.	Contacts the County Treasurer and resolves differences when the amount recorded on the validated Treasurer's Receipt does not agree with the amount recorded on the supporting documentation or the amount posted to the accounting records.
Director of Accounting	5.	Prepares journal entry if necessary.
Director of Accounting	6.	The stamped Treasurer's Receipt is attached to District's copy to indicate review.

Accounts Receivable Clerk	7.	For deposits made by other entities for the District, records the revenue in the District's accounting records.
Accounts Receivable Clerk	8.	Apportions revenues to the appropriate funds of the District based on the source of the revenue. The District uses the formulas provided in the USFR for apportionment of State and County Equalization, Property Taxes and Interest on Pooled Investment.
Accounts Receivable Clerk	9.	Attaches supporting documentation to the validated Treasurer's Receipt and files by month in which funds were received.
Director of Accounting	10.	Performs periodic reviews of the documentation in addition to the review or completion of the monthly reconciliation to the County Treasurer's Report.

Reconciliation to the County Treasurer

Reconciliation is a rudimentary and required process to maintain accurate financial information. Transactions posted by District will be reconciled to those posted by County Treasurer on a monthly basis.

District Policies for Reconciliation to the County Treasurer

1. The Director of Accounting will be responsible for reconciling the District's general ledger to the County Treasurer's Report. The Treasurer's Report shows beginning balances for the month, total receipts, total transfers in and out, total disbursements and the ending balances for the month for each account the Treasurer maintains.
2. Stale Warrants (those uncleared after one year) to be posted as Prior Year Refunds.
3. Reconciliation Reports are to be signed and dated by the Preparer and a Reviewer.

The Reconciliation procedures are as follows:

1. The District obtains the Treasurer's Report of the previous month-end account balances, the Treasurer's paid warrants listing, outstanding warrants listing and the District's general ledger.
2. The District will compare adjusted ending cash balance for each Treasurer Fund to similar District Funds adjusted ending cash balance. If these amounts do not agree, individual revenue, expenditure and transfer transactions are examined. Differences are resolved, and the reasons for the differences will be documented.

Revenue Differences

Revenue amounts recorded by the County Treasurer and the District may differ due to one or more of the following reasons. The District will use various procedures to identify revenue differences, such as examining validated Treasurer's Receipts and journal entries. Some of the reasons for differences are described below.

1. Timing differences may result from revenues being recorded by the County School Superintendent or County Treasurer in one month and Recorded by the District in another month. An example of a timing difference is when interest on pooled investments and tax apportionment is recorded by the County School Superintendent or County Treasurer but not by the District.
2. Transfers or journal entries may be omitted or not recorded correctly by the County Treasurer or the District.
3. Misclassifications of revenues may occur as a result of the County Treasurer posting to an incorrect District or fund, or the District posting to an incorrect fund.
4. Clerical or mathematical errors may be made by one of the entities.
5. Postings may be duplicated or omitted.

Expenditure Differences

The expenditure (expense) amounts recorded by the County Treasurer and the District may differ due to one or more of the following reasons. District may use various procedures to identify differences such as examining the District's files of expenditures, outstanding warrant listings, and journal entries. Some of the reasons for the differences are described below.

1. The County Treasurer may pay interest on registered warrants that has not been recorded by the District.
2. The County Treasurer may pay stopped warrants that have not been included in the District's total expenditures.
3. The County Treasurer may make debt service payments that are not recorded by the District.
4. Transfers or journal entries may be omitted or not recorded correctly by one of the entities.
5. Misclassifications of expenditures may occur as a result of the County Treasurer posting to an incorrect District or fund, or the District posting to an incorrect fund.
6. Clerical or mathematical errors may be made by one of the entities.
7. Postings may be duplicated or omitted.

Adjustment Differences

1. Journal Entries may be inaccurately posted, duplicated, or omitted.
2. Accompanying Transfer may be inaccurately prepared, duplicated, or omitted.
3. Treasurer may post Transfer to incorrect fund.

The District will notify the County Treasurer of errors in the County Treasurer's records discovered during the reconciliation process by forwarding a copy of the District's correcting journal entries.

The following table indicates the procedures that will actually be performed by the District to reconcile our records to the County Treasurer's records.

Performed by		Procedure
Director of Accounting	1.	Receives the Treasurer's Report and inputs the following information into the reconciliation worksheet. <ol style="list-style-type: none"> a. Ending Cash balance for each Treasurer Fund. b. Outstanding Warrants as a subtraction from Treasurer balance. c. Ending Cash balance for each District Fund grouped by Treasurer accountability funds.
Director of Accounting	2.	If a difference results in number 1 .c. above, perform the following procedure. <ol style="list-style-type: none"> a. Compare entries reported by Treasure to those reported on District Ledger and record differences. Include: <ol style="list-style-type: none"> 1. Revenues 2. Payroll 3. Expenditures 4. Journal Entries 5. Void, Stopped, Stale warrants. b. Add differences to Worksheet. c. Remove prior month differences now corrected. d. Reexamine until adjusted cash balances are equal. e. Investigate and correct errors and omissions. Examples include timing differences, duplicate postings, omitted postings, mathematical and clerical errors.
Director of Accounting	3.	Signs and assembles Reconciliation Worksheet and correcting entries with backup such as Journal Entries, corrected Deposits, Voids, and Transfers.
Director of Accounting	4.	Forwards assembly to Finance Director for review and approval.

Director of Finance	5.	Receives reconciliation and journal entries and approves all by signature.
Director of Finance	6.	Returns reconciliation to Director of Accounting.
Director of Accounting	7.	Files the reconciliation by month.

Verification of Administrator and Teaching Certification

1. When an offer of employment is being made for a certified personnel position, the type of certification possessed is determined. If appropriate for the position for which the candidate is being employed, a contract is issued.
 - a. Upon application for a position with the school district, certified staff is required to show current credentials in the area applied for. Without credentials, certified staff will not be considered for the position, unless college student exception employed.
 - b. Upon selection for a position, certified candidates information is reviewed by the Human Resource Staff and the Human Resource Specialist prior to the formal recommendation for hire.
 - c. After hire, all certified staff have their teaching certificate and DPS fingerprint card expiration dates printed on each paystub, including college student exception.
2. After the beginning of each school year, the certificates of the new certified employees, as well as renewed certificates of continuing staff are logged into the District's Human Resource system.
3. The Human Resources information system has multiple workflow processes to notify staff of upcoming expiration situations:
 - a. 6 months and 3 months prior, a message is sent to the employee, human resources, and the employee's principal,
 - b. 1 month prior, a message is sent to the employee, human resources, and the employee's principal. Human Resources reaches out to the school principal to determine any potential issues,
 - c. 1 week prior, a message is sent to the employee, human resources, and the employee's principal. Human Resources communicates with the school principal about staffing options if the certificate will not be available in time.
4. Staff not possessing the appropriate certificate for their position will not be allowed to work.
5. Notification is provided to the payroll office by Human Resources indicating the position and rate of pay individuals should receive if the individual does not have appropriate certification for the position for which they were hired.
6. The Human Resources Department maintains copies of the certificates in employee personnel files, enters pertinent data into Automated Accounting System, and returns original certificates to employees.

Resources Needed to Implement the Accounting Responsibility Program

The potential need for additional resources that would be required to implement the Accounting Responsibility Program has dramatically decreased since the program was first authorized by the State Legislature. The law requires the personnel, training, equipment and budgetary implications be included in the accounting responsibility plan.

The financial accounting software and equipment that would be required to effectively run the accounting responsibility program is currently in place and is being used in our current operations. The Flagstaff Unified School District currently performs all functions in relation to the financial operations of the District with the exception of reconciling the District's reports directly to the County Treasurer and the printing of warrants. This includes the filing of Federal, State and Retirement reports, making withholding deposits, generating quarter and year- end reports, including employee W – 2's and 1099's.

The District currently receives a reconciliation report from the County School Superintendent's office which will no longer be necessary once the Accounting Responsibility Program is approved. The District will instead compile its own reconciliation to County Treasurer records. In addition, the need to drive to the County School Superintendent's Office to deliver signed vouchers and receive printed warrants would be eliminated. Based on our current procedures and processes, it is anticipated that, if anything, less clerical time will be needed to perform the same functions that the District currently incurs.

EXECUTIVE SUMMARY

Issue: Consideration to determine that Baboquivari Unified School District is in compliance with the USFR, and that previously withheld monies that resulted from the determination of noncompliance be returned to the district in the current year.

Action/Discussion Item

Information Item

Background and Discussion

Under Arizona Law, school districts must spend and account for public funds in accordance with the Uniform System of Financial Records for Arizona School Districts (USFR). Jointly developed by the Department of Education and the Arizona Auditor General's Office (Auditor General), the USFR incorporates finance-related education laws and regulations as well as generally accepted accounting principles. The Auditor General is responsible for assessing whether school districts are in compliance with the USFR, and notifying the Department of Education of districts' compliance status (A.R.S. § 15-271(E)).

Pursuant to A.R.S § 15-272(B), on notification from the Auditor General, Baboquivari Unified School District #40 (Baboquivari) was found to be in noncompliance with the USFR by the Arizona State Board of Education (SBE) at its August 22, 2011 meeting. At this meeting, the SBE ordered that 3% of each monthly payment be withheld from the District's monthly state aid payments until compliance with the USFR was determined. Each subsequent payment of state aid was reduced by 3% through the October 1, 2012 payment of state aid.

At its September 24, 2012 meeting, the SBE increased the withholding to 6%. Beginning November 1, 2012, each monthly payment has been reduced by 6%. At this meeting it was indicated that if compliance was attained by June 30, 2013, all withheld state aid would be returned to Baboquivari at that time (A.R.S. § 15-272(D)).

Through April 1, 2016, \$1,067,127 has been withheld. Once approved, all state aid withheld as a result of the finding of noncompliance with the USFR will be returned to Baboquivari.

Recommendation to the Board

Based on the report from the Auditor General that Baboquivari is in substantial compliance with the USFR as of January 28, 2016, SBE should determine that Baboquivari is in compliance, and that previously withheld monies that resulted from the determination of noncompliance be returned to the district in the current year.

Contact Information:

Lyle Friesen, Deputy Associate Superintendent, School Finance



DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

April 20, 2016

The Honorable Diane Douglas
Superintendent of Public Instruction
Arizona Department of Education
Executive Officer
Arizona State Board of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Subject: Baboquivari Unified School District No. 40

Dear Ms. Douglas:

Enclosed is a copy of our April 2016 *Baboquivari Unified School District Status Review* report finding that the District substantially complied with the policies and procedures described in the *Uniform System of Financial Records* (USFR).

We previously requested that the Arizona State Board of Education (Board) take action on the District because it had not complied with the USFR. In accordance with Arizona Revised Statutes §15-272(B), the Board is currently withholding 6 percent of the District's state aid.

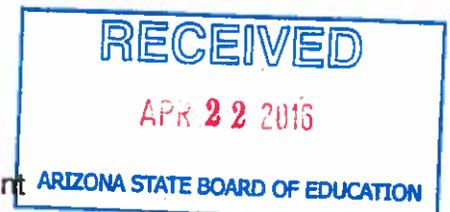
We subsequently performed a status review of the District's internal controls as of January 28, 2016, to determine whether the District was in substantial compliance with the USFR. Based on our review of the District's records and procedures, and interviews with personnel, we determined that the District substantially complied with the policies and procedures described in the USFR.

If you have questions concerning this matter, please call Laura Miller, Accounting Services Director, or me at (602) 553-0333.

Sincerely,


Debbie Davenport
Auditor General

cc: Governing Board
Dr. Edna Morris, Superintendent
Baboquivari Unified School District No. 40
The Honorable Linda Arzoumanian, Pima County School Superintendent
Dr. Karol Schmidt, Executive Director
Arizona State Board of Education
Ms. Shari Zara, Deputy Superintendent Operations
Ms. Christy Ellison, Deputy Associate Superintendent, Grants Management
Arizona Department of Education





STATUS REVIEW REPORT

District in substantial compliance with the USFR

Our Conclusion

Baboquivari Unified School District is responsible for complying with the *Uniform System of Financial Records* (USFR). Our Office is responsible for determining whether the District has complied with the USFR. Based on our review of the fiscal years 2010 through 2014 financial audit reports and USFR Compliance Questionnaires, the District was not in compliance for those 5 years.

We subsequently performed a status review to determine whether the District made improvements to comply with the USFR. Based on this review, we determined that, as of January 28, 2016, the District substantially complied with the policies and procedures described in the USFR. However, we found weaknesses that the District should address to improve its financial accountability. The most significant findings, which are related to property control and student attendance reporting, are summarized in this report.

We performed a status review of Baboquivari Unified School District to determine if the District had made improvements to comply with the USFR and found that it was in substantial compliance as of January 28, 2016.

Baboquivari Unified School District is responsible for complying with the USFR. Our Office is responsible for determining whether the District has complied with the USFR. Previously,

we notified the District that it had not complied with the USFR based on our review of its fiscal year 2010 financial audit reports and the USFR Compliance Questionnaire prepared by an independent certified public accounting firm. We subsequently reviewed the District's fiscal years 2011 through 2014 financial audit reports and USFR Compliance Questionnaires and determined the District was still in noncompliance with the USFR.

We performed a status review as of January 28, 2016, to determine if the District had made improvements to substantially comply with the USFR. Based on our review of the District's records and procedures, and interviews with district personnel, we determined that the District substantially complied with the policies and procedures described in the USFR.

The *Uniform System of Financial Records* (USFR) prescribes the minimum internal control policies and procedures for Arizona school districts. The policies and procedures in the USFR are designed to help school districts maintain adequate financial accountability and compliance with state and federal laws and regulations.

District should improve controls over property and student attendance reporting

Although the District substantially complied with the USFR as of January 28, 2016, we found some weaknesses in its internal controls. The most significant findings and recommendations are summarized below.

Property Control

Although the District invests substantial resources in acquiring and maintaining district property, including buildings and equipment, the District did not establish and maintain a complete property control system to protect all district property. Maintaining complete and accurate lists of district property is an essential part of protecting it against theft and misuse, in addition to providing for accurate financial information. Specifically, the District has not performed a complete inventory of equipment items within the last 3 years to accurately update its property control lists. As a result, the District was not able to determine that all equipment that had been acquired, transferred, or disposed of since the last inventory had been updated on the lists. In addition, the District did not always include accurate asset identification numbers and locations on its property control lists to allow for appropriate tracking.



2016

Recommendation

The District should develop and implement a plan to improve its property control system, including performing an inventory of all assets and updating the property control lists to ensure all equipment items are properly identified, protected, and accounted for in the District's records.

Student Count Reporting

Because the State of Arizona relies on student membership information reported by school districts to provide funding, districts must maintain accurate student records. However, the District did not ensure that it maintained and reported accurate student information to ensure that it received the appropriate amount of state funding. Specifically, the District did not reconcile student information between its computerized attendance system and the information it uploaded and the Arizona Department of Education (ADE) reported. In addition, the District did not always maintain supporting information for the data recorded in its computerized attendance system.

Recommendation

The District should follow ADE's student membership and attendance guidelines to ensure that it accurately records and reports student information to ADE.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and approved Adult Education Local Providers listed to award funding for Adult Education services in FY2016/17.

Action/Discussion Item

Information Item

Contract Abstract

Background and Brief Explanation of Contract

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

1. Adult Basic Education/Adult Secondary Education (ABE/ASE)
2. Integrated English Literacy and Civics Education (IEL/CE)
3. ABE/ASE and ELAA Distance Learning (DL)

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

Since 1998, Arizona Adult Education classes have:

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

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

Contact Information:

Sheryl Hart, Deputy Associate Superintendent, Adult Education

Leila Williams, Associate Superintendent, High Quality Assessments and Adult Education

EXECUTIVE SUMMARY

Eligible Applicants include:

1. A local education agency
2. A community-based organization of demonstrated effectiveness
3. A volunteer literacy organization of demonstrated effectiveness
4. An institute of higher education
5. A public or private nonprofit agency
6. A library
7. A public housing authority
8. A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families and
9. A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs 1-8
10. Correctional Institutions (prison, jail, reformatory, workplace detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.)

Name of Contracting Party(ies):

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

See attached list of Adult Education Local Providers (page 4).

Contract Amount:

Not to exceed \$13,569,529

Source of Funds:

Authorizing Legislation:

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

Function Codes: ADULT300 (FAY14, FAY15 & FAY16)
 ADULT305 (FAY14, FAY15 & FAY16)
 ADULTST300 BFY17

Responsible Unit at Department of Education:

Adult Education Services
Deputy Associate Superintendent: Sheryl Hart

EXECUTIVE SUMMARY

Program Contact: Jerald Goode

Dates of Contract:

July 1, 2016 to June 30, 2017.

Previous Contract History:

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

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

20,000 students
450 teachers

Method of Determining Contract Amount(s):

Local programs submit a grant application that includes a proposal for services and a one-year budget. Proposed services and budgets are reviewed and negotiated by ADE. Factors considered are: (1) need based on number of adults in the county (a) without a high school diploma and (b) who lack basic English literacy skills, (2) designated populations served, (3) geographic distribution of dollars throughout the state, (4) available funding, (5) applicant's performance and funding history, (6) applicant's history of compliance with contractual provisions.

Evaluation Plan:

Local providers conduct a self-assessment of their program operations, and receive comprehensive technical assistance in areas of need. Program performance data for all local providers is evaluated annually, and performance funding awards are based on the attainment of educational gains, High School Equivalency diplomas obtained, and student advancement to postsecondary education or employment. At least one-third of local providers receive in-depth onsite monitoring based on an agency-developed risk assessment tool each year. Local Adult Education programs that do not meet state performance goals are placed on a Corrective Action Plan (CAP). Programs not improving risk losing funding.

Recommendation to the Board

It is recommended that the Board approve the Adult Education Assistance Funding Awards for FY2016/17 contract between the State Board of Education, acting for and on behalf of the Department of Education, and the Adult Education Service Providers as described on page 4 in these materials. Contract amount not to exceed \$13,569,531.

EXECUTIVE SUMMARY

**Arizona Department of Education
Adult Education Services
FY2016/17 Assistance Allocations**

Local Provider	Total Allocation not to exceed
Arizona Call A Teen	436,906
Adult Literacy Plus of Southwest Arizona	412,530
Camp Verde Adult Reading	94,140
Central Arizona College	343,750
Cochise College	696,508
Coconino College	376,852
Friendly House, Inc.	387,590
Gila County Adult Education	93,367
Gilbert Unified School District	205,985
La Paz Career Center	104,034
Literacy Volunteers of Maricopa County	542,862
Literacy Volunteers of Santa Cruz County	207,739
Maricopa County Adult Probation	360,438
Mesa Unified School District	809,119
Mohave Community College	234,807
Northland Pioneer College	461,126
Phoenix Indian Center	79,633
Pima College Adult Education	3,043,125
Pima County Adult Probation	155,939
Queen Creek Unified School District	266,275
Rio Salado Community College	3,520,428
Santa Cruz County Continuing Education	238,395
South Yuma County Consortium	167,450
Yavapai College	330,534
Totals	13,569,531

EXECUTIVE SUMMARY

Issue: Consideration to approve recommendations for appointments to the Career and Technical Education Task Force

Action/Discussion Item Information Item

Background and Discussion

At the March 2016 meeting, the Board received a detailed presentation on a competency-based Career and College Pathway for discretionary adoption by LEAs.

At the April 25, 2016 Board meeting, the Board created a Career and Technical Education Task Force under Board rule R7-2-201. The Task Force is charged with developing policies for consideration and adoption by the Board related to career literacy, and a competency-based Career and College Pathway for discretionary adoption by LEAs.

The selection committee for the Career and Technical Education Task Force met and offers the following recommendations for appointments to the Career and Technical Education Task Force:

Member	Role
Carol Lippert	ADE, Associate Superintendent
Jeanne Roberts	ADE, CTE State Director
Amanda Burke	Center for Future of Arizona
Richard Condit	President – Economic Independence, LLC.
Lisa Anderson	Yuma Union High School District CTE Director
Greg Miller	SBE President
Tim Carter	SBE member
Roger Jacks	SBE member
Patti Greenleaf	Amphitheater Unified School District CTE Director
William C. Symonds	Director, Global Pathways Institute
Jeremy Plumb	Superintendent, Mountain Institute Joint Technical Education District
Tom Tyree	Yuma County School Superintendent

Recommendation to the Board

It is recommended that the Board to approve the recommendations for appointments to the Career and Technical Education Task Force.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Paul Fahrung, Case No. C-2014-111, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Paul Fahrung holds a Substitute Certificate, which expires on January 17, 2019.

On or about December 15, 2015, in Pinal County Superior Court of Florence, AZ, Paul Fahrung pled guilty to one count of Sexual Exploitation of a Minor and two counts of Attempted Sexual Exploitation of a Minor. Sentencing occurred on or about March 08, 2016. Mr. Fahrung was sentenced to seventeen years in the Arizona Department of Corrections penal system. He will be placed on lifetime probation upon release and required to register as a sex offender.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of his Arizona teaching certificate.

Recommendation to the Board

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

Contact Information:

Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Richard H. Hummel, Case No. C-2016-039, Pursuant to A.R.S. § 15-550

Action/Discussion Item

Information Item

Background and Discussion

Richard H. Hummel held an Emergency Substitute certificate that expired on July 1, 2012.

On November 15, 2012, the Huachuca City Police Department was contacted by the principal of Tombstone High School in regards to a possible sexual relationship between a 14-year-old student, and school employee Richard Hummel.

During the Huachuca City Police Department investigation, Mr. Hummel admitted to having kissed and touched the 14 year-old student in a sexual manner.

On November 28, 2012, the Tombstone Governing Board voted to terminate Mr. Hummel's employment with the school district.

On March 31, 2014, Mr. Hummel was indicted in the Cochise County Superior Court for one count(s) of Sending Harmful Internet Material to a Minor, Aggravated Luring a Minor for Sexual Exploitation, and Luring a Minor for Sexual Exploitation.

On June 21, 2015, Mr. Hummel was arrested in Mesquite, Texas and extradited back to Arizona.

On October 26, 2015, in Division V of the Cochise County Superior Court, Mr. Hummel pled guilty to the offense of Luring a Minor for Sexual Exploitation, a class three felony.

On November 23, 2015, Mr. Hummel was sentenced to THIRTY (30) DAYS deferred incarceration in the Cochise County Jail, supervised probation for the period of FIVE (5) YEARS with conditions and, the requirement to register as a sex offender.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of his Arizona teaching certificate(s).

Contact Information:

Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Recommendation to the Board

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

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Sallie Baldwin Case No. C-2013-124

Action/Discussion Item

Information Item

Background and Discussion

Sallie Baldwin held a Standard Secondary Education 7-12, which expired on June 7, 2015.

On November 30, 2012, the Board's Investigative Unit received a report from Washington Elementary School District ("WESD") alleging that Ms. Baldwin had engaged in an inappropriate relationship with a 15 year-old male student, including but not limited to, supplying alcohol to the student and discussing personal information.

During the Board investigation, Ms. Baldwin was informed that a complaint would be filed against her Arizona teaching certification. Subsequently, Ms. Baldwin chose to voluntarily surrender her certificate. On April 7, 2016, the Board Investigative Unit received Ms. Baldwin's notarized affidavit in which she surrendered her certificate(s).

Recommendation to the Board

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

Contact Information:

*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Sarai Bedoy, Case No. C-2015-161

Action/Discussion Item

Information Item

Background and Discussion

Sarai Bedoy held an Emergency Substitute certificate, which expired on July 1, 2013.

On February 6, 2015, Ms. Bedoy was arrested by Somerton Police Department and booked on charges of Felony Sexual Abuse, Felony Sexual Conduct with a Minor, Felony Sexual Assault and Felony Molestation of a Child.

On February 10, 2015, Ms. Bedoy was charged with Sexual Conduct with a Minor, Sexual Abuse and Aggravated assault-Adult on a Minor in Somerton Justice Court, Yuma County Arizona, Case No. J-1402-FE-201500030.

On or about February 26, 2015, the case was transferred to the Superior Court of Arizona, County of Yuma, Case number S-1400-CR-201500206 and the case is ongoing.

During the Board investigation, Ms. Bedoy was informed that a complaint would be filed against her Arizona teaching certification. Subsequently, Ms. Bedoy chose to voluntarily surrender her certificate. On April 4, 2016, the Board Investigative Unit received Ms. Bedoy's notarized affidavit in which she surrendered her certificate(s).

Recommendation to the Board

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

Contact Information:

*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Julie Catherine Bolt, Case No. C-2016-025.

Action/Discussion Item

Information Item

Background and Discussion

Julie Catherine Bolt holds a Substitute Certificate which expires on December 31, 2017.

Ms. Bolt was last employed by the Tempe Elementary School District February 22, 2012 to April of 2012.

On or about July 28, 2015, the State Board of Education ("Board") received a Department of Public Safety Notice indicating Ms. Bolt had been arrested on or about March 20, 2015 in Mesa, Arizona for Misdemeanor Theft, Intimidating with Injury, Property Damage, Misdemeanor Assault, and Misdemeanor Disorderly Conduct all involving Domestic Violence. Ms. Bolt plead guilty to charges on or about July 29, 2015.

During the Board investigation, Ms. Bolt was informed that a complaint would be filed against her teaching certification. Subsequently, Ms. Bolt chose to voluntarily surrender her certificate. On or about April 8, 2016, the Board Investigative Unit received Ms. Bolt's notarized affidavit in which she voluntarily surrendered her certificate.

Recommendation to the Board

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

Contact Information:

*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Sandra Brown, Case No. C-2011-127

Action/Discussion Item

Information Item

Background and Discussion

Sandra Brown held a Substitute Certificate, which expired on August 25, 2015.

Ms. Brown held the Substitute Certificate, however, she was never employed by a school. On or about September 7, 2011, the Board received an Arizona Department of Public Safety notice of an arrest for Conspiracy, Illegal Control of Enterprise and Employee of a House of Prostitution. The arrest report noted that she was employed as a Practitioner at the Phoenix Goddess Temple. On or about September 12, 2011, Ms. Brown was charged with Illegal Control of Enterprise. The charge was dismissed without prejudice by the prosecution on September 28, 2012.

During the Board investigation, Ms. Brown was informed that a complaint would be filed against her teaching certification. Subsequently, Ms. Brown chose to voluntarily surrender her certificate. On or about April 15, 2016, the Board Investigative Unit received Ms. Brown's notarized affidavit in which she surrendered her certificate.

Recommendation to the Board

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

Contact Information:

Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Henry Levine, Case No. C-2015-017

Action/Discussion Item

Information Item

Background and Discussion

Henry Levine held a Standard Secondary Education, K-8 Certificate, which expired on December 13, 2015.

Mr. Levine was employed by the Cottonwood-Oak Creek School District # 6 ("District") at the Cottonwood Middle School from on or about April 14, 2014 through December 31, 2014. On or about January 15, 2015, the State Board of Education ("Board") Investigative Unit received a report from the District regarding allegations of a contract break on or about December 31, 2014, without seeking approval of the local governing board. The governing board accepted Mr. Levine's resignation, however, they felt Mr. Levine's reason for the contract break did not warrant a resignation mid-year. A district governing board vote was approved to report the contract break violation to the Board.

During the Board investigation, Mr. Levine was informed that a complaint would be filed against his teaching certification. Subsequently, Mr. Levine chose to voluntarily surrender his certificate. On or about March 18, 2016, the Board Investigative Unit received Mr. Levine's notarized affidavit in which he surrendered his certificate.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificate(s) held by Henry Levine, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Julie Eileen Mai, Case No. C-2014-057

Action/Discussion Item

Information Item

Background and Discussion

Julie Eileen Mai holds a Standard Secondary Education Certificate, which expires on August 20, 2016.

Ms. Mai was employed by Sedona Oak Creek Unified School District (“SOCUSD”) at the Sedona Red Rock High School. On April 29, 2014, a report was received from SOCUSD that Ms. Mai had an inappropriate relationship with a female high school student. She submitted her letter of resignation on March 26, 2014. Ms. Mai subsequently pled guilty to Contributing to the Delinquency of a Minor in Sedona Municipal Court, on or about June 10, 2014.

During the Board investigation, Ms. Mai was informed that a complaint would be filed against her teaching certification. Subsequently, Ms. Mai chose to voluntarily surrender her certificate. On or about March 15, 2016, the Board Investigative Unit received Ms. Mai’s notarized affidavit in which she surrendered her certificate.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificate(s) held by Julie Eileen Mai, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Joseph Richards, Case No. C-2015-184

Action/Discussion Item

Information Item

Background and Discussion

Joseph Richards holds a Standard Secondary Education 6-12 certificate, which expires on February 11, 2021.

On February 5, 2015, the Board Investigative Unit received a report from Joseph City Unified School District ("JUSD") alleging that Mr. Richards had engaged in an inappropriate relationship with a former 16 year-old male student, including but not limited to, contacting the student secretly and without his parents knowledge, swimming nude with the student, taking nude pictures of the student and discussing highly personal and sensitive matters with the student.

During the Board investigation, Mr. Richards was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Richards chose to voluntarily surrender his certificate. On April 5, 2016, the Board Investigative Unit received a letter, including his original certificate issued from the Arizona Department of Education. Mr. Richards stated in his letter that his certificate is "hereby surrendered".

Recommendation to the Board

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

Contact Information:
*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Steven Singh, Case No. C-2011-083
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Action/Discussion Item

Information Item

Background and Discussion

Steven Singh held a Provisional Secondary Education 6-12 certificate which expired on August 17, 2011, and a Reciprocal Provisional Secondary 6-12 certificate which expired on August 19, 2009.

On January 28, 2010, The California Commission on Teacher Credentialing revoked all of Mr. Singh's certification documents under their jurisdiction, and denied any pending applications, as a result of misconduct pursuant to California Education Code sections 44421 and 44345.

During the Board investigation, Mr. Singh was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Singh chose to voluntarily surrender his certificate. On April 19, 2016, the Board Investigative Unit received Mr. Singh's notarized affidavit in which he surrendered his certificate(s).

Recommendation to the Board

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

Contact Information:
Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Brian Anthony Webb, Case No. C-2014-133

Action/Discussion Item

Information Item

Background and Discussion

Brian Anthony Webb holds a Substitute, Pre K-12 Certificate, which expires on August 26, 2016.

Mr. Webb was employed by the Florence Unified School District at the Poston Butte High School from October 20, 2014 through October 23, 2014. On November 5, 2014, the Investigative Unit received a report from Florence Unified School District alleging Mr. Webb called a student into his classroom and showed her a photo of what he thought was the student in a bathing suit. Mr. Webb admitted to the conduct and subsequently resigned on or about October 23, 2014.

During the Board investigation, Mr. Webb was informed that a complaint would be filed against his teaching certification. Subsequently, Mr. Webb chose to voluntarily surrender his certificate. On or about April 13, 2016, the Board Investigative Unit received Mr. Webb's notarized affidavit in which he surrendered his certificate.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificate(s) held by Brian Anthony Webb, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for John Baldinelli, Case No. C-2012-116

Action/Discussion Item

Information Item

Background and Discussion

Mr. Baldinelli holds a Standard Secondary Education 6-12 certificate, which expires on March 11, 2022.

During the 2011-2012 school year, Mr. Baldinelli was a teacher at Shadow Ridge High School (“Shadow Ridge”) in the Dysart Unified School District (“DUSD”) located in Surprise, Arizona.

On January 10, 2012, the mother of Student A, a 17-year old male student at Shadow Ridge, reported to officials at DUSD that she had discovered inappropriate electronic messages exchanged between Mr. Baldinelli and Student A while she was reviewing Student A’s Facebook page on his computer.

On five occasions between June 10, 2011 and January 8, 2012, Mr. Baldinelli and Student A exchanged electronic messages via Facebook that contained inappropriate language and sexual innuendos.

On January 10, 2012, DUSD reassigned Mr. Baldinelli to work from his home pending investigation into the allegations. He subsequently submitted his resignation to DUSD.

On April 4, 2012, the DUSD Governing Board approved Mr. Baldinelli’s resignation with an effective date of May 25, 2012.

During the Board investigation, Mr. Baldinelli’s legal counsel entered into negotiations with the Board Investigative Unit regarding a settlement agreement. Mr. Baldinelli agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a one-year suspension of any and all certificates, with the following conditions:

- Participate in, and successfully complete, a course or seminar which addresses boundary issues. Any such course or seminar must first be approved by the Board’s staff.

Contact Information:

*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

- Furnish a letter of proof of successful completion to the Board certifying that he has successfully completed the course or seminar addressing the issues that led to the conduct described in the Stipulated Facts of the Negotiated Settlement Agreement.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by John Baldinelli, for one-year from today's date, with the above listed conditions, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Melissa Brown, Case No. C-2015-124

Action/Discussion Item

Information Item

Background and Discussion

Melissa Brown holds a Standard Secondary Education 6-12 certificate, which currently expires on July 29, 2021.

On May 4, 2015, the Investigative Unit received a complaint from the Wilson School District alleging Ms. Brown violated Arizona's Measurement of Educational Readiness to Inform Teaching ("AzMERIT) Test Security Agreement.

During the Board investigation, Ms. Brown agreed that the conduct described in the allegation constitute unprofessional conduct. In consideration of the State Board of Education ("Board") foregoing its option to initiate disciplinary proceedings and hold a hearing in this matter, Ms. Brown agreed to settle the matter.

The Negotiated Settlement Agreement consists of a 1 year suspension of any and all certificates, with the following conditions:

- Participate in, and successfully complete, a course or seminar which addresses teacher ethics issues. Any such course or seminar must first be approved by the Board's staff.
- Furnish a letter of proof of successful completion to the Board certifying she has successfully completed the course or seminar addressing the issues that led to the conduct described above.
- All conditions are at Ms. Brown's own expense.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by Melissa Brown, for 1 year from today's date, with the above listed conditions, and that all states and territories be so notified.

Contact Information:

*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Melissa Feldman, Case No. C-2015-145

Action/Discussion Item

Information Item

Background and Discussion

Melissa Feldman held a Standard Elementary Education K-8 certificate, which expired on October 4, 2015.

On February 17, 2015, Ms. Feldman was arrested by the Tempe Police Department and booked on charges of possession of dangerous drugs (methamphetamine) and possession of drug paraphernalia.

On December 23, 2015, the Maricopa County Attorney's Office filed a Direct Complaint against Ms. Feldman in the Maricopa County Superior Court of the State of Arizona, ("the Court"), charging her with one count of Possession or Use of Dangerous Drugs, a Class 4 Felony.

On or about February 9, 2016, Ms. Feldman signed an agreement, with the court, wherein she agreed to waive her right to a preliminary hearing and consented to participate in a deferred prosecution program with TASC. The Court suspended prosecution "for 2 years to allow for completion of TASC."

During the Investigation, Ms. Feldman voluntarily entered into negotiations with the Board Investigative Unit regarding a settlement agreement. She agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a three-year suspension of any and all certificates, with the following conditions:

- Participate in counseling therapy, or treatment program which addresses substance abuse issues. Any such counseling, therapy, or treatment program must first be approved by the Board's staff.
- Furnish a letter of proof of successful completion to the Board certifying that Ms. Feldman has successfully completed sufficient treatment, therapy, or counseling addressing the issues that led to the conduct described in the Stipulated Facts of the Negotiated Settlement Agreement.

Contact Information:

*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by Melissa Feldman, for three years from today's date, with the above listed conditions, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Nicholas Ferro, Case No. C-2016-066

Action/Discussion Item

Information Item

Background and Discussion

Nicholas Ferro holds a Principal certificate, which expires on September 20, 2019, and a Guidance Counselor PreK-12 certificate, which expires on December 6, 2017.

During the 2015-2016 school year, Mr. Ferro was a vice-principal at Miami Junior/Senior High School (“Miami JSH”) in the Miami Unified School District (“MUSD”) located in Miami, Arizona.

Between July 2015 and February 2016, Mr. Ferro and an adult female employee mutually engaged in repeated instances of inappropriate communications of a bantering nature involving sexual comments and innuendo. Mr. Ferro was the female employee’s immediate supervisor.

In February of 2016, the MUSD administration became aware of the inappropriate communications that had been going on between Mr. Ferro and the employee and after an investigation, he was reassigned to work under the JUSD Superintendent Sherry Dorathy for the remainder of the school year.

Mr. Ferro agreed to resign from MUSD effective June 30, 2016.

During the Board Investigation, Mr. Ferro admitted to the conduct, stating the banter was between friends and he inadvertently dismissed it as such and failed to address, stop or report the inappropriate communication.

Mr. Ferro voluntarily entered into negotiations with the Board Investigative Unit regarding a settlement agreement. He agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a Letter of Censure to be placed in Nicholas Ferro’s, permanent file.

Contact Information:

*Garnett Winders, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for a Letter of Censure to be placed in Nicholas Ferro's permanent file, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding dyslexia and K-12 education

Action/Discussion Item

Information Item

Background and Discussion

Currently, it is estimated that 1 in 5 students in Arizona have some symptoms of dyslexia including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. According to the A.R.S. § 15-701K, dyslexia is defined as: “brain-based learning difference that impairs a person's ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.”

In the upcoming months, the State Board of Education will consider its policy and legislative agenda for the upcoming year. As part of that discussion, SBE is encouraged to consider policy opportunities that support the 1 in 5 students in Arizona who have dyslexia.

To raise awareness and inform the Board regarding dyslexia, the following topics are being presented today:

- Introduction of community members – Representative Jill Norgaard- Arizona State Representative, District 18
- Overview of dyslexia Video: <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/video-inside-the-dyslexic-brain>- Meriah Houser- Parent Support Specialist
- Challenges in identifying dyslexia - Terri Clark - Arizona Literacy Director, Read On Arizona
- Current Arizona tools and resources - Bernadette Coggins - Kyrene Board Vice President
- Resources from other states - Courtney Gilstrap LeVinus - Capitol Consulting, LLC
- Certification and professional development- Ben Altoneder - Government Affairs, First Things First

Following the presentations, Representative Jill Norgaard will offer some suggested next steps to the Board.

Recommendation to the Board

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

Contact Information: Representative Jill Norgaard- AZ State Representative, District 18

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding considerations for new A-F accountability system
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Action/Discussion Item

Information Item

Background and Discussion

In the 2010-2011 school year, Arizona piloted its first A-F Letter Grade Accountability System, and began applying high stakes consequences to A-F letter grades given to schools and districts during the 2011-2012 school year. While prior legislation focused accountability on test scores, the State Board of Education has the opportunity to develop a new A-F accountability system following adoption of Senate Bill 1430. The new A-F accountability system will include multiple measures of academic performance, as well as college and career readiness indicators.

Information related to A-F accountability systems throughout the country has been collected and studied by the Foundation for Excellence in Education. Representatives from the Foundation for Excellence in Education will share findings and areas for consideration with the Board. In addition, implications from Every Student Succeeds Act (ESSA) requirements will be reviewed.

Recommendation to the Board

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

Contact Information:

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School Grades: Fundamental Principles

School grades provide transparent, objective, and easily understood data to parents, educators and the public to spur improvement and student learning to prepare for the challenges of higher education, the workforce, and civic life. A-F school grading, pioneered in Florida, has been adopted by sixteen additional states¹ in law or rule, and several more states have A-F school grading legislation pending that has a significant chance of becoming law during the 2016 legislative session.

A-F has been a popular and effective accountability tool for two main reasons. First, the rigorous model uses sophisticated, valid, and reliable indicators that are based on student learning outcomes and focused on the performance of the lowest achieving students in each school. Second, and just as importantly, these indicators are aggregated into a rigorous A-F grading scale. The easy-to-understand A-F labels are crucial for promoting transparency and establishing effective incentives for schools. Not surprisingly, these labels have been incredibly popular with parents. In a national poll, 84 percent of parents supported assigning schools a letter grade based on how well they educate their students (McLaughlin & Associates, 2014).

In order to fully realize the benefits of a transparent school accountability system, states should adopt the following fundamental principles:

1. Use clear and transparent descriptors of A, B, C, D, and F
2. Include objective, concise student learning outcome measures
3. Balance measures of student performance and progress
4. Calculate student progress toward grade level and advanced achievement
5. Focus attention on the progress of the lowest performing students in each school
6. Report results in a timely manner as close to the end of the school year as possible
7. Communicate clearly to parents
8. Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D, or F grades
9. Use grades to identify schools for recognition, intervention, and support

1. Use clear and transparent descriptors of A, B, C, D, and F

Using clear and transparent A, B, C, D, and F grades, rather than vague categorical descriptors, ensures that everyone understands how schools are doing. Even if parents don't understand specifics of the school accountability calculation, they will know that A and B is good, that D and F is not good, and a C means there is room for improvement.

School grading brings a command focus on learning because no one, including administrators, educators and parents is satisfied with a C grade or lower. Everyone strives for excellence in a way that does not occur with fuzzy descriptors like "satisfactory" or "performing."

In an A to F system, low performing schools are easily identified and communities rally around them. Florida witnessed countless stories of communities coming together to improve schools to raise

¹ 2016 in order of adoption: FL, AZ, IN, LA, NM, OK, UT, AL, MS, NC, OH, AR, ME, WV, GA, TX and TN – 17 states

student achievement. That didn't happen when Florida used fuzzy descriptors such as performing, low performing, and critically low performing.

A-F descriptors are easily consumable by the general public and draw a heightened amount of interest.

2. Include objective, concise student learning outcome measures

The purpose of federal and state school accountability is to ensure that students are learning. School accountability measures need to be based on what is most important and what measures student success. Strong school accountability models include objective student outcome measures such as performance and progress on statewide assessments, graduation rates, performance on advanced coursework, and/or college readiness measures. These objective measures focus on student learning and achievement.

These measures should be concise in their calculation and not require complex mathematical adjustments or explanations. Simpler is better because it allows individual classroom teachers to focus on goal instead of figuring out how to game the system.

For example, simply using the percent of students who score grade level or higher on the math assessment is a much stronger calculation than a complex indexing system that awards some points for partial proficiency, full points for grade level performance and extra points for advanced proficiency. Seeing 59 percent of students proficient in math is more meaningful than earning 59 points on a "proficiency index." Simple, concise calculations provide transparency and meaningful data to parents and educators.

The process and methods schools use to ensure students learn, such as school culture, student engagement, and access to courses, are extremely important and should be reported publicly, primarily through parent-friendly school report cards. But that information, should be used by local decision makers to improve the educational environment, not included in the portion of statewide accountability systems that identifies schools needing support and interventions.

3. Balance measures of student performance and progress

School accountability systems need to balance student and student progress. All students have the ability to learn, and a strong accountability system must capture measures of that growth. While the ultimate goal is that all students will be performing on grade level, the reality is that many are not. Focusing on both proficiency and growth provides a truer, fairer picture of how a school is doing.

While measuring student proficiency provides useful information on where a school stands in relation to mastery of grade-level standard, it doesn't provide a complete picture. Every school has students who perform at different levels of proficiency. Therefore, states cannot simply compare proficiency across schools because proficiency may be a reflection of the performance of students who entered the school, not the impact of the school demonstrated through student growth.

Using a growth component in the school accountability formula levels the playing field so that schools do not have advantages or disadvantages simply as a result of the students who attend a school. The growth component requires schools to demonstrate that all students, high achieving and low achieving, have made a year's worth of progress in a year's time. Growth ensures schools earn credit for making progress with students who may have entered their school below grade level and have not yet achieved grade level performance, and it also puts pressure on schools who have high performing students to keep them high performing.

Perhaps most importantly, both proficiency and growth should be equally balanced in an accountability system. To weight growth more than proficiency provides less incentive to ensure students are on grade level. States that too heavily weight progress may find themselves issuing A grades to schools with far too few students achieving on grade level, which makes the accountability system lack credibility. To weight proficiency more than growth will create an uneven playing field.

4. Calculate student progress towards grade level and advanced achievement

There are two widely used methods for calculating student growth – “criterion-based” and “norm-referenced” – and adopting a criterion-based method is essential to ensure that each individual student is making progress.

In a criterion-based system, students are measured on their individual progress towards meeting pre-determined expectations. The strongest expectations set the amount of growth a student must make each year at a level that moves her towards achieving proficiency, or if already proficient, to advanced achievement. This growth expectation determines whether or not the student has demonstrated progress towards the mastery of a certain set of skills.

Norm-referenced growth models, by contrast, compare students to the performance of other students across the state – not how well an individual student progressed towards meeting a predetermined standard. In this method, there will always be winners and losers -- students that make growth relative to others and students that do not make growth relative to others, regardless of how well or poorly the students are performing.

In other words, even if student performance improves substantially across the state, there will be “losers” a set of students that are determined to not be making growth, because another set of students did just a little better.

Criterion-based growth to proficiency models are the fairest, because they measure what matters – whether each student is learning enough each year to become proficient – not how well a student did compared to their peers, using an ever-changing scale.

5. Focus attention on the learning progress of the lowest performing students in each school

Effective school accountability systems place more focus on students most in need, without ignoring those that are performing on grade level or higher. Instead of focusing on individual demographic

or curricular subgroups of students, which was required under the federal accountability system, and which many states gamed in order to “hide” populations of students within schools, states should focus on the lowest performing students in each school – because each school has a group of lowest performing students.

Low performing students come from all races and ethnicities, all income levels and all curricular backgrounds, and they are found in all schools. Focusing on these lowest performing students ensures the ‘right’ kids in every school are getting the extra attention and resources needed to catch up with their peers.

6. Report results timely manner as close to the end of the school year as possible

It is important that results of school grades are released with enough time for parents to make decisions about where to send their child to school. Issuing grades before the end of the school year, or shortly thereafter, has many benefits.

- For schools earning a high grade, getting a grade close to the end of the year allows teachers and students to celebrate success when they earned it. Teachers and students who move to different schools do not get to share in the success of earning a good grade.
- For schools earning a low grade, getting a grade close to the end of the year ensures that leaders and educators have ample time over the summer to analyze where their weaknesses were to develop and implement a plan to improve before the start of the next school year.
- For states that have school choice options or remediation plan requirements attached to the school’s grade, issuing grades close to the end of the school year allows for these policies to more be effectively implemented.

7. Communicate clearly to parents

Parents need to have access to school grades and the underlying data for the underlying measures. The state should make report cards easily accessible on the agency website. The report cards should have a school grade reported with an explanation of the statewide grading scale to give parents context for the grade. Information should be easy to navigate and explained in simple language and graphics. Schools and districts should be required to notify parents of the school’s grade and provide information to parents that cannot access the website.

And ideally, parents should know what their options are if they are not pleased with the school’s performance.

8. Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D, or F grades

Once it is determined which components are included in the school grading system it is important to establish rigorous criteria and the scale to earn a grade. Setting the grading scale for earning an A, B, C, D, and F is critical to the success of school accountability.

Setting the grading scale too low will result in all schools earning an A or B, which defeats the purpose and meaning of a transparent system. Parents will not know how their school is performing, and the school will not have any incentive to improve. Setting the grading scale too high so all schools are earning a D or F will not build confidence in the system. The school grading scale should reflect that state's national standings and make sense in the context of current student achievement. For example, if the state is ranked at the bottom of the states on the National Assessment of Education Progress (NAEP) reading and math measures, then an accurate grading scale would result in more D and F schools than A and B schools that first year. However, if the state was in the top 10 on NAEP measures, a system that produced more D and F schools than A and B schools would suggest that the grading scale was too high.

Even if a state initially sets a high bar for grades that results in a large number of D and F schools, history proves that it will not remain this way for long. Schools will rise to the challenge and work to improve student performance and their school grade. It is important that the school accountability system has a mechanism to raise the bar as more and more schools are making higher marks. Success is never final and reform is never finished. Raising the bar is critical to continuous improvement.

States should set in law the long-term school grading scale desired while providing for thoughtful, established, automatic increases in the scale as schools are ready (e.g., automatic school grading scale increase).

For example, states could ensure the grading scale will increase by 5 percentage points when 65% or more schools (elementary, middle or high schools) earn an A or B in a given year. These increases will occur until the statewide school grading scale reaches: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and <60% = F.

An automatic increase allows for the state to set a grading scale that will ensure an appropriate distribution of school grades in the implementation year, but provides for an automatic increase to raise the bar when schools are improving. This approach has two primary benefits: 1) alleviates need for potentially annual changes in law to adjust the scale which can become politically challenging once grades have been issued over time, and 2) allows the scales to be different for elementary, middle and high schools over time – even though they will all ultimately reach 90-100% = A.

Codifying an automatic grading scale increase will allow for raising the bar while avoiding having to open up the school grading law making it susceptible to other changes.

9. Use grades to identify schools for recognition, intervention, and support

Regardless of the nuances of methodology states use to meaningfully differentiate schools, a key factor is identification of schools that should be rewarded, or provide extra support and resources for intervention at schools that are consistently failing to serve students.

Schools that improve a letter grade from the prior year or earn an A, should be recognized as **Reward Schools**. Recognition should include financial awards for educators as well as publicity and certificates of recognition.

- *Comprehensive Support and Improvement Schools*: This category includes the lowest performing 5 percent of Title I schools and all high schools with graduation rates below 67 percent.
- *Targeted Support and Improvement Schools*: These are schools where one or more groups of students are “consistently underperforming,” as determined by the state.
- *Additional Targeted Support and Improvement Schools*: These are schools that have one or more groups of students who are performing as poorly as the bottom 5 percent of Title I schools.

Because of the many benefits of having a unitary system of federal and state accountability, the school grading system will be the primary mechanism for identifying schools for support and improvement. However, high schools may also qualify based on graduation rates.

Schools meeting the following criteria will be identified as **Comprehensive Support and Improvement Schools**:

- Schools with an F letter grade. F schools are the lowest performing schools in that they have the lowest percent of students proficient in each subgroup and the lowest percent of students in each subgroup making growth. States currently using A-F school grading have identified more than 5 percent of Title I schools as F school.
- High schools that have graduation rates below 67 percent.

Schools meeting the following criteria will be identified as **Targeted Support and Improvement Schools**:

- Schools with a D letter grade. D schools exhibit larger achievement and growth gaps than higher performing schools (i.e., subgroups that are “consistently underperforming.”)
- A, B and C schools with subgroups performing as poorly as the bottom 5 percent of schools.
- A, B and C schools with subgroups performing as poorly as the subgroups in D schools.
- A, B and C schools who did not meet the needs of their students learning English.

Measuring Student Academic Growth for School Accountability

School accountability systems need to balance student proficiency status and student learning growth. All students have the ability to learn, and a strong accountability system must capture measures of that growth. While the ultimate goal is that all students will be performing on grade level, the reality is that many are not. Focusing on both proficiency and growth provides a true picture of how a school is doing.

Using a growth component in the school accountability formula levels the playing field so that schools do not have advantages or disadvantages simply as a result of the students who attend a school. The growth component requires schools to demonstrate that all students, high achieving and low achieving, have made progress towards proficiency or advanced achievement during the year.

There are two widely used methods for calculating student growth – “criterion-based” and “norm-referenced” – and adopting a criterion-based method is essential to ensure that each individual student is measured on making progress toward proficient or advanced achievement.

In a criterion-based system, students are measured on their individual progress towards meeting pre-determined expectations. The expectation is a set for the amount of growth a student must make to demonstrate progress toward proficient or advanced achievement during the year. This growth expectation measures whether or not the student has the demonstrated growth towards the mastery of a certain set of skills.

Norm-referenced growth models, by contrast, compare students to the performance of other students across the state – not how well an individual student progressed towards meeting a predetermined expectation. With a norm referenced method, there will always be students that make growth relative to others and students that do not make growth relative to others, regardless of how well or poorly the students are performing. Even if student performance improves substantially across the state, there will still be a constant set of students that are determined to not be making growth, only because a higher proportion of their cohort is performing better than usual.

Criterion-based growth models are the fairest, because they measure what matters – whether each student is learning each year – not how well a student did compared to their peers, using an ever-changing scale.

Purpose for Using Growth in School Accountability Models

- Schools have students who enter with different levels of proficiency.
- Therefore, we cannot simply compare status scores across schools because the status scores only reflect the students who entered the school, not the impact of the school.
- Growth models are designed to mitigate the influence of differences among the entering students. In other words, growth models “level the playing field” so that all schools are accountable for improving student achievement and no school is at an advantage or disadvantage simply as a result of the students who attend a school.

Why Use a Growth to Proficient and Advanced Model

- Individual student learning expectations are set and measured
- Criteria for determining individual student growth is set, and expectations are known by students, parents, educators, policymakers, and the public before testing
- Consistent expectations from year to year allows for longitudinal comparisons
- Expectations, if met each year, will result in proficient or advanced student achievement

Different Methods for Measuring Growth

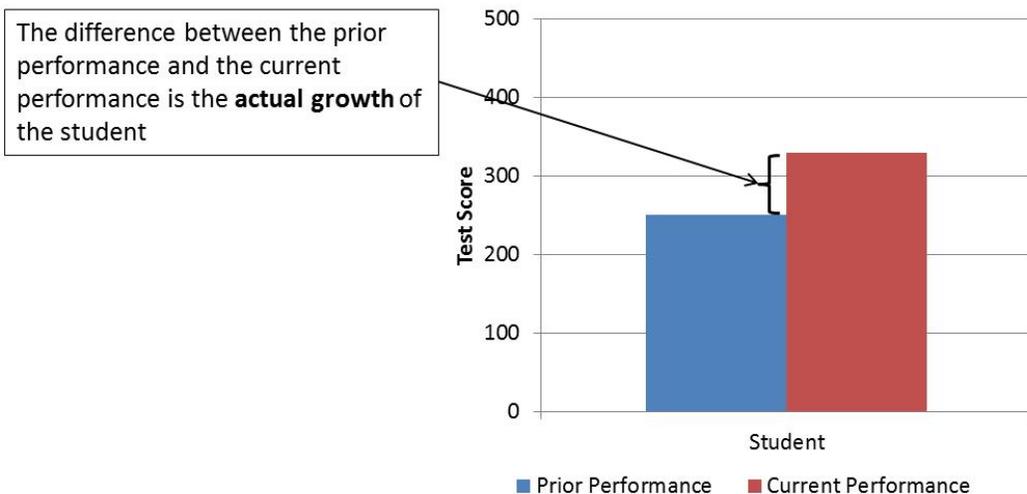
Status Methods

- The status method of measuring the growth of a cohort, or improvement, is criterion based
- Percent proficient is determined by using a single year of test score data
- Comparisons are made from one year to the next, but are based on different groups of students
- Using one year of data, comparisons can be made between 2015 ninth graders and 2016 ninth graders to determine if there was “growth” in the percent of proficient ninth graders
- Since this method does not measure individual student growth from year to year, “improvement” may be a reflection of the differences among student groups, rather than a measure of the school’s impact on improving individual student learning.

Subject	Grade	2015 percent proficient	2016 percent proficient	“Growth” Improvement
Algebra I	9	81	83	2
Geometry	10	75	78	3
Algebra II	11	72	71	-1

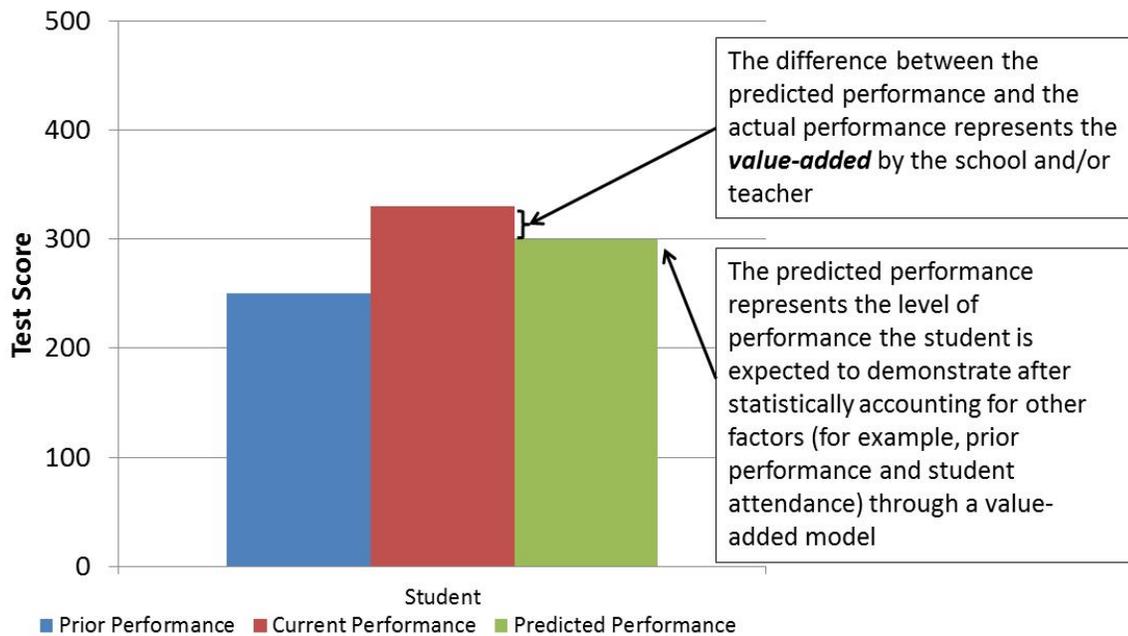
Growth to Proficient and Advanced Models

- Growth to Proficient and Advanced models measure growth based on a set of criteria
- Measures the change in an individual student’s test scores from year to year such as the growth of the student score on the third grade test to the fourth grade test
- The actual growth is compared to the growth needed to be proficient or advanced in a specified amount of time to determine if the student met growth in the current year.



Value-Added Models

- Value-Added Models are a normative way of measuring growth
- Statistical model estimates the portion of the individual student's growth from year to year that is attributable to the school or teacher
- Value-added models estimate how much each student is expected to learn from year to year, based on past performance and compare actual performance to expected performance to determine how much "value" was added by the school
- If the student achieves growth greater than what was expected, the amount that the student surpassed the expectation is considered "value-added" and then attributed to the school



Student Growth Percentiles

- Student Growth Percentiles are an example of normative growth
- Estimates "growth percentiles" among students who started at a similar level in order to evaluate individual student growth from year to year
- Performance is judged entirely relative to that of other students, not against a set expectation
- Growth targets are determined based on the performance of other students in the state
- Growth expectations are set annually and shift annually based on statewide performance
- The same percent of students make growth every year making longitudinal comparisons meaningless

Student Growth Percentiles (continued)

Student	4 th Grade Score	5 th Grade Score	Growth	Growth Percentile
Steve	300	350	50	70 th
Ann	250	255	5	10 th
John	285	305	20	50 th
Roger	200	250	50	30 th
Lyn	325	340	15	90 th

- For example, in the table above, though Steve and Roger both improved their test scores by 50 points, their improvement is classified differently based on how their academic peers scored
- Steve’s 50 point improvement in 5th grade was better than 70% of all students who scored a 300 in 4th grade, while Roger’s 50 point improvement in 5th grade was better than 30% of all students who scored a 200 in 4th grade.
- Measuring growth on a comparative basis does not ensure that the accountability system is measuring student progress toward proficient or advanced achievement
 - Using an SGP model it is conceivable that student achievement may be improving substantially across the state, but since growth is measured relative to how well students are growing statewide there will still be the same number of students who will not make growth.
 - Likewise, substantial declines in student achievement during a school year mean that student performance is going down, but there will still be the same number of students that make growth, since some students will decline less severely than others.

Foundation for Excellence in Education

Our vision is to build an education system that maximizes every student's potential for learning and prepares all students for success in the 21st century.

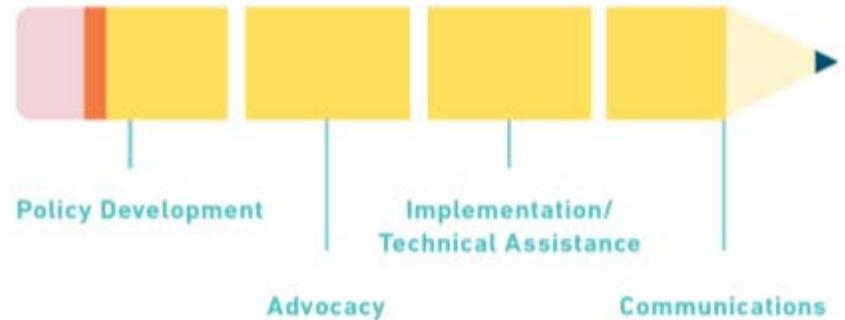
Our Guiding Principles

All children can learn.

All children should learn at least a year's worth of knowledge in a year's time.

All children will achieve when education is organized around the singular goal of student success.

What We Do



Our Board of Directors



Dr. Condoleezza Rice
Chair of the Board
of Directors



F. Philip Handy
President of the Board
of Directors



Reginald J. Brown
Board of Directors



César Conde
Board of Directors



Betsy DeVos
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Joel Klein
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Governor Ducey's Vision for K-12 Education



“We have a moral obligation to give our kids the best we’ve got.”

Governor Ducey's remarks to the State Board of Education on March 23, 2015,
<http://azgovernor.gov/governor/news/2015/03/governor-duceys-remarks-arizona-state-board-education>

First is “choice.”

- Parents and children need quality choices so that they can choose the education that’s best for them.
- Board [needs] to continue and to accelerate the pace of reforms that give more choices to more families.

Second is “excellence.”

- We need to commit ourselves to achieving excellence.
- This Board – along with my office and the Legislature – needs to design policies that get Arizona on a path to significant improvement in the quality of education.

Third is “accountability.”

- A word that is vastly under-utilized when it comes to education, but he it takes very seriously.
- Where we see mediocrity we should call it for what it is – and demand that the people responsible...up their game and make meaningful improvements. And if they can’t summon the will to do it, then they should step aside and let someone else take charge who can. It’s not the children’s fault that they are locked in a failing school, but our kids are the ones who pay the price for the failure of the adults around them to provide the environment where they can learn.

Fourth is “results.”

- It’s time to focus on how we best use the resources we have. I would far prefer to focus on “are the kids learning”, “are kids reading”, by looking at results and—ultimately-- “are the kids graduating and prepared for what’s next” by looking at our graduation rates.

Fifth is “everyone.”

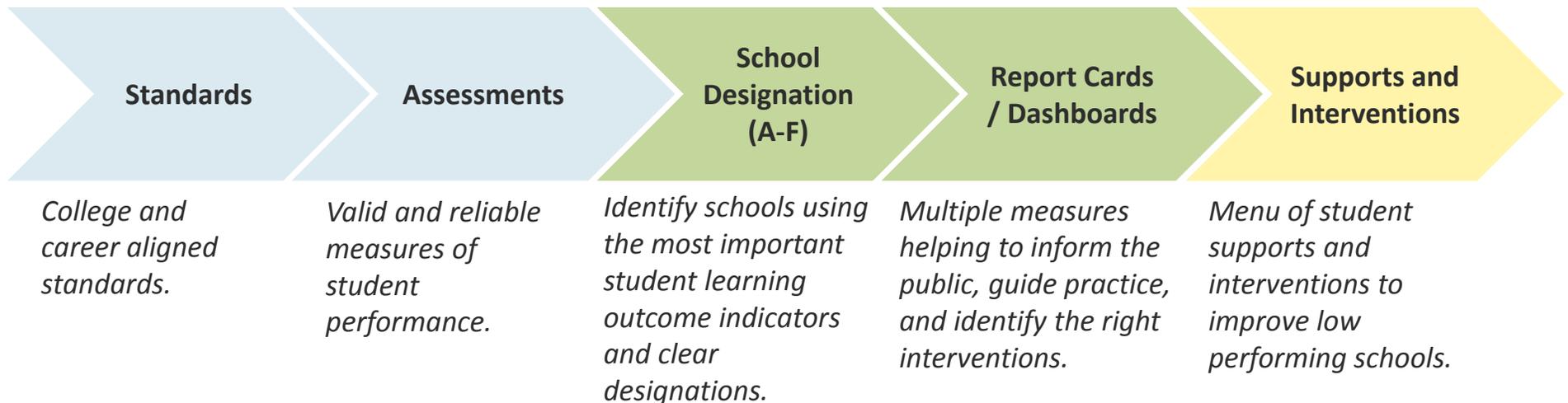
- All the words I’ve used so far don’t work if they don’t apply to all children in all corners of our state. It shouldn’t matter what your zip code is – if you’re a child in Arizona you deserve our absolute best.

Components of an Accountability System

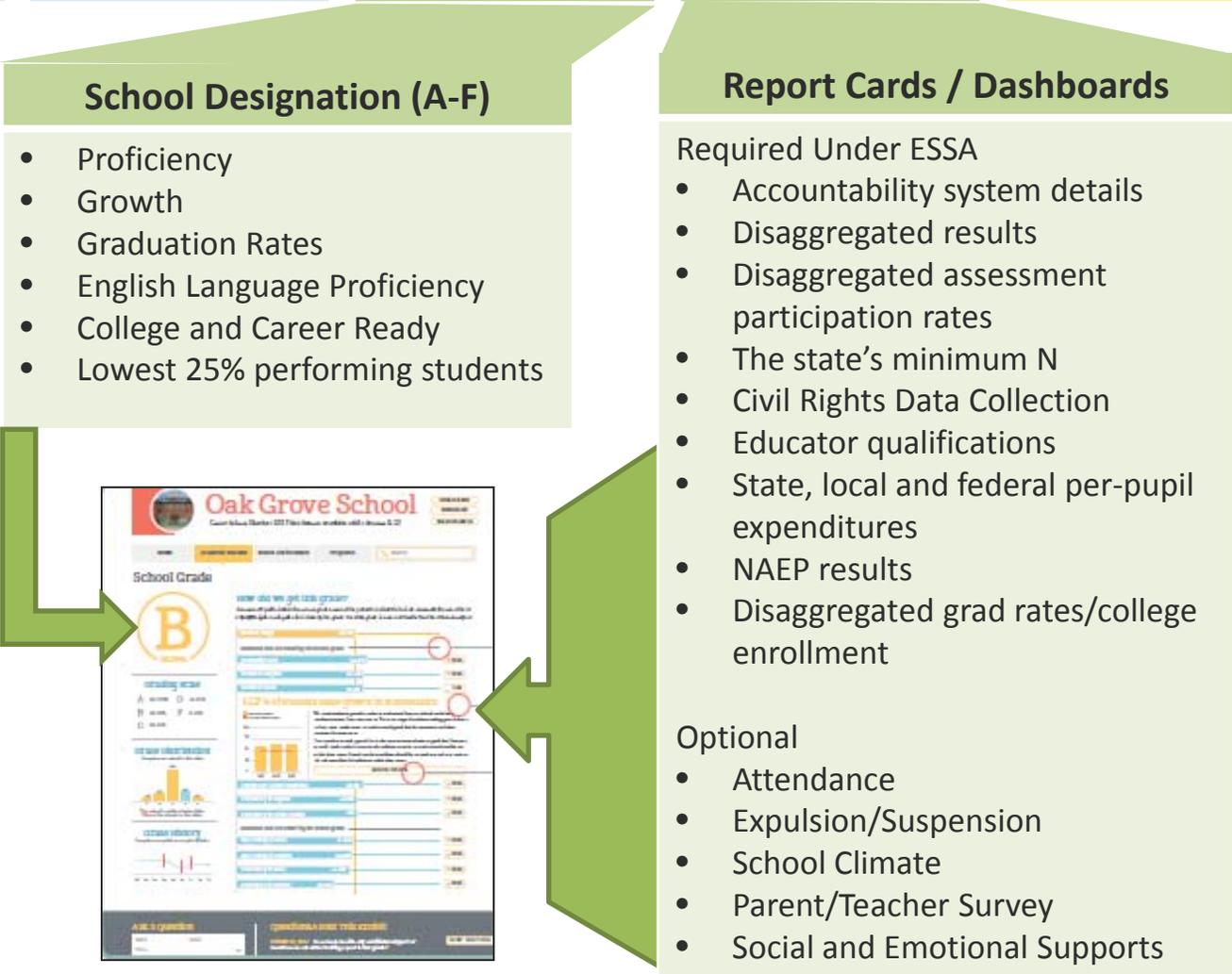


Accountability systems hold schools responsible for helping all students achieve their full potential. Rigorous accountability:

- Sets clear goals to rally around — goals that are meaningful, ambitious, and achievable;
- Provides information to parents, educators, policymakers and the community about school performance;
- Prompts and supports improvement where it is needed; and
- Protects taxpayer investment in education.



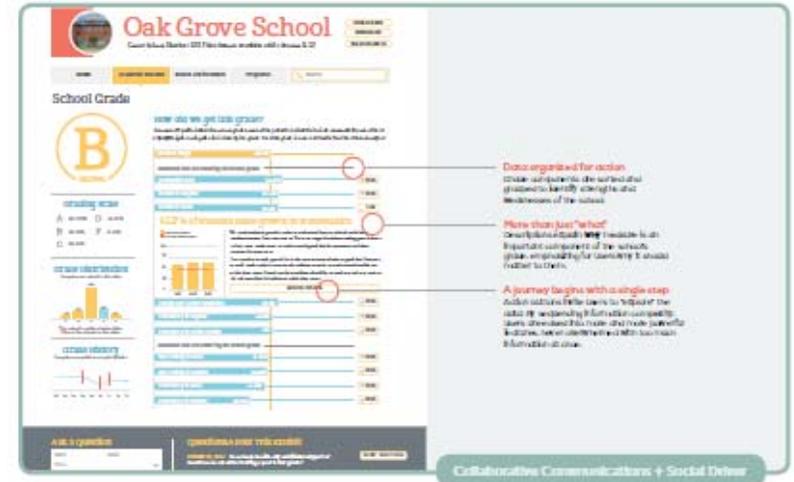
Components of an Accountability System



My School Info Design Challenge

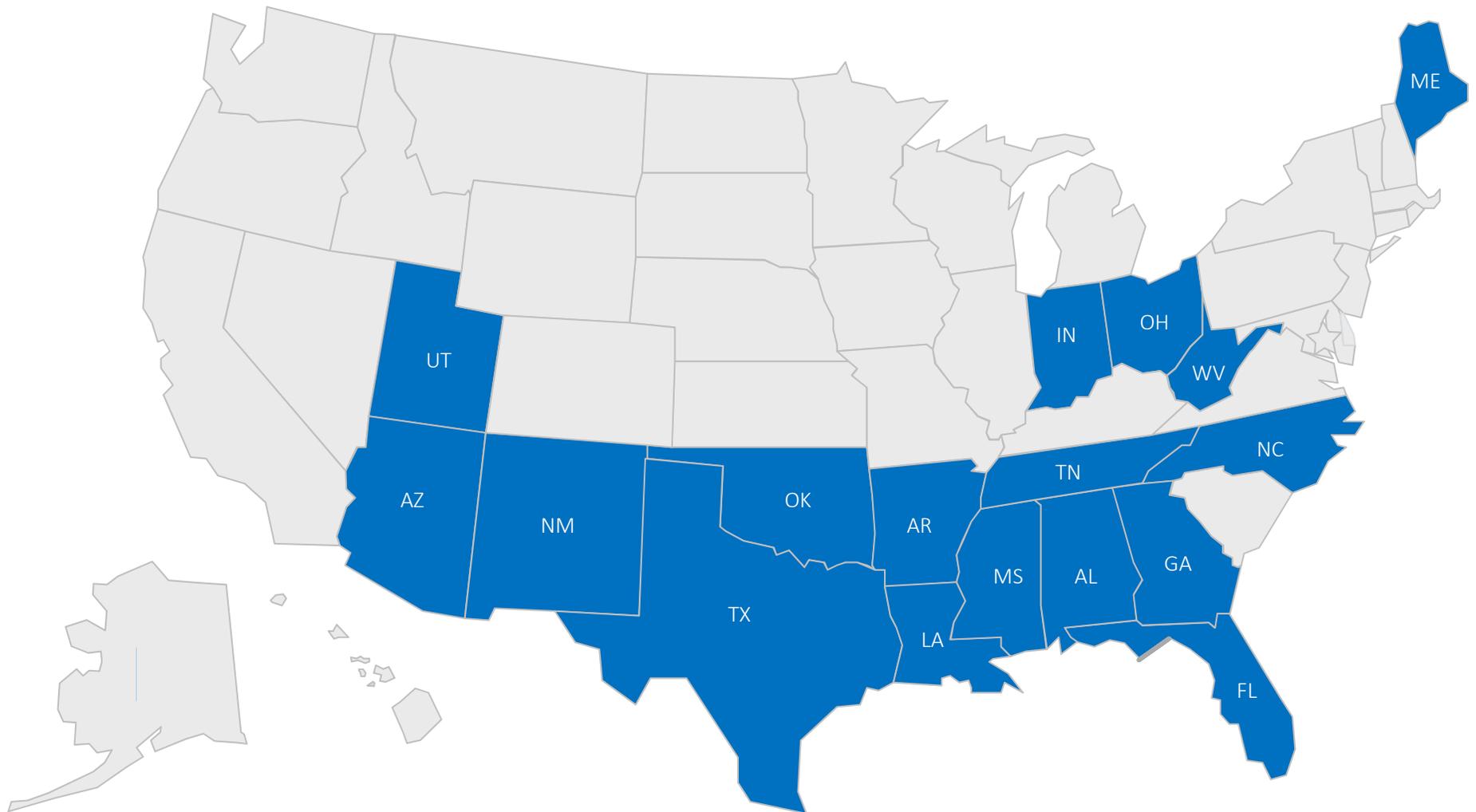
<http://myschoolinfochallenge.com/>

- 2014 Report Card redesign challenge informed by ECS report and our research concluding most state report cards are not well designed
- Launched the competition website
- Offered prizes totaling \$35K and invited designers to compete
- Assembled a panel of diverse judges to rate and rank entries also hosted a “People’s favorite” voting contest
- Announced winners
- States using Open Source Code created during competition to revise report cards.



All states are required to have a school accountability system, but few are transparent and focused on student learning outcomes

17 States Have Adopted A-F School Grading



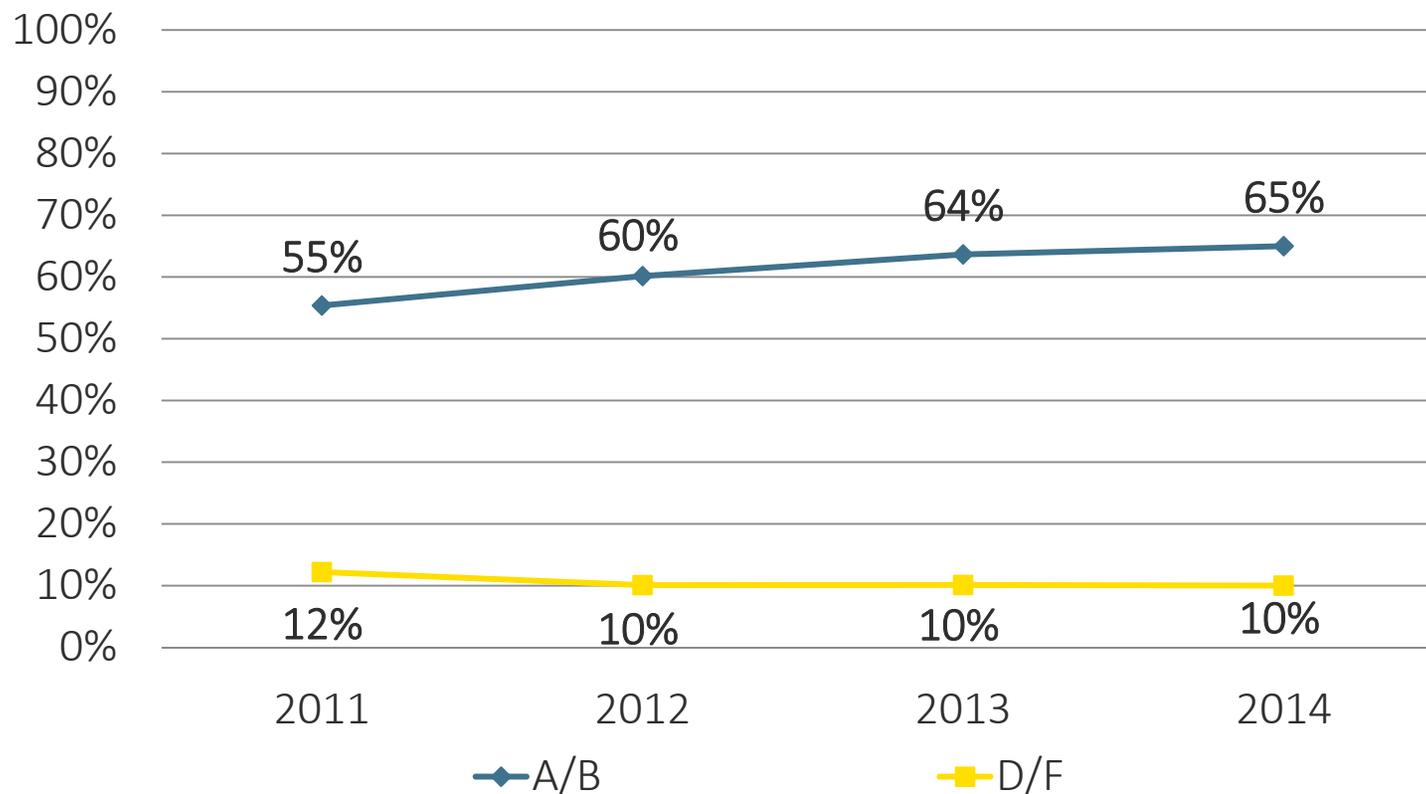
Arizona's Proficiency Gap 2013 vs 2015

	AZ Read 4	AZ Read 8	AZ Math 4	AZ Math 8
2015 Gap	12	4	4	-1
AZ Proficiency	42	35	42	34
NAEP Proficiency	30	31	38	35
2013 Gap	49	44	24	27
AZ Prof Proficiency	77	72	64	58
NAEP Proficiency	28	28	40	31
Difference	-37	-24	-36	-32

<http://www.whyproficiencymatters.com/arizona>

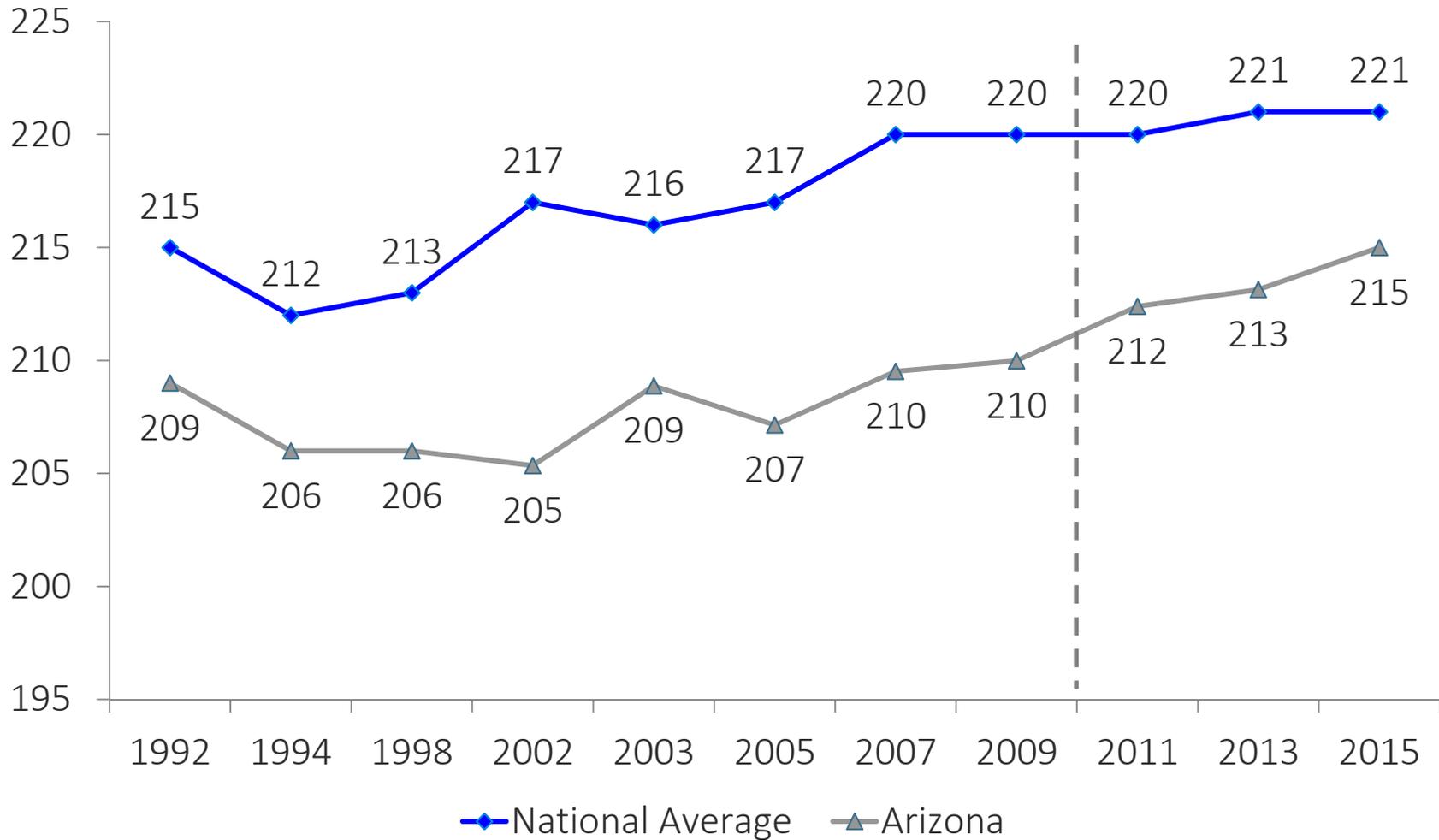
Arizona School Grades Have Improved Since 2011

Arizona School Grades 2011 to 2014



NAEP

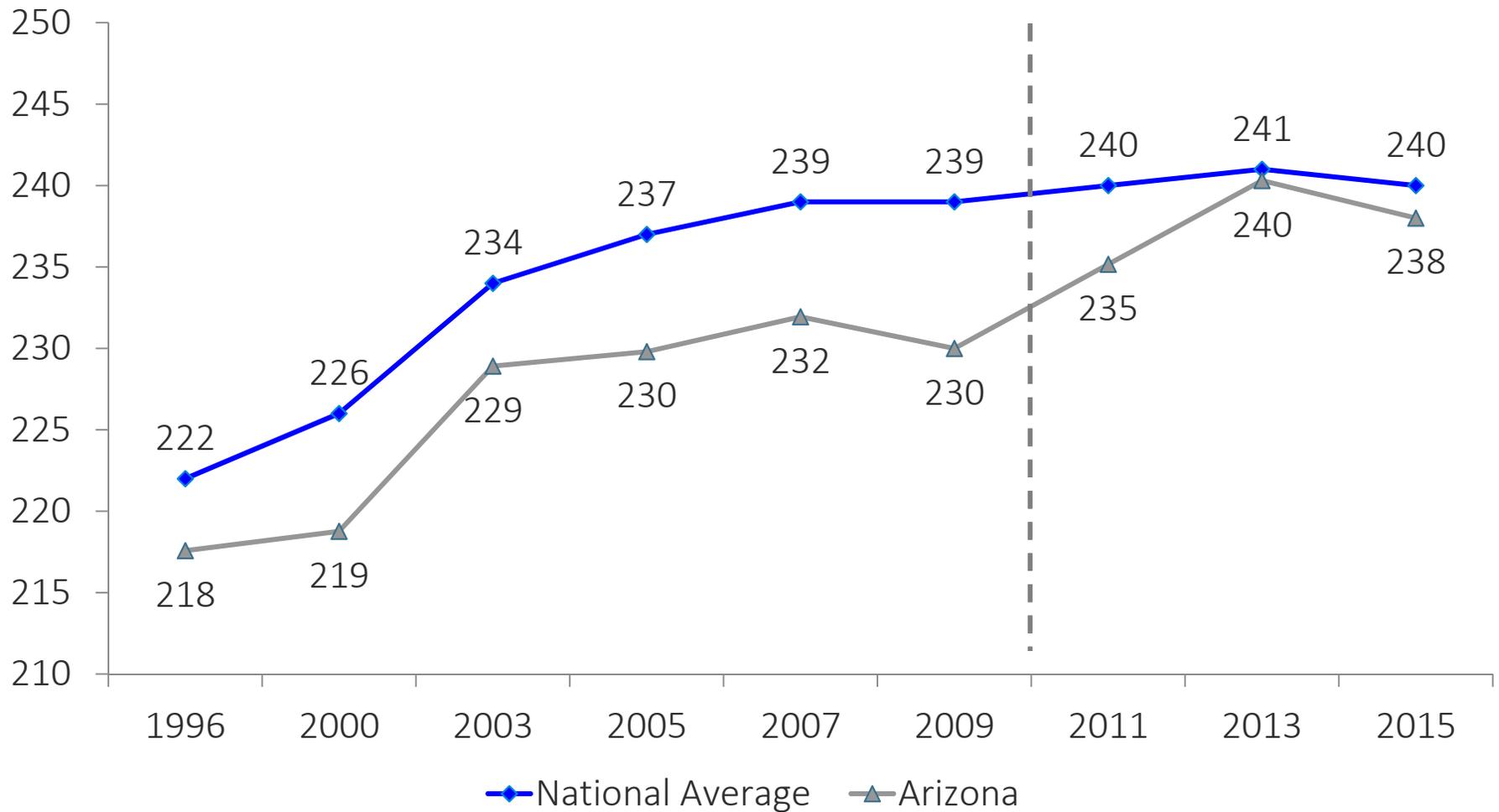
Average NAEP 4th Grade Reading Scores for All Students Arizona and National Average 1992-2015



NAEP

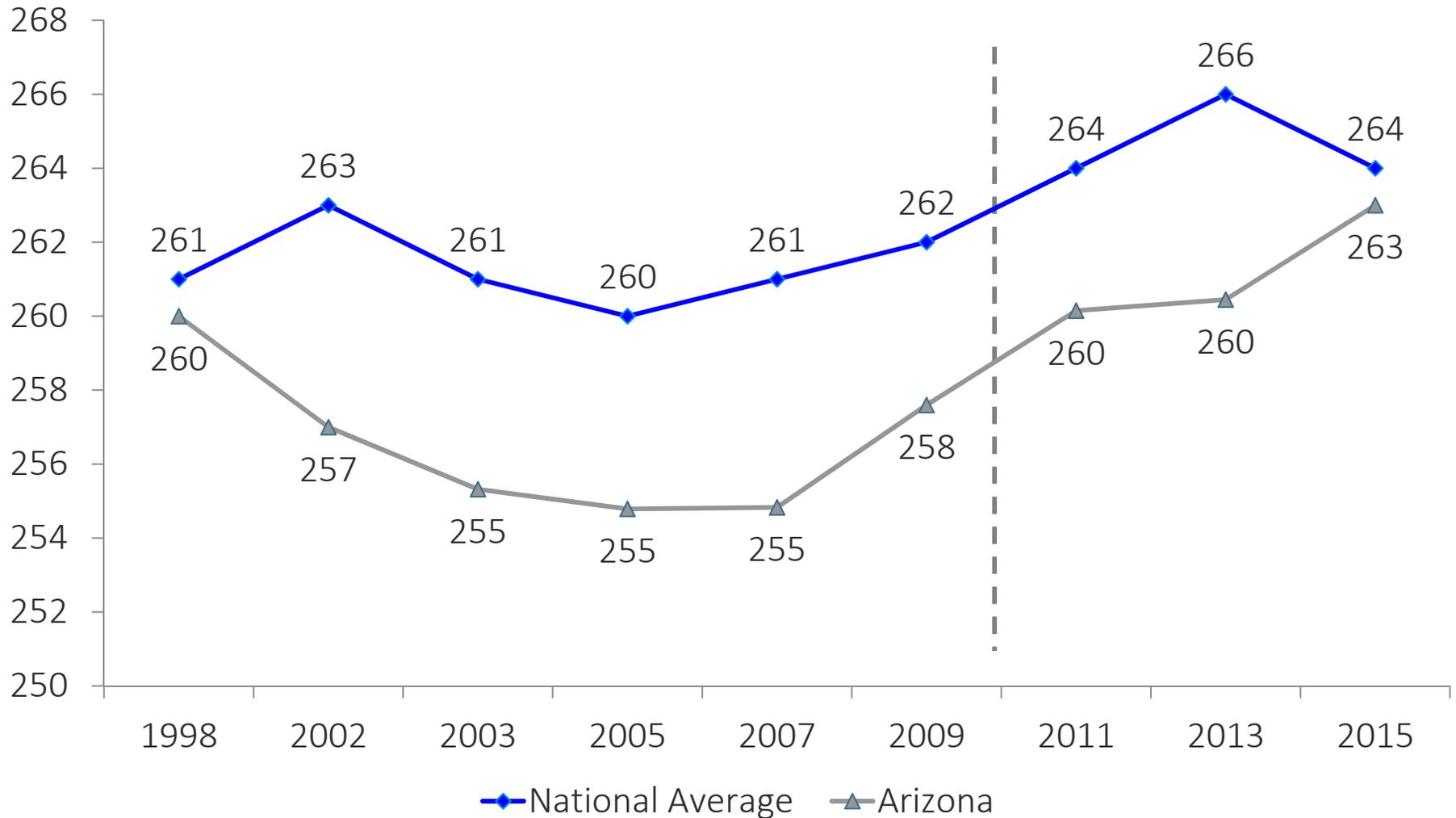


Average NAEP 4th Grade Math Scores for All Students Arizona and National Average 1996-2015



NAEP

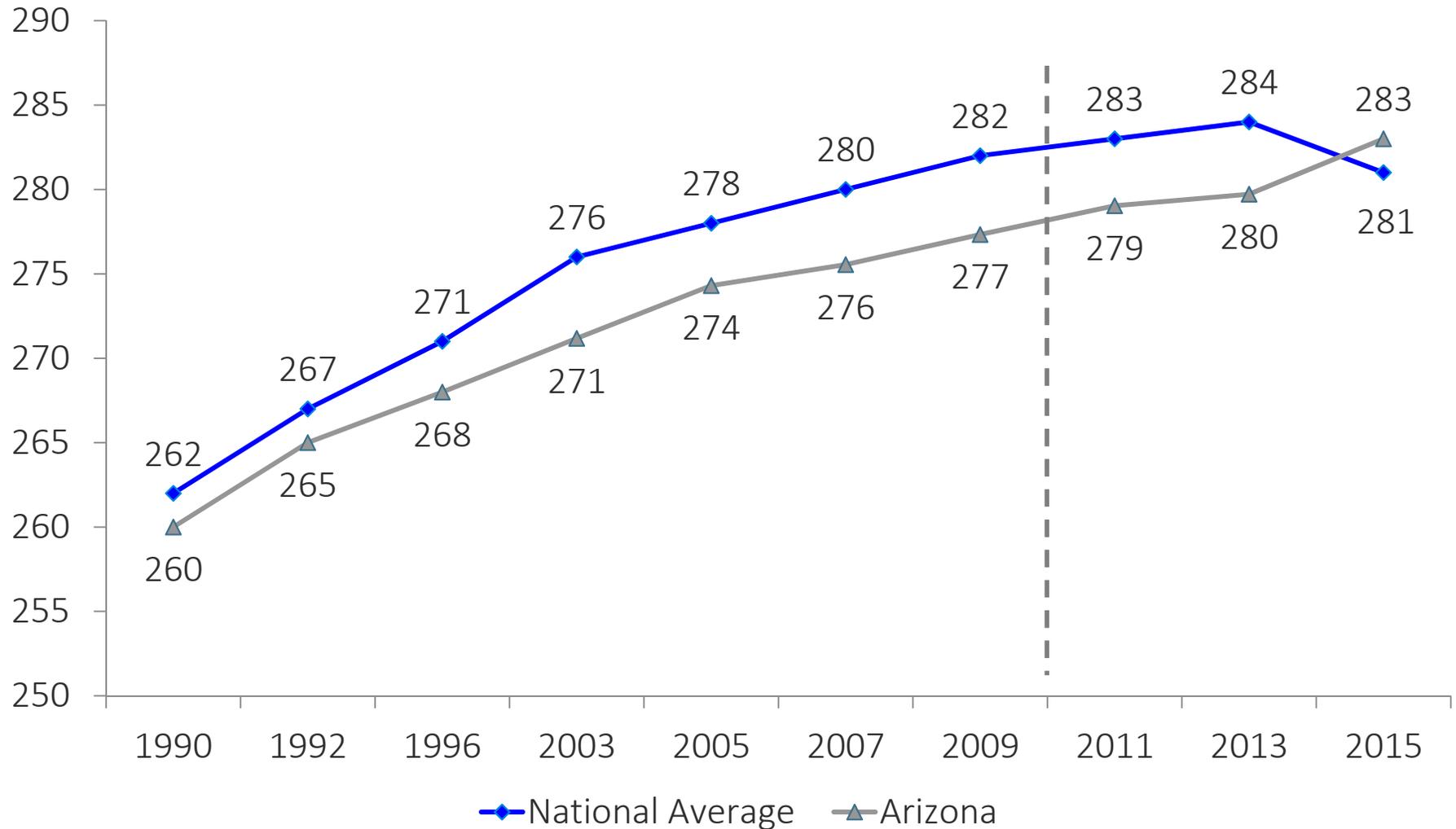
Average NAEP 8th Grade Reading Scores for All Students Arizona and National Average 1998-2015



NAEP



Average NAEP 8th Grade Math Scores for All Students Arizona and National Average 1990-2015



NAEP



GR 4 Math	2003	2005	2007	2009	2011	2013	2015	'15-'09	'09-'03	AZ v NP	
Arizona (2010-11)	229	230	232	230	235	240	238	8	1	-4.1	Pre 2010
National Public	234	237	239	239	240	241	240	1	5	6.9	Post 2010

GR 8 Math	2003	2005	2007	2009	2011	2013	2015	'15-'09	'09-'03	AZ v NP	
Arizona (2010-11)	271	274	276	277	279	280	283	6	6	0.6	Pre 2010
National Public	276	278	280	282	283	284	281	0	6	6.0	Post 2010

States are listed with their implementation year in ().

Gray cells represent the baseline NAEP score before for A-F policy was implemented.

Bold numbers are NAEP scale score during A-F policy implementation.

'15-'09 column represents the difference in the NAEP score from the baseline to 2015.

'09-'03 column represents the difference in the NAEP score from 2003 to the state baseline year.

AZ v NP column represents the difference in AZ and National Public score pre and post 2010

Positive numbers in AZ v NP column mean the AZ outperformed the National Public between the baseline and compare years.

Scale score values in this chart are rounded to whole numbers, but computed using multiple decimal places.

School Grades: Fundamental Principles

A-F school grades provide transparent, objective, and easily understood data to parents, educators and the public to spur improvement among all schools.

1

Use clear and transparent descriptors of A, B, C, D, and F

2

Include objective, concise student learning outcome measures

3

Balance measures of student performance and progress

4

Calculate student progress toward grade level and advanced achievement

5

Focus on the progress of the lowest performing students in each school

6

Report results as close to the end of the school year as possible

7

Communicate clearly to parents

8

Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D or F grades

9

Use grades to identify schools for recognition, intervention, and support

School Grades: Fundamental Principles



1 Use clear and transparent descriptors of A, B, C, D, and F

Arizona School Classifications

2002: Adequate Yearly Progress and Underperforming School

2003: Excelling, Improving, Maintaining, Underperforming, Failing

2004: High Performing, Performing, Performing Plus, Underperforming, and Failing to Meet the Academic Standards

2011: A, B, C, D, F

Senate Bill 1430 defines:

- A letter grade of “A” reflects an Excellent level of performance
- A letter grade of “F” reflects an Failing level of performance

The State Board of Education will define:

- A letter grade of “B” reflects an _____ level of performance (*above average*)
- A letter grade of “C” reflects an _____ level of performance (*average*)
- A letter grade of “D” reflects an _____ level of performance (*below average*)

School Grades: Fundamental Principles



2

Include objective, concise student learning outcome measures

School accountability measures need to be based on what is important and what measures student success. Measures also need to be consistent across schools so accurate comparisons can be made.

Strong school accountability models include measures such as:

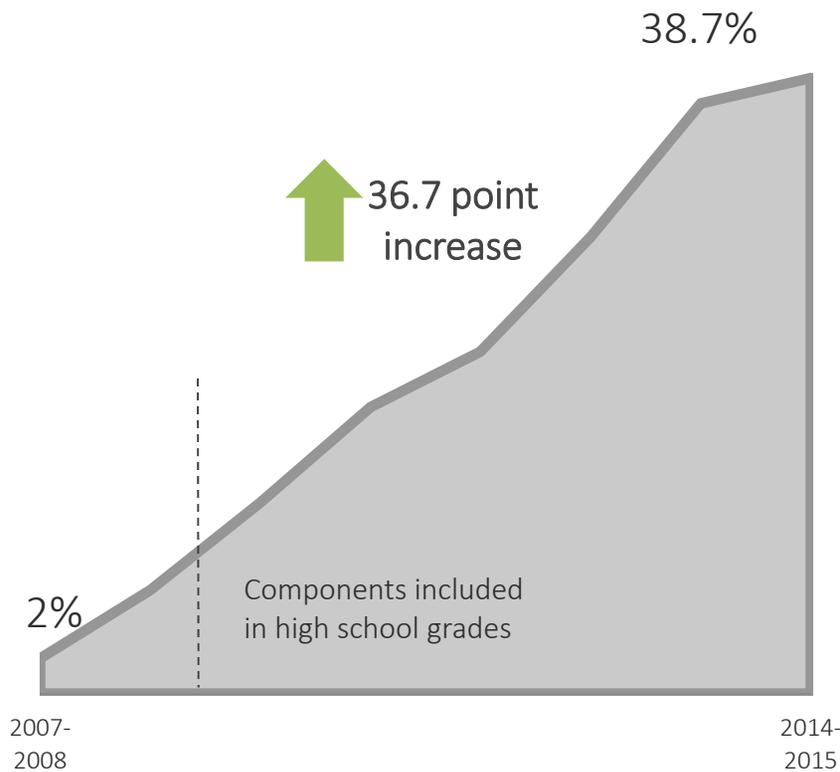
- ❖ Proficiency on statewide assessments
- ❖ Growth on statewide assessments
- ❖ Proficiency and Progress on English Language Assessments
- ❖ Graduation rates
- ❖ College and career readiness performance measures. Passing AP, IB, dual credit and industry certification, scoring ready on ACT/SAT

Input measures such as attendance, parental satisfaction or school climate surveys do not ensure that students are learning and reduce local control. These inputs should be reported but not part of a school's grade.

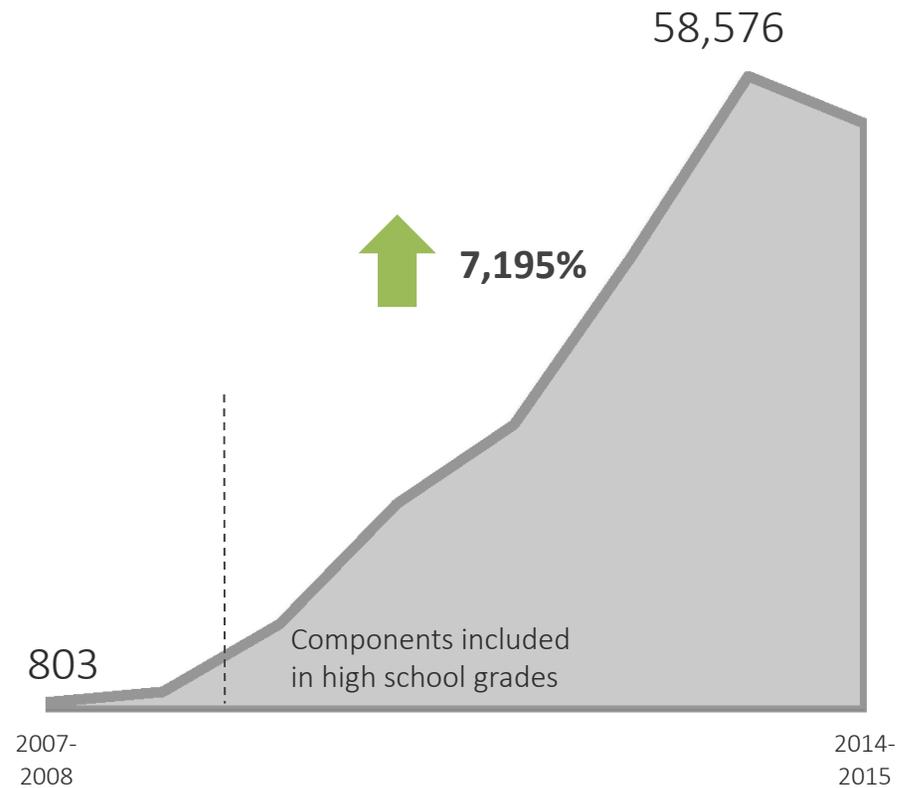
The Florida Incentive Works for Industry Certification



Percentage of Florida high school students enrolled in courses that lead to an industry certification

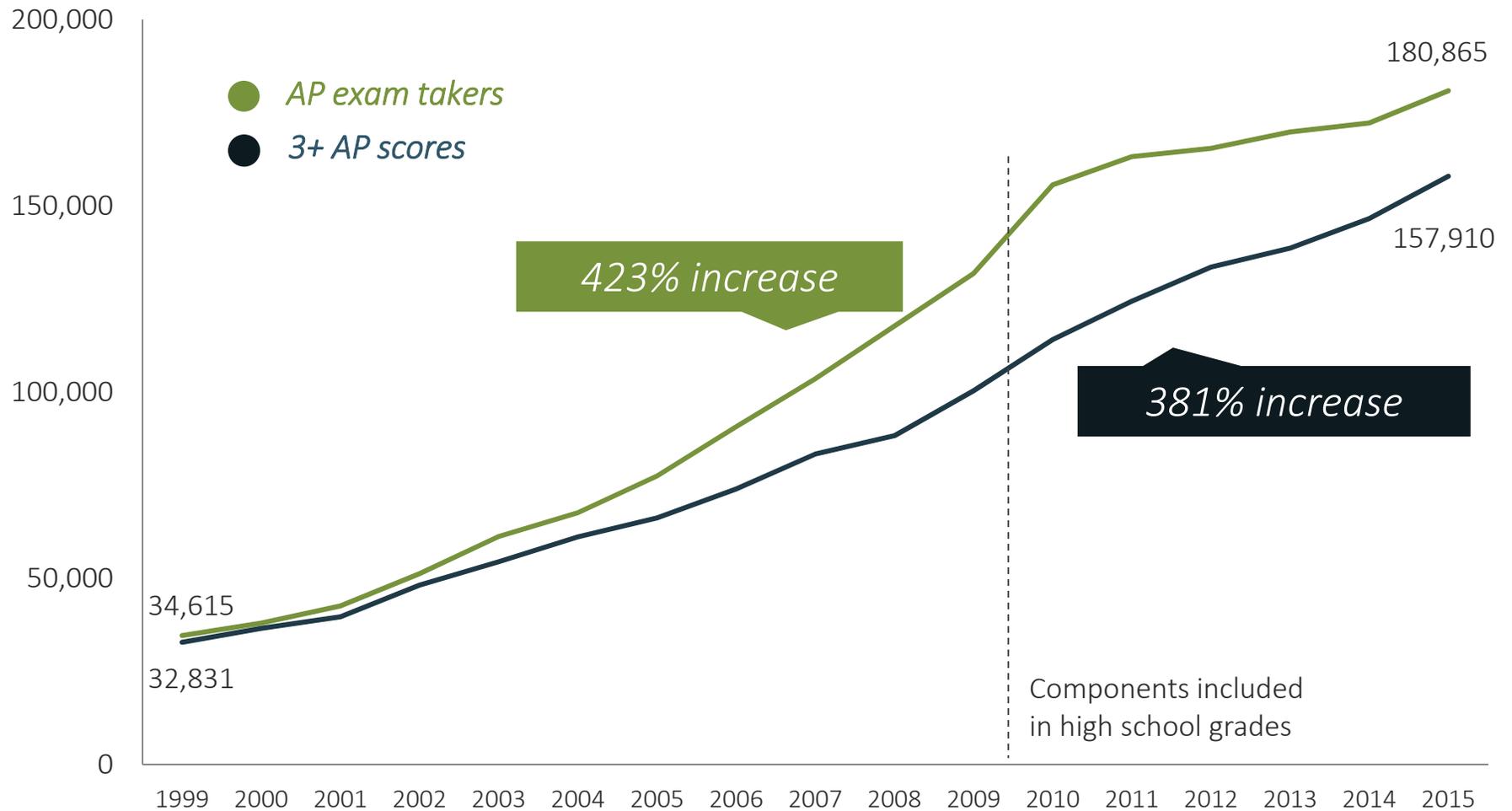


Number of students earning industry certifications in Florida



Florida Department of Education, Career and Professional Education Act Enrollment and Performance Report, 2013-14

The Florida AP Incentive Works

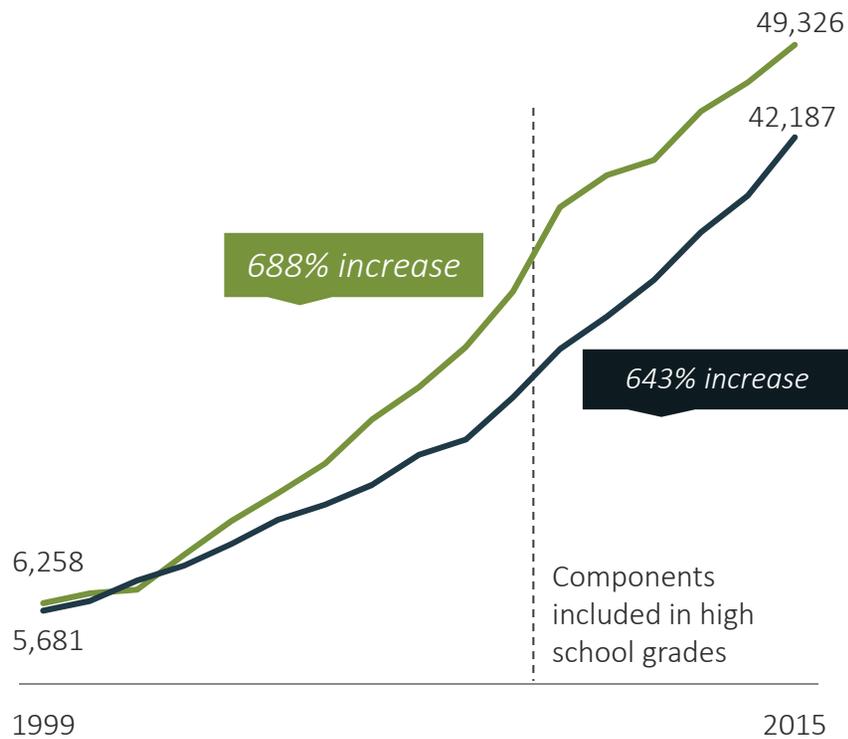


College Board

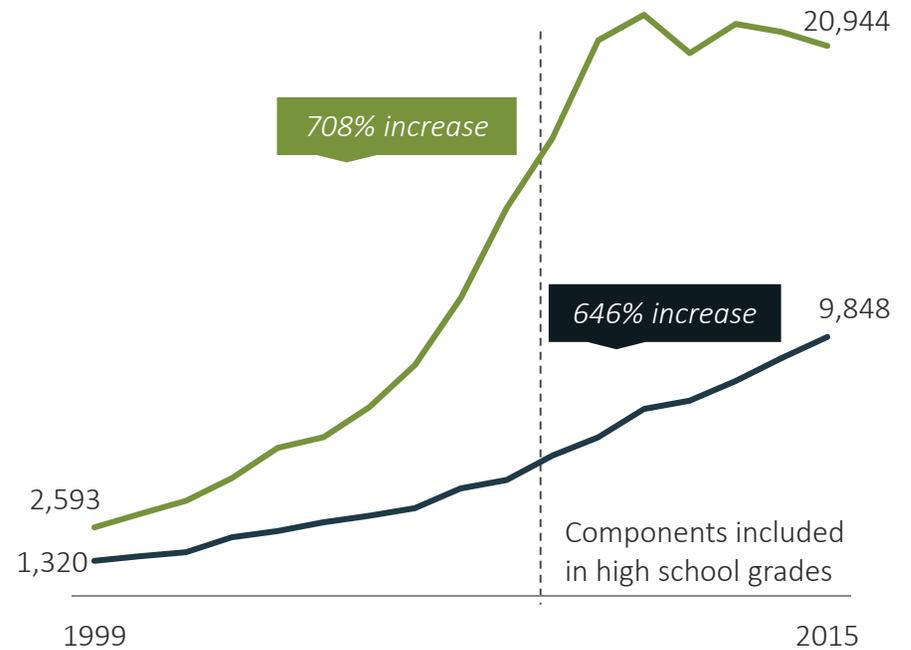
The Florida AP Incentive Works



- *Hispanic AP exam takers*
- *Hispanic 3+ AP scores*



- *African American AP exam takers*
- *African American 3+ AP scores*



College Board

School Grades: Fundamental Principles

3

Balance measures of student performance and progress

All students have the ability to learn and grow, and a strong accountability system must capture measures of that growth.

The ultimate goal is that all students will be performing on grade level but focusing on both proficiency and growth provides a true picture of how a school is doing.

Proficiency and growth should be equally weighted in an accountability system.

- Weighting growth more than proficiency provides less incentive to ensure students are on grade level.
- Weighting proficiency more than growth creates an uneven playing field.

The growth component requires schools to demonstrate that all students, high achieving and low achieving, have made progress.



Example Elementary and Middle School Grade

English/ Language Arts	Math	Social Studies	Science
Proficiency 83%	Proficiency 78%	Proficiency 81%	Proficiency 63%
Growth (all students) 90%	Growth (all students) 85%	800 Points Total Each component has 100 possible points The percent equals the points earned 648 points earned / 800 points possible 81% = B	
Growth (lowest 25%) 86%	Growth (lowest 25%) 82%		

Graduation rate and college and career readiness are included in a High School grade at 100 points each.

Arizona's Elementary and Middle School Grade

English/ Language Arts	Math	Graduation Rate	Bonus Points
Proficiency 50 Points (35 Points HS)	Proficiency 50 Points (35 Points HS)	High School Only 30 points	ELL Reclass, FFB, Grad/Drop 3 points each
Growth (all students) 25 Points	Growth (all students) 25 Points	200 Points Total + up to 6 Bonus Points A = 140 – 200 B = 120 – 139 C = 100 – 119 D = 0 – 99	
Growth (lowest 25%) 25 Points	Growth (lowest 25%) 25 Points		

School Grades: Fundamental Principles

4

Calculate student progress toward grade level and advanced achievement

There are two widely used methods for calculating student growth – “criterion-based” and “norm-referenced.”

- Criterion-based methods determines whether or not the student has the demonstrated growth towards the mastery of a certain set of skills.
- Norm-referenced growth models compare a student’s performance to the performance of other students.

Criterion-based growth models are the fairest, because they measure what matters – whether each student is learning each year – not how well a student did compared to their peers, on an ever-changing scale.

It is also important that “enough” growth is made to ensure students are going to achieve proficiency or advance performance at a certain time.

School Grades: Fundamental Principles



5

Focus attention on the progress of the lowest performing students in each school

Effective school accountability systems place more focus on students most in need, without ignoring those that are proficient or advanced.

- Under federal accountability, states had been required to focus on demographic and curricular subgroups.
- Many schools did not have students in these subgroups.
- Schools do have students that are low performing who were not receiving more focus.
- By focusing on the lowest performing students the accountability system will focus on the students that need the most attention, and guarantees that all schools have a focus group of lowest performing students.

School Grades: Fundamental Principles



6

Report results in a timely manner as close to the end of the school year as possible

Timely reporting has many benefits:

- Gives parents enough time to make decisions about where to send their child to school
- Allows teachers and students in schools with a high grade to celebrate success
- Ensures that administrators and educators in schools with a low grade have ample time over the summer to analyze where and how to improve.

School Grades: Fundamental Principles



7

Communicate clearly to parents

- Parents need access to school grades and the underlying data for the underlying measures.
- Information should be easy to navigate and explained in simple language and graphics, including on the state website.
- Schools and districts should be required to notify parents of the school's grade and provide information to parents who cannot access the site.

Law does require a school report card to be issued.

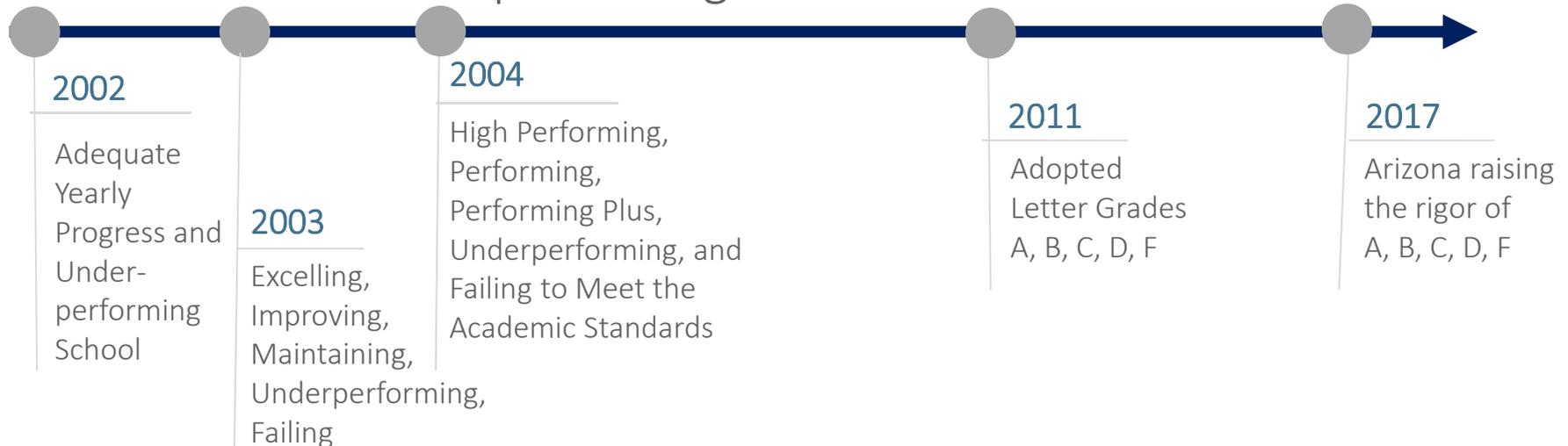
School Grades: Fundamental Principles



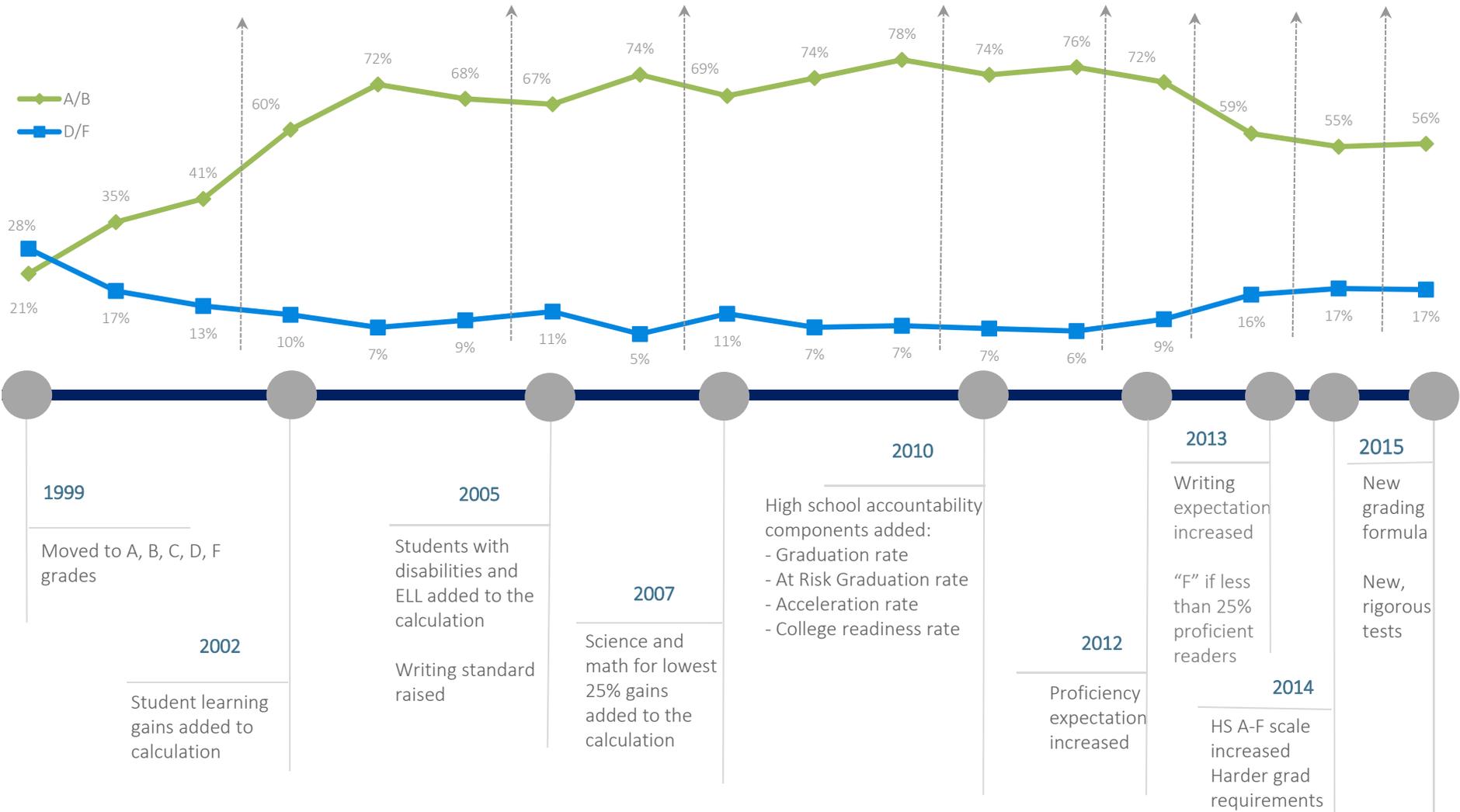
8

Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D or F grades

- Setting the grading scale for earning an A, B, C, D, and F is critical to the success of school accountability.
- The scale should be aspirational, yet attainable
- Automatic increases in the scale should occur when most schools are experiencing success.



Florida A-F Increased in Rigor and Improved Student Achievement Dramatically Since 1999



School Grades: Fundamental Principles



9

Use grades to identify schools for recognition, intervention, and support

Regardless of the nuances of methodology states use to meaningfully differentiate schools, a key factor is identification of schools that should be rewarded, or provide extra support and resources for support at schools that are consistently failing to serve students.

- Schools that improve a letter grade or earn an A, should be recognized as Reward Schools with financial awards for educators and publicity.
- The Every Student Succeeds Act (ESSA) requires states to identify Comprehensive or Targeted Support and Improvement Schools. Using A-F, these schools could be identified as:
 - Schools with a D or F letter grade.
 - High schools that have graduation rates below 67 percent.
 - A, B and C schools with the lowest performing and consistently low performing subgroups or not meeting the needs of their students learning English.

Considerations

Measure student growth toward proficient and advanced achievement.

- ★ **Replace the norm-referenced Student Growth Percentiles with a criterion-based, growth-to-proficient/advanced achievement measure.**
 - ★ In a criterion-based system, students are measured on their individual progress toward pre-determined expectations. The state sets an expectation for the amount of growth a student must make to demonstrate progress towards proficient or advanced achievement during the year. The system then measures whether or not the student has demonstrated growth toward the mastery of a certain set of skills.
 - ★ Criterion-based growth models are the fairest because they measure what matters: whether each student is learning each year, not how well a student did compared to his or her peers, creating winners and losers every year based on an ever-changing scale.

Considerations



Establish rigorous criteria for schools to earn A, B, C, D, or F grades.

- ★ **Arizona should raise the threshold for the points needed to earn an A or B school grade.**
 - ★ Setting cut points too low will result in all schools earning an A or B, which defeats the purpose and meaning of a transparent system. Parents will not know how their school is performing, and the school will not have any incentive to improve.
 - ★ On the other hand, setting the cut points too high so all schools are earning a D or F will not build confidence in the system.
 - ★ The school grading scale should reflect the state's national standings and make sense in the context of current student achievement.

- ★ **Revise the grading scale to include an F grade through points earned.**

- ★ **Arizona should establish a desired long-term school grading scale while providing for thoughtful, automatic increases in the scale as schools are ready.**
 - ★ Arizona could ensure that the grading scale will increase by five percentage points when 65 percent or more schools earn an A or B in a given year. The increases would occur until the statewide school grading scale reflects 90-100% an A, 80-89% = B, etc.

Thank You !

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States by School Grading Component

Clear and transparent descriptors	Includes objective, concise measures of student learning	Balance of proficiency and growth measures	Growth is measured to proficient and advanced	Includes growth of the lowest performing students	Timely reporting	Clear, accessible communication to parents	Rigorous, criteria-based grading scale w/auto increases	Grades used to identify schools for recognition, intervention, and support
AL, AZ, AR, FL, GA, IN, LA, ME, MS, NM, NC, OH, OK, TN, TX, UT, WV	AZ, FL, GA, IN, LA, ME, MS, NC, NM, OH, OK, UT, WV	AZ, AR, FL, ME, MS, NM, OK, UT, WV	FL, ME, MS	AL, AZ, FL, IN, LA, ME, MS, NM, OH, OK, UT, WV	FL, NM, NC, TX, WV	AZ, IN, LA, ME, MS, OK, UT	AR, LA, ME, MS, NM, NC, OK, UT	This is a new requirement for ESSA
Do not meet or TBD	Do not meet or TBD AR, TN, TX	Do not meet or TBD AL, GA, IN, LA, NC, OH, TN, TX	Do not meet or TBD AL, AZ, AR, GA, IN, LA, NM, NC, OH, OK, TN, TX, UT, WV	Do not meet or TBD AR, GA, NC, TN, TX	Do not meet or TBD AL, AZ, AR, GA, IN, LA, ME, MA, OH, OK, TN, UT	Do not meet or TBD AL, AR, FL, NM, NC, OH, TN, TX, WV	Do not meet or TBD AL, AZ, FL, GA, IN, OH, TN, TX, WV	Do not meet or TBD AL, AZ, AR, FL, GA, IN, LA, ME, MS, NM, NC, OH, OK, TN, TX, UT, WV
Yes: 17 No/TBD: 0	Yes: 14 No/TBD: 3	Yes: 9 No/TBD: 8	Yes: 3 No/TBD: 14	Yes: 12 No/TBD: 5	Yes: 5 No/TBD: 12	Yes: 7 No/TBD: 10	Yes: 8 No/TBD: 9	Yes: 0 No/TBD: 17

Elementary School Grades

*Each category has 100 possible points
(percent of students)*

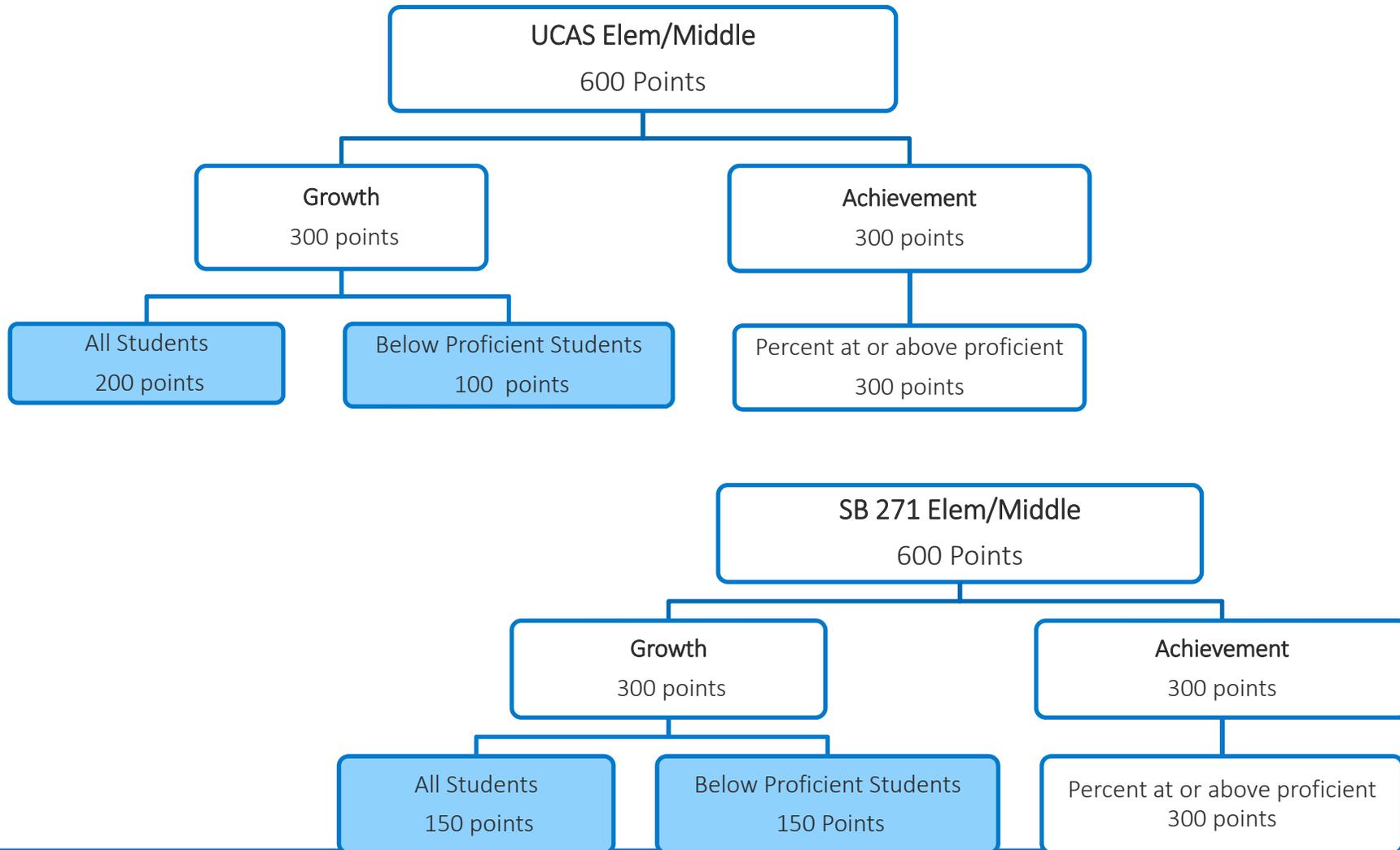
Reading	Math	Science
Proficiency	Proficiency	Proficiency
Growth All Students	Growth All Students	
Growth Lowest 25%	Growth Lowest 25%	

High School Grades

*Each category has 100 possible points
(percent of students)*

Reading	Math	Science	Graduation 4 year	Acceleration	College Readiness
Proficiency	Proficiency	Proficiency	All Students Rate	Participation Proficiency	Rate
Growth All Students	Growth All Students		At-Risk Students Rate	70/30 Y1 60/40 Y2 50/50 Y3	ACT
Growth Lowest 25%	Growth Lowest 25%				

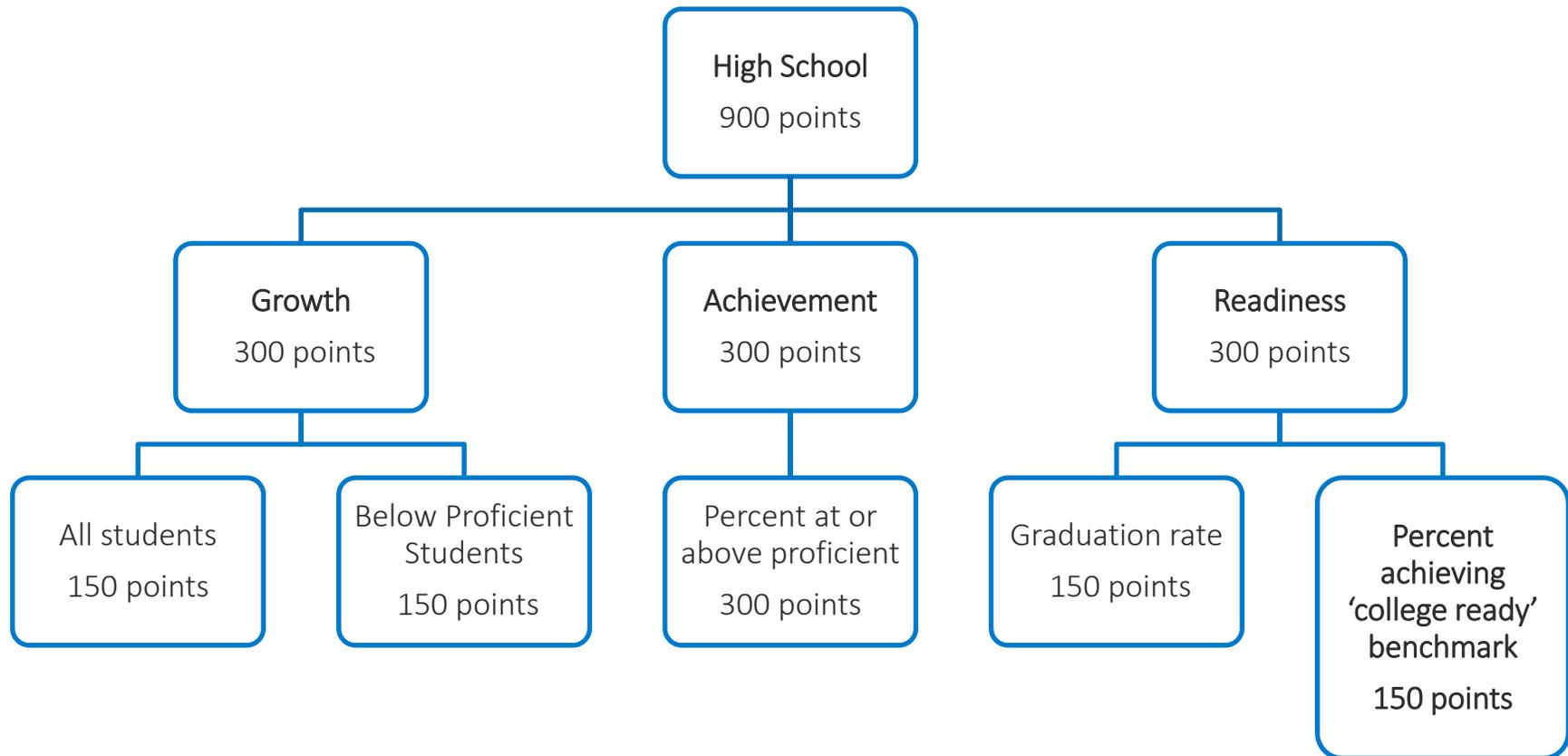
Utah Elementary and Middle School Point Calculation





Utah High School Point Calculation

2013-2014 School Year



West Virginia Policy 2320, A Process for Improving Education: Performance Based Accreditation System



Elementary/Middle Schools		High Schools	
Math Proficiency	200 points	Math Proficiency	200 points
Reading Proficiency	200 points	Reading Proficiency	200 points
Math Observed Growth (% typical to high growth students)	100 points	Math Observed Growth (% typical to high growth students)	100 points
Reading Observed Growth (% typical to high growth students)	100 points	Reading Observed Growth (% typical to high growth students)	100 points
Math Adequate Growth	100 points	Math Adequate Growth	100 points
Reading Adequate Growth	100 points	Reading Adequate Growth	100 points
Accelerated Performance of the Lowest 25% in Math	100 points	Accelerated Performance of the Lowest 25% in Math	100 points
Accelerated Performance of the Lowest 25% in Reading	100 points	Accelerated Performance of the Lowest 25% in Reading	100 points
		4-Year Graduation Rate	100 points
		5-Year Graduation Rate	100 points
Total Points	1000 points	Total Points	1200 points

Oklahoma School Grading

The School Grade Report Card is comprised Performance and Growth, each counts as half of the overall grade:

- Student Performance measure the percent of students proficient on the state assessments.
- Student Growth compares current student test scores to those of the prior year to determine if they have made a year's worth of progress.
 - Student growth is divided into two parts, each of which equals 25 percent of the grade: overall student growth and the growth among the lowest-performing 25 percentile of students.

Schools also can earn up to 10 bonus points, depending on whether it is elementary, middle or high school. These points can be awarded for a school's attendance rate; dropout rate; high school graduation rate; advanced coursework (such as participation in pre-Advanced Placement, honors, International Baccalaureate, concurrent enrollment or qualifying CareerTech courses); college entrance exams; eighth-grade graduation rate; and overall end-of-instruction exam performance.

North Carolina School Grading



The 2014–15 school year based on analysis of all end-of-grade and end-of-course tests, which are aligned to the North Carolina Standard Course of Study in English Language Arts/Reading and Mathematics and the Essential Standards in Science, for all public schools and public charter schools. The following data are presented:

1. **Achievement:** 80 percent of the calculation is based on the achievement of students
2. **Growth:** 20 percent is based on the schools growth rating of exceeded, met, or did not meet growth expectations as defined and calculated in EVAAS

The exception to this is if a school meets expected growth but inclusion of the school's growth reduces the school's performance score and grade, the that school may choose to use the Achievement Score only to determine the performance score and grade.

ALL Students GR 4 Read	1992	1994	1998	2002	2003	2005	2007	2009	2011	2013	2015	State	Nation	Diff
National Public	215	212	213	217	216	217	220	220	220	221	221			
Arizona (2010-11)	209	206	206	205	209	207	210	210	212	213	215	5	2	3.6
Florida (1998-99)	208	205	206	214	218	219	224	226	225	227	227	21	9	12.9
Indiana (2010-11)	221	220		222	220	218	222	223	221	225	227	5	2	2.9
Louisiana (2010-11)	204	197	200	207	205	209	207	207	210	210	216	9	2	7.0
Mississippi (2011-12)	199	202	203	203	205	204	208	211	209	209	214	5	1	3.6
New Mexico (2010-11)	211	205	205	208	203	207	212	208	208	206	207	0	2	-2.2
Oklahoma (2011-12)	220		219	213	214	214	217	217	215	217	222	6	1	5.0
Utah (2012-13)	220	217	216	222	219	221	221	219	220	223	226	6	1	4.4

ALL Students GR4 Math	1992 ¹	1996 ¹	2000	2003	2005	2007	2009	2011	2013	2015	State	Natio	Diff
National Public	219	222	224	234	237	239	239	240	241	240			
Arizona (2010-11)	215	218	219	229	230	232	230	235	240	238	8	1	6.9
Florida (1998-99)	214	216	—	234	239	242	242	240	242	243	27	18	9.4
Indiana (2010-11)	221	229	233	238	240	245	243	244	249	248	5	1	4.3
Louisiana (2010-11)	204	209	218	226	230	230	229	231	231	234	5	1	4.1
Mississippi (2011-12)	202	208	211	223	227	228	227	230	231	234	4	0	4.6
New Mexico (2010-11)	213	214	213	223	224	228	230	233	233	231	1	1	0.4
Oklahoma (2011-12)	220	—	224	229	234	237	237	237	239	240	2	0	2.6
Utah (2012-13)	224	227	227	235	239	239	240	243	243	243	0	0	0.3

ALL Students GR8 Read	1998	2002	2003	2005	2007	2009	2011	2013	2015	State	Nation	Diff
National Public	261	263	261	260	261	262	264	266	264			
Arizona (2010-11)	260	257	255	255	255	258	260	260	263	5	2	3.5
Florida (1998-99)	255	261	257	256	260	264	262	266	263	9	3	5.5
Indiana (2010-11)	—	265	265	261	264	266	265	267	268	3	2	0.9
Louisiana (2010-11)	252	256	253	253	253	253	255	257	255	2	2	0.4
Mississippi (2011-12)	251	255	255	251	250	251	254	253	252	-2	0	-2.3
New Mexico (2010-11)	258	254	252	251	251	254	256	256	253	-1	2	-2.6
Oklahoma (2011-12)	265	262	262	260	260	259	260	262	263	3	0	2.2
Utah (2012-13)	263	263	264	262	262	266	267	270	269	2	0	1.9

ALL Students GR8 Math	1990 ¹	1992 ¹	1996 ¹	2000	2003	2005	2007	2009	2011	2013	2015	State	Nation	Diff
National Public	262	267	271	272	276	278	280	282	283	284	281			
Arizona (2010-11)	260	265	268	269	271	274	276	277	279	280	283	6	0	6.0
Florida (1998-99)	255	260	264	—	271	274	277	279	278	281	275	12	11	0.9
Indiana (2010-11)	267	270	276	281	281	282	285	287	285	288	287	0	0	0.8
Louisiana (2010-11)	246	250	252	259	266	268	272	272	273	273	268	-4	0	-3.6
Mississippi (2011-12)	—	246	250	254	261	262	265	265	269	271	271	1	-1	2.8
New Mexico (2010-11)	256	260	262	259	263	263	268	270	274	273	271	1	0	1.6
Oklahoma (2011-12)	263	268	—	270	272	271	275	276	279	276	275	-5	-1	-3.1
Utah (2012-13)	—	274	277	274	281	279	281	284	283	284	286	3	-1	4.3

States are listed with their implementation year in ().

Gray cells represent the baseline NAEP score before for A-F policy was implemented.

Bold numbers are NAEP scale score during A-F policy implementation.

"State" column represents the difference in the state NAEP score from the baseline to 2015.

"Nation" column represents the difference of the National Public NAEP score using the state baseline year to 2015.

"Diff" column represents the difference in the change of State and National Public scores from a baseline year to 2015.

Positive numbers in "Diff" column mean the State outperformed the National Public between the baseline year and 2015.

Scale score values in this chart are rounded to whole numbers and impact the differences

GR 4 Read	2003	2005	2007	2009	2011	2013	2015	'15-'09	'09-'03	AZ v NP	
Arizona (2010-11)	209	207	210	210	212	213	215	5	1	-2.0	Pre 2010
National Public	216	217	220	220	220	221	221	2	3	3.6	Post 2010
Arizona White	223	224	224	225	225	228	229	4	2	-0.2	Pre 2010
National Public White	227	228	230	229	230	231	232	2	2	1.7	Post 2010
Arizona Black	196	193	206	206	204	206	217	11	10	3.3	Pre 2010
National Public Black	197	199	203	204	205	205	206	2	7	9.2	Post 2010
Arizona Hispanic	195	192	197	198	203	202	204	7	3	-2.0	Pre 2010
National Public Hispanic	199	201	204	204	205	207	208	4	5	3.0	Post 2010
Arizona Am In	182	186	187	190	185	186	191	1	8	3.5	Pre 2010
National Public Am In	202	205	206	206	204	206	206	0	5	0.9	Post 2010
Arizona ELL	177	175	166	168	171	159	165	-3	-8	-9.8	Pre 2010
National Public ELL	186	187	188	188	188	187	189	1	2	-4.2	Post 2010
Arizona SWD	177	174	180	177	169	167	177	-1	0	-4.5	Pre 2010
National Public SWD	184	190	190	189	186	184	186	-3	5	1.9	Post 2010
Arizona FRL	194	192	196	197	202	201	203	6	4	-1.3	Pre 2010
National Public FRL	201	203	205	206	207	207	209	3	5	2.7	Post 2010

GR 4 Math	2003	2005	2007	2009	2011	2013	2015	'15-'09	'09-'03	AZ v NP	
Arizona (2010-11)	229	230	232	230	235	240	238	8	1	-4.1	Pre 2010
National Public	234	237	239	239	240	241	240	1	5	6.9	Post 2010
Arizona White	241	243	246	243	246	251	251	8	3	-2.6	Pre 2010
National Public White	243	246	248	248	249	250	248	0	5	7.4	Post 2010
Arizona Black	215	217	219	222	224	230	231	9	7	0.8	Pre 2010
National Public Black	216	220	222	222	224	224	224	2	6	7.3	Post 2010
Arizona Hispanic	217	218	220	220	227	232	229	9	3	-3.2	Pre 2010
National Public Hispanic	221	225	227	227	229	230	230	3	6	5.9	Post 2010
Arizona Am In	210	216	216	215	216	222	220	4	5	2.5	Pre 2010
National Public Am In	224	227	229	227	227	228	228	1	2	3.2	Post 2010
Arizona ELL	207	208	203	201	208	206	206	5	-6	-9.8	Pre 2010
National Public ELL	214	216	217	218	219	219	218	1	4	4.0	Post 2010
Arizona SWD	210	207	209	209	210	213	210	1	-1	-7.3	Pre 2010
National Public SWD	214	218	220	220	218	218	217	-3	6	3.8	Post 2010
Arizona FRL	217	220	219	219	227	230	228	9	2	-4.3	Pre 2010
National Public FRL	222	225	227	228	229	230	229	2	6	7.6	Post 2010

GR 8 Read	2003	2005	2007	2009	2011	2013	2015	'15-'09	'09-'03	AZ v NP	
Arizona (2010-11)	255	255	255	258	260	260	263	5	2	1.3	Pre 2010
National Public	261	260	261	262	264	266	264	2	1	3.5	Post 2010
Arizona White	272	270	269	267	268	267	269	2	-5	-5.6	Pre 2010
National Public White	270	269	270	271	272	275	273	2	1	0.6	Post 2010
Arizona Black	248	249	248	242	245	250	248	6	-6	-7.7	Pre 2010
National Public Black	244	242	244	245	248	250	247	2	2	4.2	Post 2010
Arizona Hispanic	251	246	241	242	240	242	244	2	-9	-13.0	Pre 2010
National Public Hispanic	244	245	246	248	251	255	253	5	4	-2.5	Post 2010
Arizona Am In	241	244	233	240	238	244	238	-1	-1	-5.3	Pre 2010
National Public Am In	248	251	248	252	253	252	253	1	4	-2.1	Post 2010
Arizona ELL	‡	204	214	225	219	228	225	1			Pre 2010
National Public ELL	222	224	222	219	223	225	223	4	-4	-3.2	Post 2010
Arizona SWD	214	217	218	217	221	221	226	9	3	-1.2	Pre 2010
National Public SWD	224	226	226	229	230	231	229	0	5	9.0	Post 2010
Arizona FRL	241	242	241	244	249	251	254	10	2	-0.3	Pre 2010
National Public FRL	246	247	247	249	251	254	253	4	3	5.8	Post 2010

GR 8 Math	2003	2005	2007	2009	2011	2013	2015	'15-'09	'09-'03	AZ v NP	
Arizona (2010-11)	271	274	276	277	279	280	283	6	6	0.6	Pre 2010
National Public	276	278	280	282	283	284	281	0	6	6.0	Post 2010
Arizona White	284	288	289	292	294	294	297	6	8	2.1	Pre 2010
National Public White	287	288	290	292	293	293	291	-1	5	6.9	Post 2010
Arizona Black	256	261	266	269	269	266	269	0	12	3.8	Pre 2010
National Public Black	252	254	259	260	262	263	260	0	9	0.8	Post 2010
Arizona Hispanic	258	260	262	265	266	269	273	8	8	-0.2	Pre 2010
National Public Hispanic	258	261	264	266	269	271	269	4	8	4.3	Post 2010
Arizona Am In	254	259	258	254	253	259	260	6	0	-2.1	Pre 2010
National Public Am In	265	266	265	267	266	270	267	0	2	5.6	Post 2010
Arizona ELL	246	245	238	224	‡	‡	234	10	-22	-23.2	Pre 2010
National Public ELL	241	244	245	243	244	245	246	3	1	7.0	Post 2010
Arizona SWD	240	242	237	235	235	239	245	10	-5	-11.7	Pre 2010
National Public SWD	242	244	246	249	249	248	246	-2	7	12.0	Post 2010
Arizona FRL	258	260	262	262	267	268	273	11	4	-3.8	Pre 2010
National Public FRL	258	261	265	266	269	270	268	2	8	9.1	Post 2010

EXECUTIVE SUMMARY

Issue: Update to State Board regarding Arizona High School Equivalency (HSE) Diplomas in Arizona.
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Action/Discussion Item

Information Item

Background and Discussion

According to the U.S. Census American Community Survey (2009-2013), in Arizona there are currently almost 725,000 adults 18 and older who lack a high school diploma. The need for both an education system and an assessment system to help these adults earn a secondary diploma and become more productive citizens is critically important for Arizona.

In January 2014, the Arizona State Board of Education awarded the contract for the Arizona High School Equivalency Assessment to GED Testing Services, LLC. As a result, the new, computer-based 2014 GED Test was implemented as the only assessment used to award high school equivalency diplomas in Arizona, replacing the 2002 GED version of the test used prior to 2014.

As it awarded the contract in January 2014, the Board reiterated its commitment to providing choice to those seeking an Arizona High School Equivalency (HSE) Diploma. The Board requested that the Arizona Department of Education issue a new Request for Proposal (RFP) to identify any additional rigorous tests aligned to Arizona's Adult Education Standards, with the intention of providing assessment options for Arizona adults as they seek to obtain an Arizona HSE Diploma.

In October 2015, a Request for Information (RFI) was conducted to determine the status and qualifications of current assessment vendors to award HSE Diplomas. Three vendors responded to the RFI and evaluation results indicated that additional vendors were able to demonstrate the ability to align with Arizona Adult Education Standards and/or the Office of Career, Technical and Adult Education (OCTAE) College and Career Ready Standards. In addition, all responding vendors indicated the ability to incorporate an already developed, 100 question multiple choice civics test as an additional assessment component to address Arizona's civics test graduation requirement (A.R.S. 15-701.01) beginning in 2017.

As a result of the RFI and at the Board's request, a supplemental RFP process was implemented in March 2016 for the consideration of adding one or more additional assessments to use for awarding Arizona HSE Diplomas. The timeline for the RFP is below:

Contact Information:

Sheryl Hart, Deputy Associate Superintendent
Leila Williams, Associate Superintendent

EXECUTIVE SUMMARY

March 22, 2016	Release RFP
April 22, 2016	RFP Due Date
April 29-May 5	RFP Scoring
May 6-17, 2016	Negotiations and Best and Final Offer (BAFO) Process
May 17-31, 2016	Consensus of BAFO and Recommendation for Award

In addition to the RFP for the consideration of adding one or more additional assessments to use for awarding Arizona HSE Diplomas, there are two other informational items related to the issuance of HSE Diplomas in Arizona.

1. Pass scores lowered for GED Test:
 - On March 1, 2016, a change to the passing score for each GED sub-test from 150 to 145 was implemented. This change was applied retroactively back to January 1, 2014 when the new GED test was implemented.
 - As a result, an additional 1,262 testing candidates became eligible for an Arizona HSE Diploma and several thousand other candidates had one or more sub-tests change from non-passing to passing on their transcript.
 - The Adult Education Services unit at ADE worked with GED Testing Service and our database vendor to issue the 1,262 additional Arizona HSE Diplomas and update the transcripts for all examinees affected by the scoring change.
2. Exploration of Alternative Pathways to an Arizona HSE Diploma:
 - Adult Education Services staff are currently researching what other states are doing regarding alternative pathways to a HSE diplomas.
 - An *Alternative HSE Pathway Task Force* will be convened in June/July 2016 with representation from local adult education providers, K-12, postsecondary and workforce partners (and possibly other stakeholders) to provide recommendations for what an alternative path to a HSE diploma might look like in AZ and if such a path should be adopted and implemented.
 - The *Alternative HSE Pathway Task Force* members will be identified through an application process (application to be released in May 2016) to begin their work in June/July 2016.
 - Depending on what the Task Force determines and recommends, additional resources to implement, oversee and monitor another statewide system, will need to be determined.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding becoming an endorser of the Progress Meter

Action/Discussion Item

Information Item

Background and Discussion

With input from various stakeholders, the Center for the Future of Arizona and Expect More Arizona developed a set of key metrics, known as the Progress Meter, that supports a shared vision for a world-class education in Arizona. Consisting of eight criteria, the Progress Meter provides a roadmap to measure progress and celebrate successes through collective action on:

- Post-secondary attainment
- College going
- Opportunity youth
- High school graduation
- 8th grade math
- 3rd grade reading
- Preschool enrollment
- Teacher pay

More than 30 organizations have endorsed the Progress Meter, including: the Governor's Office of Education, the Arizona Board of Regents, the Arizona Chamber of Commerce and Industry, Arizona School Boards Association, Arizona Charter Schools Association, Read On Arizona, First Things First and Helios Education Foundation.

Recommendation to the Board

It is recommended that the Board join other organizations as an endorser of the Progress Meter.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Pearl Change Esau, President and CEO, First Things First



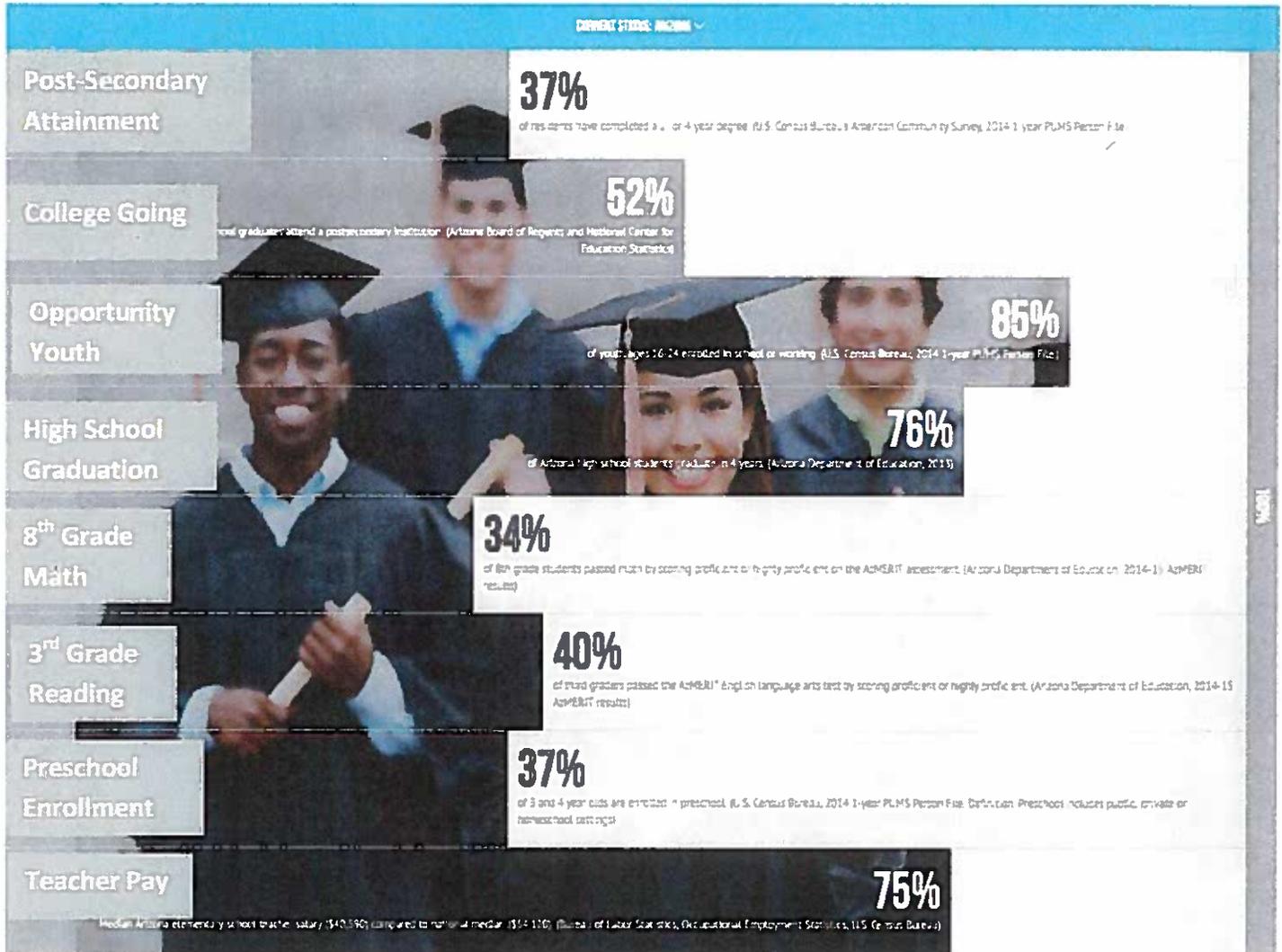
Expect More Arizona™
THE MOVEMENT FOR
WORLD-CLASS EDUCATION

**CENTER FOR THE
FUTURE OF ARIZONA**



The Arizona We Want · The Education We Need

ARIZONA EDUCATION PROGRESS METER



Expect More Arizona and the Center for the Future of Arizona collaborated to create the Arizona Education Progress Meter, which elevates a set of widely accepted education indicators by which Arizonans can measure our state's progress in education in Arizona from early childhood education through college and career.

With data from the Morrison Institute for Public Policy at Arizona State University, the Progress Meter utilizes the most current statistics available to create a simple, visual way to:

- Set goals for education in Arizona
- Assess the status of education, at the statewide level and for individual counties
- View the data for individual schools through a partnership with the *Education Evaluator*
- Celebrate stories of success of things that are working in education
- Take action to support education

The Arizona Education Progress Meter is Endorsed by:



**CENTER FOR
STUDENT
ACHIEVEMENT**



FIRST THINGS FIRST



**Greater Phoenix
ECONOMIC COUNCIL**



**Greater Flagstaff
Chamber of Commerce**



Greater Yuma
ECONOMIC DEVELOPMENT CORP



EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding revising the Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards

Action/Discussion Item

Information Item

Background and Discussion

On April 27, 2015, the Board adopted a Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards. This policy was slightly revised at the September 28, 2015 Board meeting. It is anticipated that a draft of the standards may be ready for review later this summer.

Board staff and ADE staff met to collaboratively develop and propose additional revisions to the Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards. The purpose of these revisions is to clarify public review, technical review, the role of the Academic Standards Development Committee, timelines for review, and recognize the traditional processes and paths followed by ADE in standards development.

Recommendation to the Board

It is recommended that the Board approve the proposed revisions to the Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards adopted on April 27, 2015 and revised on September 28, 2015.

Contact Information:

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

**Arizona State Board of Education
Policy for the Development of the
Arizona Mathematics Standards and English Language Arts Standards
Adopted by the Board April 27, 2015 REVISED SEPTEMBER 28, 2015**

Continuing to ensure that Arizona academic content standards are vetted, approved and controlled by Arizonans, the Board creates the Arizona Academic Standards Development Committee (Committee) to advise the Board on the development and improvement of the Arizona K-12 Mathematics Standards (Math Standards) and the Arizona K-12 English Language Arts Standards (ELA Standards). The current Arizona Math Standards and ELA Standards will be the starting point for the process, and initial comments shall be sought to inform the scope of revisions to the standards, in order to ensure Arizona's academic standards are excellent and rigorous.

The Superintendent shall designate an employee or employees of the Department Division of K-12 Academic Standards to provide support to and assist the Committee and its subcommittees in the execution of the duties under this policy.

The Board directs the Committee to complete the required processes so that the Board may adopt revised standards before the close of the 2015-2016 school year.

In order to allow the Committee to begin its work before the summer, the Board delegates the duty to appoint members of the Committee, and to select a Chairperson of the Committee from among the Board members appointed, to a 3 member committee of the Board comprised of Greg Miller as Chair, Chuck Schmidt and Jared Taylor. Appointments to the Committee shall be an equal mix of people who have and who have not participated in the standards development process in the past. Applications for the Committee are due to the State Board by May 6, 2015, and appointments shall be made to the Committee on or before May 15, 2015. Applications are available at <http://www.azed.gov/state-board-education/state-board-advisory-committees>.

Arizona Standards Development Committee

A. The Arizona Academic Standards Development Committee ("Committee") shall act in an advisory capacity to the State Board of Education in regard to matters related to the development and revision of statewide academic standards in Mathematics (Math Standards) and English Language Arts (ELA Standards).

B. The Committee shall consist of seventeen members, comprised of the following:

1. Four members of the Arizona State Board of Education, including the Superintendent of Public Instruction.
2. Two members representing the business community in the state.
3. Three deans of colleges of education or directors of Board approved teacher

preparation programs – with at least one representative of an institution under the jurisdiction of the Arizona Board of Regents, and one representative of an institution under the jurisdiction of an Arizona community college.

4. Three parents, including one parent of an elementary school student in the state, one parent of a middle school student in the state, and one parent of a high school student in the state.

5. One elementary classroom teacher.

6. One secondary classroom teacher.

7. One administrator of a charter school in the state.

8. One administrator of a unified school district in the state.

9. One member of a school district governing board.

C. A quorum shall be a majority of members of the Committee. A quorum is necessary to conduct business. An affirmative vote of the majority of the members present is needed to take action.

D. The Committee shall:

1. Hold meetings as often as necessary to conduct the Committee's business.

2. Adopt a timeline for the development, review, revision and recommendation for Board adoption of replacement Arizona Math Standards and Arizona ELA Standards, which addresses all the duties of the Committee.

3. Provide to the Board monthly reports on the progress of the Committee's work.

4. Establish subcommittees of ELA and mathematics content experts representing all grades.

a. The subcommittee members shall be selected from K-12 school district and charter schools, higher education faculty, teacher professional organizations, and foundations providing content expertise and professional development.

b. Subcommittees are subject to the same quorum and public meeting requirements as those required of the Committee.

c. The subcommittees shall prepare the draft standards and submit recommendations to be circulated simultaneously for public comment, ~~and considered comment~~ by the Committee and technical review.

d. The subcommittees shall review comments received from the public, Committee and technical reviewers and produce prepare a final draft to be presented to the Committee.

5. Oversee the process for the solicitation of comments regarding the existing standards ~~and proposed revisions to the standards~~, and direct the subcommittees to consider the comments as they contemplate revisions to the standards. Comments shall be solicited from the public and from nationally and locally recognized content experts. The process for soliciting public comment shall include, at a minimum, opportunities to collect public comments via:

a. Public hearings across the state, coordinated with the County Superintendents, to help ensure and maximize statewide input and participation; and

b. Public meetings of the Committee, which shall include meetings which allow for interactive participation of the public outside of Maricopa County;

c. Electronic means, which shall be available on a website hosted by the State Board of Education dedicated to the Arizona Academic Standards Development Process ("website"), and include e-mail and online submission.

6. Receive, review and circulate for public comment on the website final draft standards proposed by the subcommittees. ~~Final draft Draft revisions standards~~ shall be circulated for public comment for no less than 45 days.

7. The subcommittees shall present to the Committee a final draft Recommend for Board approval of the revised Arizona Math Standards and Arizona ELA Standards for Board approval. The With the subcommittees' Committee recommendations submission, the Department shall include a summary of all comments received and considered, a copy of all comments received, a detailed description of any changes between the current standards ~~and the draft standards and the final recommendations proposed for board approval~~, a proposed transition timeline and a proposed implementation plan for Board approval.

E. The Superintendent shall designate an employee or employees of the Department to:

1. Provide support to and assist the Committee and its subcommittees to execute the duties under this policy.

2. Solicit and collect applications for participation on the subcommittees, which shall include a resume that details the applicant's certifications, grades taught, experience in curriculum development, educational background, any past participation in standards

development, and current employment. The Department shall provide the Committee with all applications and supporting materials of qualified applicants for subcommittee membership, and the Department shall make recommendations to the Committee for the membership of the subcommittees.

3. Submit recommendations to be considered by the subcommittees in regard to matters related to the development and revision of statewide academic standards in Mathematics and ELA.

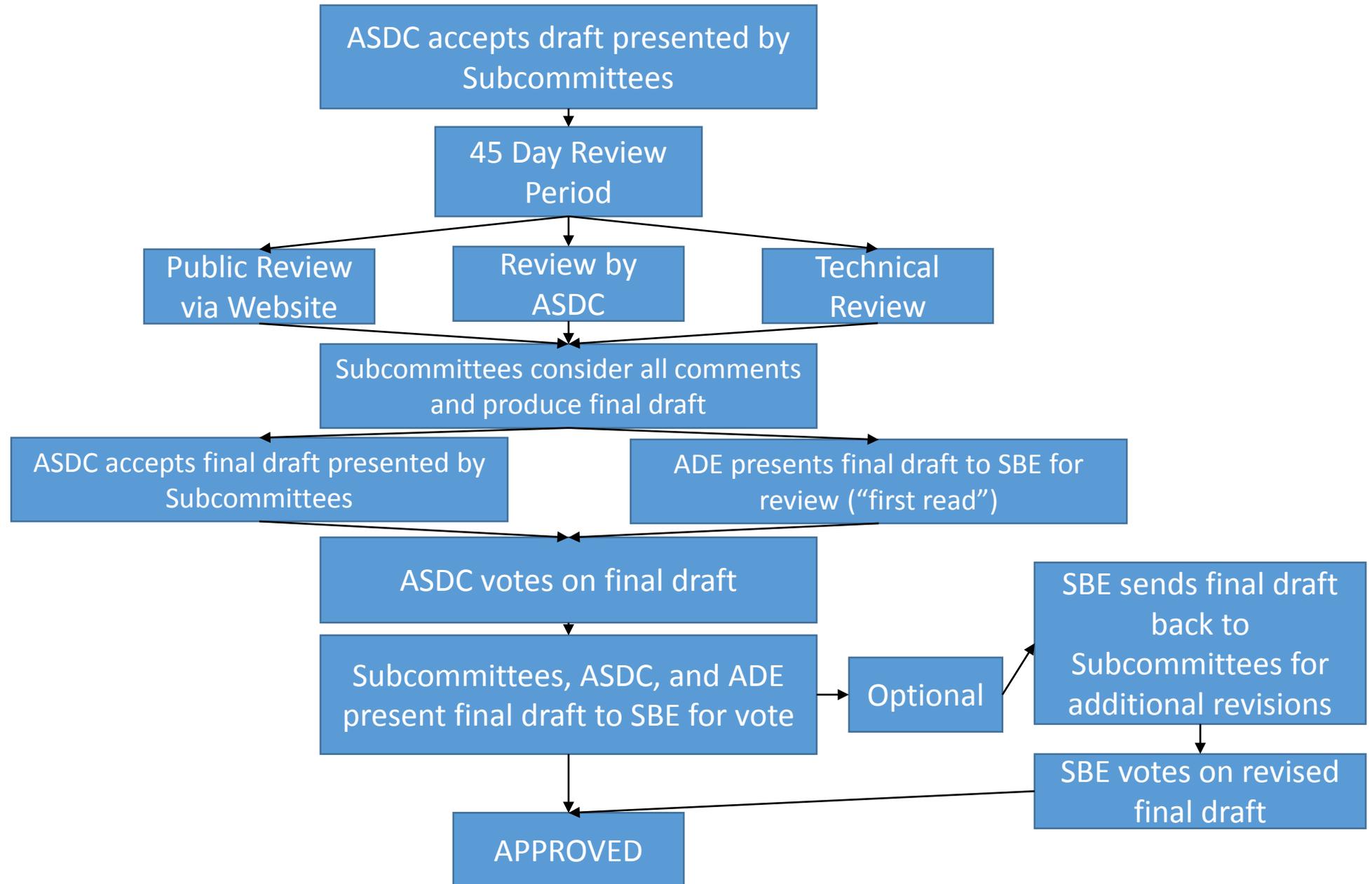
Board Consideration of ~~Committee Recommendations~~Final Draft Standards

Upon receipt of the ~~Committee recommendation~~final draft standards, the Board shall include on the agenda of the next ~~regularly~~ scheduled meeting of the Board an informational presentation by the Committee, Department and subcommittees on the ~~proposed~~final draft Arizona Math Standards and Arizona ELA Standards.

The Board ~~shall~~may solicit further public comments on the ~~recommendation~~final draft for at least 3 weeks following the Board meeting in which the ~~recommendation~~final draft standards ~~is~~are presented. Any comments received shall be considered by the ~~Committee~~subcommittees and, if necessary, the ~~Committee~~subcommittees shall provide an amended ~~recommendation~~final draft to the Board.

~~The Board may consider adoption of the standards once the Committee makes a final recommendation based on the comments received by the Board.~~

Draft Flowchart for Revisions to SBE Policy for Development of ELA/Mathematics Standards



EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding discipline guidelines on certification enforcement actions

Action/Discussion Item

Information Item

Background and Discussion

Consistent with A.R.S. §15-203(20), the State Board of Education may impose disciplinary action upon a certified individual, including a letter of censure, suspension, suspension with conditions or revocation of a certificate upon a finding of immoral or unprofessional conduct.

Board staff has reviewed and compiled a list of recent disciplinary actions imposed by the Board at previous meetings. The purpose of this list is to inform the Board as it sets a range of suggested disciplinary action.

Recommendation to the Board

It is recommended that the Board create a range of suggested discipline action for immoral or unprofessional conduct by certificated individuals.

Contact Information:

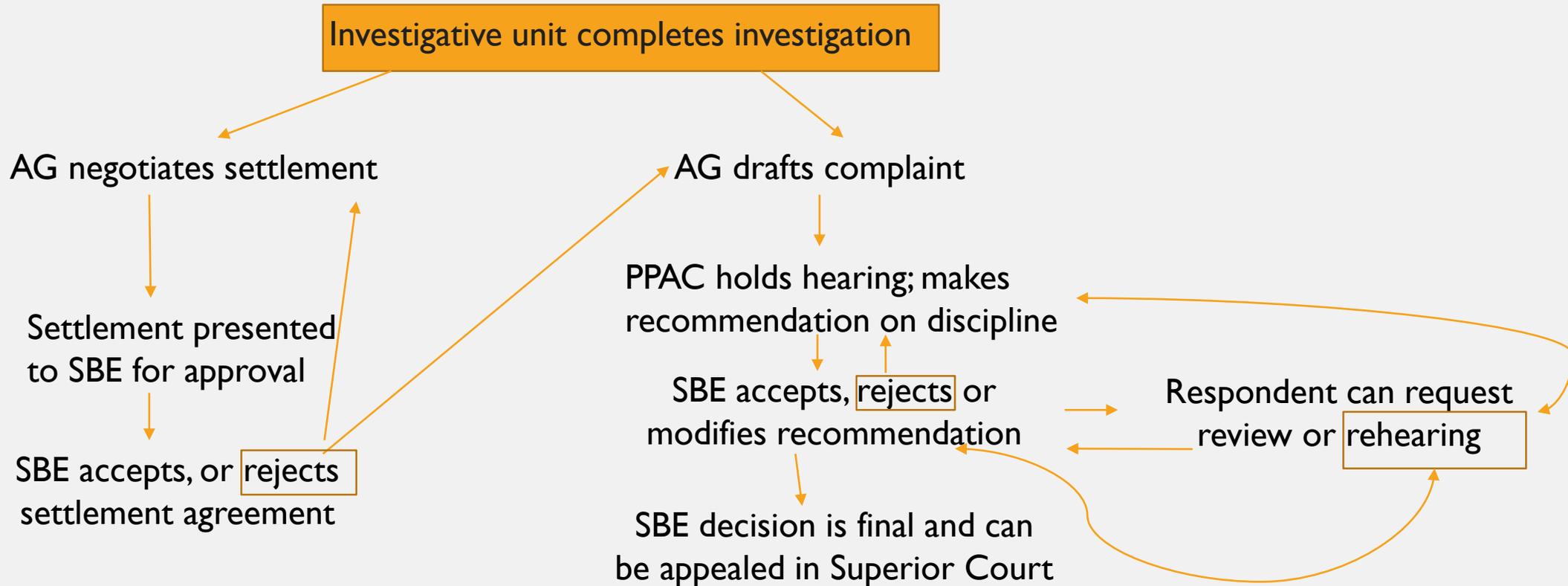
Dr. Karol Schmidt, Executive Director, State Board of Education

DISCIPLINE GUIDELINES

Certification Enforcement
Actions

CERTIFICATION ENFORCEMENT ACTIONS

LETTER OF CENSURE, SUSPENSION, SUSPENSION WITH CONDITIONS,
REVOCATION



ACTIONS REVIEWED

- Board enforcement actions from 2010 through 2016 were reviewed on 4 areas:
 - Breach of Contract
 - Under the Influence at Work (Alcohol)
 - Drugs
 - Theft

BREACH OF CONTRACT

Settlement Agreement	PPAC (before policy change)	Board action
3 month suspension	approved	approved

Contested Action	PPAC	Board action
	1-2 years suspension / liquidated damages	1 year suspension; no damages

Board suggested guidelines:

UNDER THE INFLUENCE AT WORK - ALCOHOL

Settlement Agreement	PPAC (before policy change)	Board action
1-2 years suspension with conditions or through expiration	approved	approved

Contested Action	PPAC	Board action
	Suspension through expiration	approved
	revocation	approved

Board suggested guidelines:

UNDER THE INFLUENCE AT WORK - DRUGS

Settlement Agreement	PPAC (before policy change)	Board action
Letter of censure (tested positive after school incident)	approved	approved
2-3 years suspension	approved	approved

Contested Action	PPAC	Board action
	revocation	approved

Board suggested guidelines:

CRIMINAL PROSECUTIONS- DRUGS

Settlement Agreement	PPAC (before policy change)	Board action
Suspension with conditions through expiration	approved	approved

Contested Action	PPAC	Board action
	1 year suspension with conditions	approved
	revocation	approved

Board suggested guidelines:

THEFT

Settlement Agreement	PPAC (before policy change)	Board action
1- 2 years suspension with conditions	approved	approved

Contested Action	PPAC	Board action
	revocation	approved

Board suggested guidelines:

EXECUTIVE SUMMARY

Issue: Update on AELAS Development and Implementation

Action/Discussion Item

Information Item

Background and Discussion

ADE is nearing the end of its fifth year of development of the Arizona Education Learning and Accountability System (AELAS). ADE continues to contract with WestEd/CELT for quarterly, independent, third-party monitoring. WestEd/CELT recently completed their site visit from March 2016, conducting project reviews and attending several meetings vital to AELAS implementation. A full report from the WestEd/CELT visit has been provided to the Board and is also attached detailing their observations and quarterly findings.

AELAS Progress: Development and Implementation

After the decision to keep SAIS as the system of record for FY2016, ADE set out to systematically transition LEAs from SAIS to AzEDS. This work has been the primary focus of the IT division this year, including the completion of necessary coding to conclude AzEDS development. As of April 28, 2016, 518 LEAs (78 percent of the state) have transitioned to and are submitting student data with AzEDS, while nine vendors have all of their LEA customers completely integrated. Both ADE and LEAs have used this transition year to test AzEDS data flows and compare this data to SAIS. A cross-section of ADE met with external legislative and LEA representatives to review all of the business rules in AELAS and confirm them against legislation. It was determined that there were no substantive changes that remain to be made.

Updates on Challenges Described by WestED/CELT

1. *How did ADE deal with receiving enough time from the program areas for AzEDS and the SAIS replacement for testing of the new AzEDS and SAIS data flows and results?*

Staff from program areas continue to be engaged as part of the rules development, a key component to ensuring a comprehensive transition to AzEDS becoming the system of record in FY2017. While some of the SIS vendors lack sufficient tools to help districts correct data errors on their end, ADE set up several user acceptance test (UAT) environments to fully mirror production so larger districts can understand the full impact of the switch to AzEDS.

2. *Has ADE developed good communications and FAQs?*

ADE continues to address the data issues that districts experience as they convert from SAIS to AzEDS. ADE IT meets quarterly with ASCUS (Arizona School Computer Users Support), since front-line user feedback is essential to identifying issues and crafting immediate solutions. These meetings have led to substantial improvements to the

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

Lisa Blyler, Deputy Associate Superintendent
(Mark Masterson, CIO/Associate Superintendent)

EXECUTIVE SUMMARY

AELAS AzEDS webpage, which features more clearly identified sections with FAQs, use cases, report crosswalks and other tools they have deemed necessary for success. ADE has consistently communicated to LEAs all updates and milestones through direct email, website updates, social media and FAQs. That information can be found at <http://www.azed.gov/aelas/azeds/>.

3. *Has ADE provided sustained training internal to ADE and across all the LEAs?*

ADE will be working with the ASCUS group to create training for both internal and external stakeholders on AzEDS in the next month. This plan was unveiled at the recent ASCUS meeting at the request of the group.

4. *Has ADE started establishing and executing a district response plan for customer queries and concerns when the dual district data submission systems are implemented?*

The structure of the ADE Support Center also has changed to match the needs of the end users. Dedicated staff have been in place to field technical AzEDS questions from both SIS vendors and LEAs. Tiered support is also in place to ensure appropriate expertise is available to address both LEA and vendor questions.

5. *Has ADE worked to address the issues regarding the sustainability and continuity of commitment to the AELAS work across all levels of government in Arizona?*

Sustaining AELAS and its systems has been and will be a top priority of ADE in the past, present and the future. Not only has legislation been proposed by the agency to strengthen and support AELAS, but ADE has also made it a top priority in its budgetary ask from the legislature. ADE's executive, IT and legislative teams have worked closely with legislators and the governor, stressing the importance of continued maintenance, while also supporting technology initiatives by the governor's office.

6. *How has the transition in leadership at the Help Desk affected the support environment?*

This higher-level attention to issues results in quicker resolution, as well as identification of systemic issues across vendors and LEAs. This role has recently been filled and will continue to be held by a full-time employee. The integration with the outreach team has helped with communication flow and issue resolution, as evidenced by the reduction of the pending issues on the team's call queue. Additionally, a partnership has developed with School Finance staff to ensure that issues are routed appropriately, which has enabled a quicker rate of resolution.

It is expected that any large-scale technology system replacement comes with concerns surrounding switching to one system to the other. While LEAs have expressed

EXECUTIVE SUMMARY

concerns about switching to AzEDS for state reporting, the comparative data between systems indicates the difference within mere percentage points. To close that gap further, ADE IT is deploying a more accurate process for transmitting data from AzEDS back into SAIS. ADE’s third-party independent auditors agree that there is no reason to continue with the old SAIS legacy applications. In fact, those applications pose a more serious support and security risk to the state and districts the longer they are supported.

The chart below illustrate the sustained progress of the AzEDS implementation efforts:

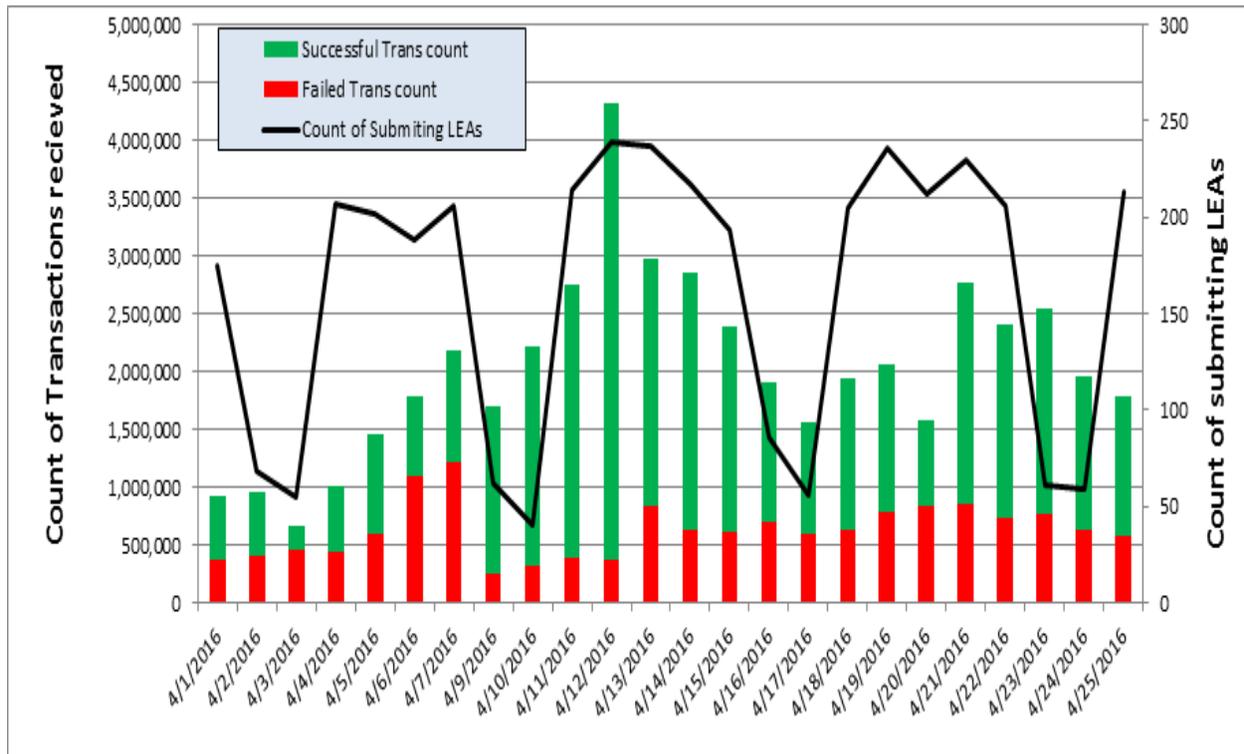
		Counts for LEAs migrating to AzEDS								
Status Description (Multiple Items) <small>▼</small>		Closed, Future, or Inactive LEAs filtered								
4/26/16 Data from 5 AM										
Row Labels <small>▼</small>	LEAs	% of total Students	In Implementation	% Implementing	LEAs Submitting	% Implementation complete	% of Total submitting	Incomplete Implementations	Not yet Implementing	
Apex	6	0.41%	6	100%	6	100%	100%	0	0	
AZDJC	1	0.07%	1	100%	1	100%	100%	0	0	
Connexus	1	0.49%	1	100%	1	100%	100%	0	0	
Edupoint	91	33.00%	43	47%	33	77%	47%	10	48	
FlipSwitch	1	2.07%	1	100%	1	100%	100%	0	0	
Hane Solutions	10	0.21%	10	100%	10	100%	100%	0	0	
Illuminate	2	3.42%	2	100%	2	100%	100%	0	0	
InfiniteCampus	13	0.49%	7	54%	5	71%	54%	2	6	
JupiterEd	2	0.04%	2	100%	2	100%	100%	0	0	
PowerSchool	166	37.28%	159	96%	153	96%	96%	6	7	
Schoolmaster	318	24.50%	263	83%	236	90%	83%	27	55	
Statewide SIS	47	1.10%	22	47%	22	100%	47%	0	25	
Tyler V10	1	2.63%	1	100%	1	100%	100%	0	0	
Unknown	1	0.00%	-	0%	-	0%	0%	0	1	
Grand Total	660	100.00%	518	78%	473	91%	78%	45	142	
		+ 3 LEAs for Yesterday			+ 3 LEAs for the week					
Green Highlights changes from last report										

The chart below depicts the significant improvements in student data processing

EXECUTIVE SUMMARY

	SAIS	AzEDS
LEAs submitting data to system (59 LEAs are currently transitioning from SAIS to AzEDS)	142	518
Number of rules that may be updated or changed	0	315
Time required to run Integrity (validation of data)	2 days	4 hours
Time required to run end-of-month Integrity (statewide aggregation)	5 days	5 hours
Time required to recalculate statewide ADM	5 days	<1 hour
Ability for LEAs to audit transaction history	Not Auditable	Auditable
Total transactions processed in last 30 days	15,000,000	31,000,000

The chart below illustrates the amount of transaction counts received in April 2016.



EXECUTIVE SUMMARY

Arizona Student Longitudinal Data System Update

In addition to completing SAIS replacement and continuing to implement the opt-in Statewide Student Information System (SSIS) to interested districts and charters, the remaining funds also will be used to support existing AZDash dashboards.

Not only are the dashboards fully implemented to over 650 LEAs throughout the state, but the LEAs have also completed training on AZDash. Besides adding AZMerit dashboards this year, ADE IT also refreshed its dashboards on the award-winning AZReportCards.com.

AELAS Spending to Date and FY2017 Budget Request

As in years past, the \$7,300,000 FY2017 AELAS appropriation was incorporated into the statewide IT Automation Projects Fund. All projects in this fund must receive a review of expenditures from the Joint Legislative Budget Committee (JLBC). Funds appropriated to the AELAS project include Arizona Department of Administration project-level review, Information Technology Approval Commission (ITAC) review and recommendation, as well as State School Board review and approval. ADE IT has prepared an updated overview of the FY2017 AELAS funding plan for Data Governance Commission review and possible recommendation at its May 25, 2016 meeting.

The chart below outlines the AELAS expenditures to date:

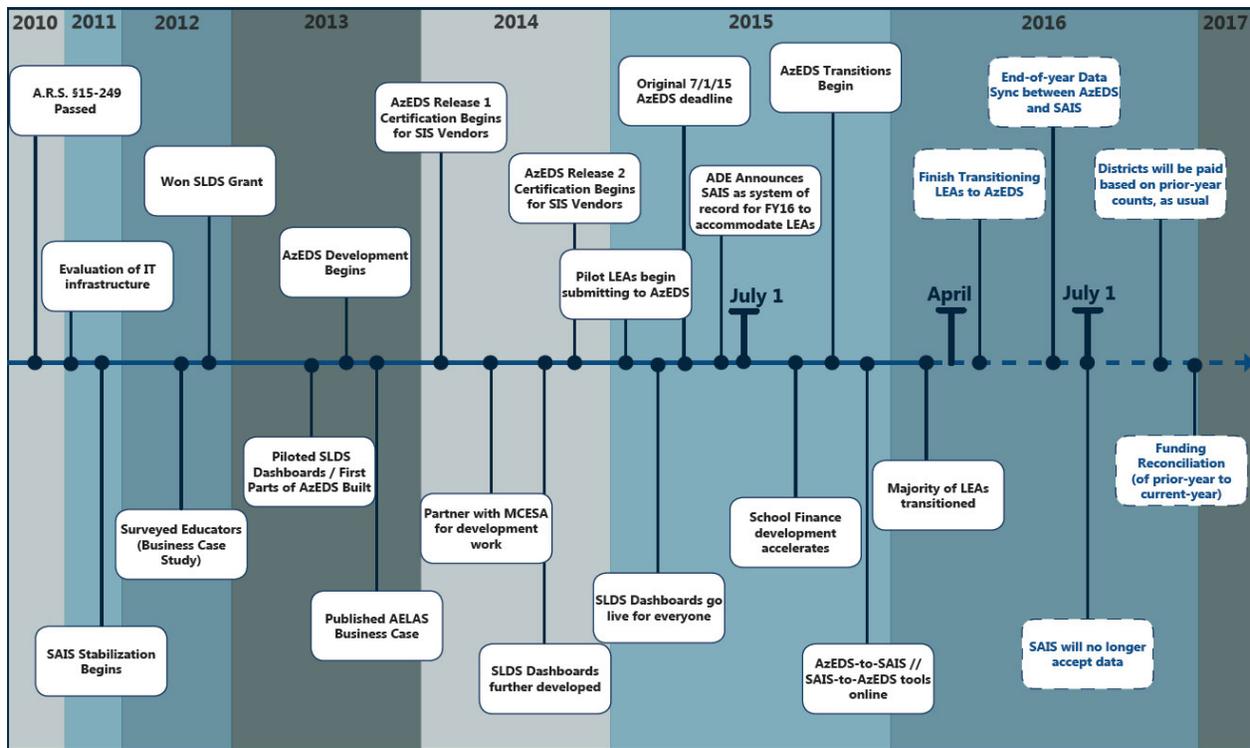
Project	FY2012	FY2013	FY2014	FY2015	FY2016	Project Spend Total
SAIS Replacement	\$2,817,422	\$2,978,442	\$2,012,168	\$3,791,082	\$1,629,175	\$13,228,291
School Finance	\$0	\$577,633	\$771,427	\$1,222,344	\$1,367,224	\$3,938,627
SLDS	\$986,236	\$716,800	\$1,048,242	\$1,884,615	\$0	\$4,635,893
SSIS	\$0	\$64,724	\$176,316	\$808,783	\$660,373	\$1,710,195
Production Support	\$316,440	\$2,115,858	\$2,507,015	\$3,407,485	\$3,689,137	\$12,035,935
Teacher Tool (LMS, CMS, etc.)	\$0	\$298,366	\$403,613	\$611,983	\$76,022	\$1,389,983
FY Total	\$4,120,099	\$6,751,823	\$6,918,780	\$11,726,292	\$7,421,931	\$36,938,925

EXECUTIVE SUMMARY

Work in FY2017 will focus on completing SAIS student replacement and decommissioning. Additionally, ADE will build internal connections to AzEDS to reduce burden on LEAs. As in prior years, ADE remains committed to ensuring proper support and management of overall project and newly-developed tools. Arizona cannot afford to allow the new technology of AELAS to suffer the same neglect and disrepair as SAIS.

Timelines

The chart below outlines the timeline for developing and implementing AzEDS.



Cost Estimates for Completion

The chart below details the resources necessary for completing AELAS initiatives.

EXECUTIVE SUMMARY

FY2017

PROJECT NAME	FY2017
AZDash No New Development	\$0
AELAS School Finance Completion and warranty of Current Year Funding effort. Discovery and Design of replacement of SAIS's 48 manual state aid calculation tools including APOR/CHAR and budget applications	\$740,000
AELAS Ed-Fi (AzEDS) Full LEA implementation of student data collection system and additional development/release of 150 remaining business rules to support federal/state reporting. Continued development and deployment of data services, migrating more than 80 existing ADE applications to AzEDS.	\$3,305,000
AELAS Opt-in SIS Leverage state contract for student information system resulting in significant savings for districts; Funds used to support system implementation	\$180,000
CEDS Development tasks closely related to AzEDS deliverables in FY2017. Will submit new PIJ for FY 2018 addressing standalone efforts	\$0
TOTAL	\$4,225,000

FY2018

PROJECT NAME	FY2018
AZDash Prioritize, Develop, test, and deploy new dashboards to AZDash.	\$500,000
AELAS School Finance Development and implementation of replacement of SAIS's 48 manual state aid calculation tools including APOR/CHAR and Budget applications	\$2,800,000
AELAS Ed-Fi (AzEDS) Develop/deploy new rules for student data collection per statute. Complete discovery, design, development and deployment of support system replacements (Enterprise). Includes 7 unsupported high use SAIS applications	\$3,000,000
AELAS Opt-in SIS No new funding required. Project sustainability estimated in FY 2018	\$0
CEDS Convert and Transition Existing application connections from Enterprise to ODS	\$2,500,000
TOTAL	\$8,800,000

EXECUTIVE SUMMARY

As noted earlier, ADE has requested ongoing support of the new technology enhancements; however, that funding has not been provided. Complete SAIS replacement was slated for FY2017, but a significant portion of the School Finance refactoring work will be delayed until next fiscal year. While those processing improvements have allowed ADE to reduce time from days to mere minutes, that work will remain incomplete this fiscal year.

The chart below outlines expected support costs for FY2017 and FY2018.

FY2017

PROJECT NAME	FY2017	Headcount (FTE)
AZDash Ongoing Support and Maintenance of Student Data Stores and Data Refreshes of AZDash	\$400,000	3.0
ADEConnect Maintain 24 hour access to ADE systems and reports for all stakeholders	\$240,000	2.0
AELAS Program Support Office (PSO) Program Level Management of AELAS Development and Operations	\$700,000	8.0
AELAS Operations Services Ongoing Operations Support of AELAS Infrastructure	\$1,835,000	15.0
OEMS AzEDS Contact and Organization Management Support	\$0	0.0
AELAS Operations subtotal	\$3,175,000	28.0
AELAS Ed-Fi (AzEDS) Support, Maintenance, diagnostics and repairs of software issues	\$465,000	4.0
School Finance Technical support, verification, maintenance of School payment engines	\$535,000	5.0
Prop 301 Funding subtotal	\$1,000,000	9.0
TOTAL	\$4,175,000	37.0

EXECUTIVE SUMMARY

FY2018

PROJECT NAME	FY2018
AZDash Ongoing Support and Maintenance of Student Data Stores and Data Refreshes of AZDash	\$750,000
ADEConnect Maintain 24 hour access to ADE systems and reports for all stakeholders	\$700,000
AELAS Program Support Office (PSO) Program Level Management of AELAS Development and Operations	\$750,000
AELAS Operations Services Ongoing Operations Support of AELAS Infrastructure	\$2,200,000
OEMS AzEDS Contact and Organization Management Support	\$450,000
AELAS Operations subtotal	\$4,850,000
AELAS Ed-Fi (AzEDS) Support, Maintenance, diagnostics and repairs of software issues	\$600,000
School Finance Technical support, verification, maintenance of School payment engines	\$400,000
Required SAIS Replacement Support Funding subtotal	\$1,000,000
TOTAL	\$5,850,000

Recommendation to the Board

ADE IT is requesting Board approval of the FY2017 AELAS program plan, which focuses on completing the remaining student portions of SAIS replacement, migrating existing applications over to AzEDS and providing ongoing support and maintenance for AELAS systems to the benefit of LEAs and other education stakeholders.

• Program Support Office	\$ 700,000
• Operations Services	\$ 1,835,000
• AZDash	\$ 400,000
• ADEConnect	\$ 240,000
• AELAS School Finance	\$ 740,000
• AELAS Ed-Fi (AzEDS)	\$ 3,305,000
• AELAS Opt-in SIS	\$ 180,000

TOTAL	\$ 7,400,000
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Quarterly Performance Review of the Arizona Education Learning and Accountability System: AELAS

Submitted to the Arizona Department of Education
by WestEd and CELT

Date: April 2016



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OVERVIEW

This report documents a quarterly performance review of the Arizona Education Learning and Accountability System (AELAS) by an independent evaluator as required by *Arizona Revised Statutes* (A.R.S.) 15-249 that was conducted March 30 and 31, 2016. WestEd, the prime contractor, and the Center for Educational Leadership and Technology (CELТ), the subcontractor, were hired by the Arizona Department of Education (ADE) to serve as that independent evaluator. This quarterly monitoring report is a follow-up to the initial performance review conducted in 2013, with a report submitted on September 9, 2013. This report follows all previous quarterly monitoring reports, updating commendations and recommendations.

The main findings from this monitoring visit include:

1. **The Menu of Assessments:** House Bill 2544 requires that the Arizona State Board of Education adopt a menu of assessments from which districts may select to meet their summative assessment state reporting requirements. This means that AELAS will have to bring in all of these various sets of test results, cut scores, etc. and modify the accountability, teacher evaluation and school grading/rating systems as well as the dashboards for presenting the data. This menu goes into effect for school year 2017-18 for high schools and 2018-19 for grades K-8. If AELAS is the system of record for reporting and displaying this data, it will be very important to allow ample time to establish and quality assure the data connections for each vendor as well as the dashboards and reports.
2. **IT Sell Bill:** An “IT sell bill” is moving forward as legislation. The bill allows state-owned intellectual property (IP) to be sold, with the proceeds split 40 percent to ADE for ongoing development and support of the IP and 60 percent going to the state’s general fund. The organization and product support structure for selling and supporting components of AELAS are as yet undetermined.
3. **Conversion to AzEDS:** Some districts are beginning to express concerns about switching to AzEDS for state reporting. The conversion to AzEDS and the expected (and more accurate) lower ADM count, together with the change to current-year funding, is seen as a risky combination for financial stability by some districts. These concerns are late in the cycle of this project and should have been communicated much earlier. Regardless, there is no option that the West Ed/CELТ reviewers see for continuing with the old SAIS legacy applications, which themselves pose a more serious support and security risk to the state and districts the longer they are supported.
4. **The ADE recently completed an effort to review all of the business rules in AELAS and confirm them against legislation.** It was determined that there were no substantive changes that remain to be made. The major variances that remain between the two data streams are in the interpretation between how SAIS and AzEDS handles the rules. For example, absences were not specific in SAIS (could be part or full day) whereas AzEDS is very specific in the treatment of absences (tracked by minutes). The treatment of the rules by AzEDS is more accurate and is affecting funding with a more accurate and may result in lower ADM count. The delta between ADM as calculated through SAIS and through

AzEDS has narrowed to the point that it is believed to be as close as it can get, given the more accurate treatment of the data by AzEDS. Consequently, the ADE team has discontinued efforts to close this gap further.

5. ADE continues to address the data issues coming into AzEDS for the districts as they convert from SAIS. The types of data errors are evolving to be primarily single students or small groups of students. The help desk and tier 2 and 3 support for addressing the data issues have improved.
6. As of the March visit, ADE was processing 400 of 700+ districts through the AELAS APIs, and were migrating 65-75 districts per week. Approximately 50% of the students were being submitted through AzEDS at the end of March. Some of the SIS vendors lack sufficient tools to help districts correct data errors on their end. Additionally, at least one vendor has no students loaded through AzEDS yet, but represents up to 25% of the total number of students in the state. ADE set up a user acceptance test (UAT) environment to fully mirror production so larger districts can see the full impact of the switch to the AzEDS data stream. Support from the State Superintendent has been very good, with a letter issued in March explaining the requirement that districts convert to AzEDS by June 30, 2016 or risk lapses in funding.
7. Legacy Apps: Conversion to OEMS is complete and there were reported to be no residual risks for this project. The Enterprise system must be kept alive (e.g., fed through OEMS real time) until ADE can convert all of the SAIS legacy systems to the API structure. The APIs are developed but not yet implemented in the legacy apps. This work will require business process and data analysts to support the process changes needed for converting the legacy apps.
8. Opt-In SIS: ADE has transitioned 13 of 47 statewide SIS districts to the AzEDS data submittal stream. ADE engaged the statewide SIS vendor, to better prepare them in their support for districts in this conversion. ADE has hired 2 people for outreach to build the pipeline for the statewide SIS, but there has been less interest this year, leading to the team not meeting their targets.
9. Supplemental services – districts purchase these through ADE for Edupoint to provide. LEAs have not been rendered services within the time of their contract. Extra time and effort is spent tracking down supplemental services such as training, integrations, etc. and calling to seek why these services are not rendered. While the reasons vary (not enough time to implement the service, turnover in staff and administration), it is imperative that ADE and Edupoint work together to provide the services LEAs have purchased. To that end, ADE may need to explore contract modification language to alter payment arrangements for these supplemental services.
10. Data Governance: The processes and internal controls for the approval and review of ADE staff access to databases and sources appear to be owned in IT, placing IT fully responsible for data quality and data access. The department should engage data stewards and owners in the approval and review of ADE staff's access to databases and sources.

11. Strategic Planning: A successful election on Prop 123 will divert over \$3.2 billion over 10 years to schools. Given this, together with the changes required for ESSA and the availability of AELAS as an excellent foundation upon which to support an education reform agenda, the ADE should consider developing a comprehensive and forward visioning strategic plan for education.
12. Current-year Funding: Current-year funding will go into effect in fiscal year 2017. The work to make this switch is on schedule. There is little concern for the AELAS technical components, however there is some concern with the business processes and legacy budget code.

COMMENDATIONS

Commendations pertain to activities that ADE is doing especially well and are highlighted as examples of superlative performance. The WestEd/CELT team has noted the following commendations from observations during the March 2016 site visit:

1. The ADE has made significant progress on the dual option approach despite resource constraints and limited access to the business owners for rules and requirements definitions. The dual process has enabled ADE to identify key discrepancies between the old and the new systems, allowing for increased accuracy of reporting. The discrepancies between the old and new systems have decreased to an acceptable level. The delta between ADM as calculated through SAIS and through AzEDS has narrowed to the point that it is believed to be as close as it can get, given the more accurate treatment of the data by AzEDS. Consequently, the ADE team has discontinued efforts to close this gap further. The close match of ADM counts through the legacy SAIS process and the real-time, event driven AzEDS process is a major accomplishment for the ADE IT team. They are to be commended for this accomplishment.
2. An “IT sell bill” is moving forward as legislation. This is an innovative approach to sustaining the AELAS system over time.
3. The ADE continues to engage the business partners through the Education Transformation group. This enables the business partners and IT to address current and emerging needs through collaborative decision making.
4. The ADE is expanding the use of AzEDS to include data from district-level assessment systems. This is a best practice example of providing data structures and services to districts for use in local decision making and instructional planning. Given the passage of House Bill 2544, the Menu of Assessments, accommodations will need to be made in how to deal with the diversity of data from the many different assessments. This will be a major challenge, due to the different vendors, the different sources of data, and the different reporting processes (i.e., scores that may or may not be equated and placed into a common metric).

FINDINGS BY RECOMMENDATIONS

The initial recommendations (11 total) from the first site visits have served as a baseline from which the WestEd/CELT team has been working for all subsequent site visits. Additional findings and recommendations have been added relative to the initial findings. Below is a synthesis of the team’s findings and recommendations from the March 2106 visit.

1. **Stay the course as envisioned in the AELAS business case.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Transition to AzEDS Data Stream</p> <p>The dual system approach (old SAIS and new AzEDS) is in production and the API data submission process for AzEDS has been turned on for approximately 50 percent of the student population in the state. As expected, there are differences between the two data streams for ADM (with AzEDS ADM calculations generally lower). The delta in the ADM for the two data streams is within expected levels however. It has been anticipated throughout the AzEDS project that the more accurate and timely AzEDS data stream would produce more accurate (and possibly lower) ADM counts. The deltas are due to more accurate data (for example: elimination of duplicate students), more timely data (for example: student adds/deletes occur in real time instead of at a future reporting period) and corrections to the business rules. While the lower ADM count may place a financial burden on some districts for the transition period, overall this should be construed as a <u>VERY</u> positive outcome of the AzEDS project. The state of Arizona now has a method for more accurately and fairly determining funding allocations to districts, which will better enable education funds to flow to districts as intended by legislation.</p>	<p>Continue conversion to the AzEDS data stream for the remaining districts.</p>
<p>Some districts are beginning to express concerns for switching to AzEDS for state reporting. The conversion to AzEDS and the expected (and more accurate) lower ADM count, together with the change to current-year</p>	<p>Establish a high-level team of ADE staff (non IT) to meet individually or in small groups with concerned district leaders/superintendents to hear their concerns and explain the cutover process and support that is available from</p>

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>funding, is seen as a risky combination for financial stability by some districts.</p>	<p>ADE.</p>
<p>During the state legislative session in 2015, the Legislature approved moving district schools from prior year funding to current-year funding starting in fiscal year 2017. The change request was approved by ADOA in December 2015. This was a major change in ADE work-scope for the rest of FY 16 and for FY 17. This requires changes to existing legacy APOR reports (APOR was previously planned to be re-written in FY16), as well as modifications to CSF and IIF reports. Additionally a Web application will be developed to supply FY17 budget worksheets to LEAs. The FY16 planned rewrite of APOR, CHAR and Budget will be moved to FY17, as will the continuation of other impacted development activities (i.e., ACE 2.0). All of this required reallocation of existing resources as well as additional resources for School Finance and Customer Support to develop the business rules, conduct testing and develop and deliver training, communications and support to LEAs.</p> <p>The work to make this switch in 2017 is on schedule. There is little concern for the AELAS technical components; however, there is some concern with the business processes and legacy budget code.</p> <p>It is important to note, however, that the switch to current-year funding is a source of consternation to school district leadership, and the timing to occur concurrent with the AzEDS transition magnifies the local concerns to a degree that brings risk to both efforts.</p>	<p>Request that the finance department conduct dry-run tests of their procedures and legacy applications in a current-year scenario, and report the results to executive leadership. It is incumbent on School Finance to work with ADE IT to ensure that these changes are properly managed and communicated and that the SAIS replacement efforts stay on target for FY18.</p>
<p>SSIS Opt-In Project:</p> <p>ADE has transitioned 13 of 47 statewide SIS districts to the AzEDS data submittal stream. ADE engaged the statewide SIS vendor, to better prepare them in their support for districts in this conversion.</p>	<p>Over time, consider the pros/cons of a second statewide SIS vendor, to promote competition and options for districts.</p>

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>The current SIS opt-in pipeline has fewer planned implementations than desired, although the target of 110,000 students is still achievable. ADE has hired 2 people for outreach to build the pipeline for the statewide SIS, but there has been less interest this year, leading to the team not meeting their targets.</p>	<p>Have sales team conduct focus groups with the district holdouts to determine what would make them come onboard. Engage an advisory panel of opt-in district reps to monitor progress and recommend changes to services, vendor contract, marketing, etc. with a mind toward bringing in more districts.</p> <p><i>Recommendations from last report:</i> Explore legality of pursuing a marketing campaign to build the pipeline, with promotions, incentives and “sales calls” in the same manner that private-sector SIS vendors conduct their marketing campaigns.</p> <p>Establish an oversight board for the SIS opt-in “cost center” that includes district representatives. This board can review the services, pricing and marketing strategies for the SIS opt-in.</p>
<p>LEAs have not been rendered services within the time of their contract. Extra time and effort is spent tracking down supplemental services such as training, integrations, etc. and calling to seek why these services are not rendered. While the reasons vary (not enough time to implement the service, turnover in staff and administration), it is imperative that ADE and Edupoint work together to provide the services LEAs have purchased. To that end, ADE may need to explore contract modification language to alter payment arrangements for these supplemental services.</p>	<p>Withhold payment to the vendor until the service is rendered and there is customer signoff.</p>

2. Utilize business architecture concepts, aligning department strategic plans to and across program area plans and associated execution activities and methodologies.

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>A successful election on Prop 123 will divert over \$3.2 billion over 10 years to schools. Given this, together with the changes required for ESSA and the availability of AELAS as an excellent foundation upon which to support an education reform agenda, the ADE should</p>	<p>Begin planning for a state education strategic planning process. Issue an RFP to secure a consulting firm to facilitate the process and bring to the engagement subject-matter expertise in the emerging trends in education around personalized learning and competency-</p>

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
consider developing a comprehensive and forward visioning strategic plan for education.	based progression.
<p>House Bill 2544 requires that the Arizona State Board of Education to adopt a menu of assessments from which districts may select tests to meet their summative assessment state reporting requirements. This means that AELAS will have to bring in all of these various sets of test results, cut scores, etc. and modify the accountability, teacher evaluation, and school grading/rating systems as well as the dashboards for presenting the data . This menu goes into effect for school year 2017-18 for HS and 2018-19 for K-8. If AELAS is the system of record for reporting and displaying this data, it will be very important to allow ample time to establish and validate/certify the processes for the data connections for each vendor and test the dashboards.</p> <p>This menu of assessments have both data and psychometric implications. It is essential for ADE to consider the equating and alignment processes that will be used as the testing metric underlies the teacher evaluation and school grading processes.</p>	<p>The current data exchange with the state’s assessment vendor is a custom interface, which places much of the responsibility for the quality and accuracy of the interface on ADE. Consider adopting the Ed-Fi standard XML for these data interchanges and placing the burden of conforming and quality assuring to these standards on the assessment vendors. Additionally, some of the menu options may include a more formative assessment, and results will be wanted immediately to inform instruction. An Ed-Fi API structure will be very helpful in this scenario.</p> <p>Bring in an independent psychometrician to provide advice about the implications of the menu of assessments.</p>

3. Directly address the budgetary issues that pertain to AELAS, SAIS, and the SLDS that include detailed work plans, deliverables, and timelines.

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
There is a full ask in the 2016-17 budget for development and maintenance (\$10 or 11 million) for AELAS.	Continue to brief legislators and JLBC about the potential consequences of decreased or lost funding. Help them to understand the importance of AzEDS in identifying the data discrepancies, verifying that the investment in the system heretofore has been sound.

4. **Improve and continue to develop a communication plan to diverse stakeholders.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Repeated from above:</p> <p>Some districts are beginning to express concerns for switching to AZEDS for state reporting. The switch to AZEDS and the expected (and more accurate) lower ADM count, together with the change to current-year funding, is seen as a risky combination for financial stability by some districts.</p>	<p>Repeated from above:</p> <p>Establish a high-level team of ADE staff (non IT) to meet individually or in small groups with concerned district leaders/superintendents to hear their concerns and explain the cutover process and support that is available from ADE.</p>

5. **Creation of a data governance process.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>The processes and internal controls for the approval and review of ADE staff access to databases and sources appear to be owned in IT, placing IT fully responsible for data quality and data access.</p>	<p>Engage data stewards and owners in the approval and review of ADE staff access to databases and sources. Shift the responsibility for this review and approval out of IT to the assigned data stewards.</p>

6. **Reduce the redundancy among data collections.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>The data governance process has implemented the procedures required to properly review proposals for new data collections. They are working on an annual calendar that defines the timeframes for identifying and communicating new data collections.</p>	<p>Ensure that the enhanced process to review new collections is not lost with the changes being implemented to the approval process.</p>

7. **Creation of a non-profit organizing structure.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>There is renewed interest in this recommendation at ADE and at the Legislature, especially as funding for AELAS support and further development is in question.</p>	<p>There is much to be learned from technology product vendors regarding the best practices and lessons learned around product marketing, pricing, sales, implementation support and</p>

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>An “IT sell bill” is moving forward as legislation. The bill allows state-owned intellectual property (IP) to be sold, with the proceeds split 40% to ADE for ongoing development and support of the IP and 60% going to the state’s general fund. The organization and product support structure for selling and supporting components of AELAS are as yet undetermined.</p>	<p>ongoing help desk and release management. We recommend researching these areas to understand the nuances of “product” versus “services” organizations as a pre-cursor to establishing the support structure for IP sales to other states.</p>

8. Improvement of human capacity around the use of data (e.g., data literacy).

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Although this topic falls outside the current scope of monitoring, ADE is making progress in this area. ADE has developed a rubric of data literacy skills and is working with schools of education to integrate data literacy with the preparation of teachers and administrators. This is an exemplar for other states as few states have their leading universities including courses on data use. Both the University of Arizona and Arizona State University are tackling this challenging topic.</p> <p>There are efforts within ADE to improve the capacity of program staff to understand simple statistics and measurement topics to help them understand data better. Podcasts have been developed.</p>	<p>Continue the effort to build data literacy within ADE, the LEAs, and teacher preparation programs.</p> <p>Recognize that data literacy is role-based, particularly within LEAs. Everyone who touches data needs to have at least a basic understanding of responsible data use, data security, data quality, and their role in the process. This includes staff from the school data clerks to the superintendents.</p> <p>The human capacity issue is even more salient with the introduction of the Menu of Assessments that will introduce a plethora of student achievement data into the landscape. Educators must understand the implications of how these data will be used and interpreted.</p>

9. Attend closely to the needs of the most rural districts.

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>A state-wide initiative is being pursued to</p>	<p>Continue this effort to close the gap in</p>

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
address the limited bandwidth issues among many districts in Arizona. This will be especially beneficial to the more rural districts.	technology for the more rural districts in Arizona.

10. Development of a comprehensive long-term plan and continued outreach to stakeholders in the form of periodic needs analyses as a process by which to monitor changing needs of the stakeholder groups.

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Leading states and school districts across the nation are pursuing such 21st Century initiatives as blended learning, personalized learning and digital learning. Blended learning environments are taking hold in pockets of schools across the state and there are significant technologies to support such efforts. AELAS can and should be a part of such technology-enhanced learning environments to further such a strategic vision for education in Arizona.</p> <p>A successful election on Prop 123 will divert over \$3.2 billion over 10 years to schools. Given this, together with the changes required for ESSA and the availability of AELAS as an excellent foundation upon which to support an education reform agenda, the ADE should consider developing a comprehensive and forward visioning strategic plan for education.</p>	<p>Convene a high-level group of knowledgeable stakeholders and prominent business people to advise ADE in developing and implementing a sustainability plan. This group could be led by someone like Craig Barrett and call upon the current equivalent of the Arizona Ready Education Council, which provided initial input and support.</p> <p>Continue briefing policymakers and legislators about the progress being made and the fact that AzEDS functions to identify discrepancies that SAIS has been unable to determine.</p> <p>Begin planning for a state education strategic planning process. Issue an RFP to secure a consulting firm to facilitate the process and bring to the engagement subject-matter expertise in the emerging trends in education around personalized learning and competency-based progression.</p>

11. Engage program areas and policymakers in supporting the work of AELAS.

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
The associate superintendents and other high-level administrators are now engaged in working with IT to ensure that the technologies meet their needs and incorporate appropriate data.	Continue to educate the associate superintendents and other relevant high-level staff about the processes and timelines involved in working with AzEDS, including the implications of adding new data elements and

<i>Findings</i>	<i>Recommendations</i>
The work of the Education Transformation group facilitates this work.	the expected timeframe for implementation.

CHALLENGES

- The most pressing challenges for the ADE from our visit appear to be:
1. Getting the remaining districts to sign on to AzEDS.
 2. Incorporating the diverse data that will result from the Menu of Assessments.
 3. The sustainability and continuity of commitment to the AELAS work across all levels of government in Arizona.
 4. Engaging data stewards and owners in the approval and review of ADE staff access to databases and sources. The data governance structure needs to be reconsidered. Progress was being made on the structure, but due to the changes to the structure, the processes have ceased to function effectively.

CONCLUSION AND NEXT STEPS

AELAS forms a good foundation for Arizona to begin the journey into the world of sound educational decision making, data-informed instruction, and ultimately digital learning. However, without a clear vision for such a direction and funding to build upon this foundation, the momentum gained by the AELAS effort stands to be lost. Arizona has climbed into the top tier of state education departments with regard to data collection and potential for data-informed instruction supported by state systems. This progress will be quickly lost without proper vision and support. We strongly urge ADE to work with external advisors to develop and implement a sustainability plan for the technology and a training plan to build and maintain the human capacity to use the data effectively and responsibly. We also urge ADE to begin planning for a state education strategic planning process. ADE should consider issuing an RFP to secure a consulting firm to facilitate the process and bring to the engagement subject-matter expertise in the emerging trends in education around personalized learning and competency-based progression.

Arizona's Education Transformation

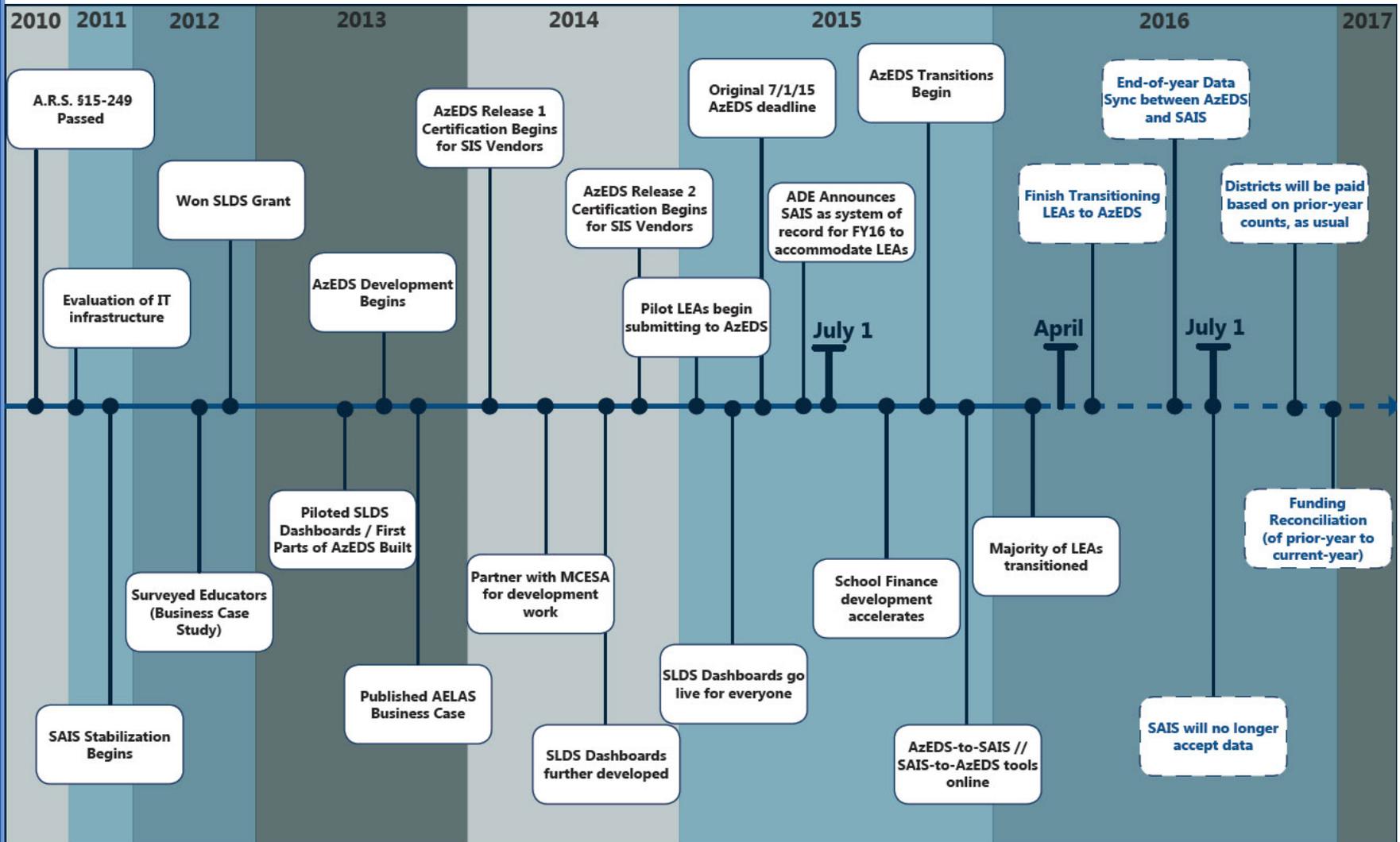


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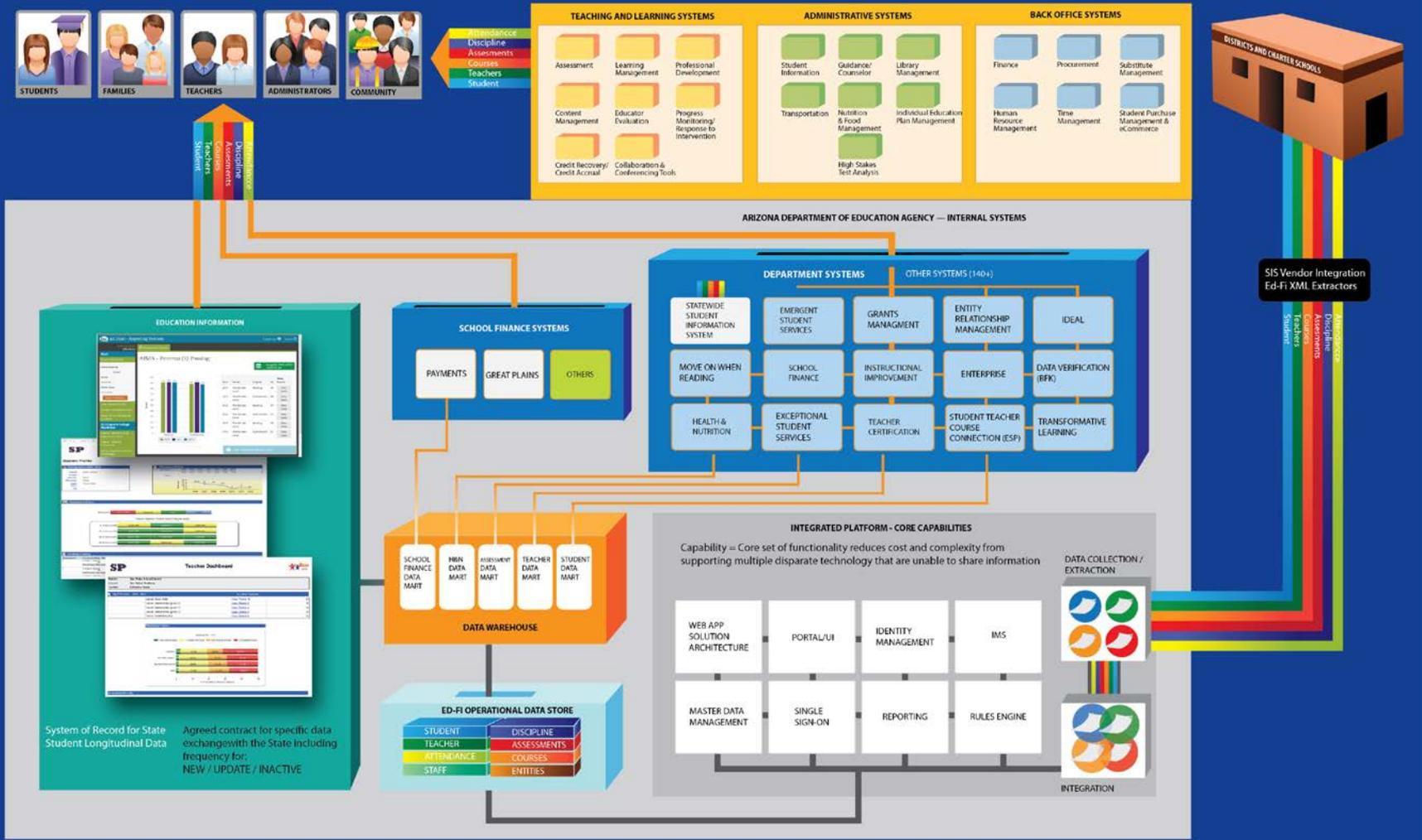
Mark T. Masterson
Chief Information Officer

AELAS PROGRESS

AELAS historical perspective



AELAS architecture



FY16 recap and deliverables

- Emphasis on completing Student portion of SAIS replacement
 - 78% of student population now submitting to AzEDS
 - AzEDS becomes system of record in FY17
 - Deployed new School Finance processing engine
- Continue rollout of Statewide Student Information System
- Ongoing technical support for AELAS tools
 - ADEConnect, AZDash, SSIS, AzEDS support personnel
 - Ensures education community of state's commitment to sustainability

What was tabled in FY16

- Integrating existing systems that use SAIS for data
- 1-year implementation for SAIS replacement
- New dashboards for AZ Dash
- Adequate software/hardware needs for AELAS development
- Roll out of Opt-in Teaching and Learning tools that have been developed

FY12-16 budget expenditures

Project	FY2012	FY2013	FY2014	FY2015	FY2016	Project Spend Total
SAIS Replacement	\$2,817,422	\$2,978,442	\$2,012,168	\$3,791,082	\$1,629,175	\$13,228,291
School Finance	\$0	\$577,633	\$771,427	\$1,222,344	\$1,367,224	\$3,938,627
SLDS	\$986,236	\$716,800	\$1,048,242	\$1,884,615	\$0	\$4,635,893
SSIS	\$0	\$64,724	\$176,316	\$808,783	\$660,373	\$1,710,195
Production Support	\$316,440	\$2,115,858	\$2,507,015	\$3,407,485	\$3,689,137	\$12,035,935
Teacher Tool (LMS, CMS, etc.)	\$0	\$298,366	\$403,613	\$611,983	\$76,022	\$1,389,983
					*as of 4/30/16	
FY Total	\$4,120,099	\$6,751,823	\$6,918,780	\$11,726,292	\$7,421,931	\$36,938,925

What was said about the transition

- Notified ASCUS that the transition was deferred on 4/23/15 allowing LEAs to adjust
 - Avoiding the big bang rollout we were heading towards
 - Moving from SAIS to AzEDS is not optional
- Outlined to the difficulties at the ASCUS meeting on 9/17/15
- Everyone from the legislature, to ADE, to ASCUS to the students are in this together
 - Support is in place
- Communicated that it will take time

Letter to LEAs in March 2016

- Reiterated that all LEAs must complete transition from SAIS to AzEDS by June 30, 2016
 - Extended using SAIS as system of record for one year
- 78% of state already transitioned and the legislature already invested too much to turn around
- The transition to SAIS years ago was far worse
 - All schools received payments back then!
 - We are ahead of where we were then (auditors agree)
- These two systems were never going to match!
 - Working on a solution to get to 99%

Transition to AzEDS (all metrics as of April 26)

		Counts for LEAs migrating to AzEDS								
Status Description (Multiple Items)		Closed, Future, or Inactive LEAs filtered								
4/26/16 Data from 5 AM										
Row Labels	LEAs	% of total Students	In Implementation	% Implementing	LEAs Submitting	% Implementation complete	% of Total submitting	Incomplete Implementations	Not yet Implementing	
Apex	6	0.41%	6	100%	6	100%	100%	0	0	
AZDJC	1	0.07%	1	100%	1	100%	100%	0	0	
Connexus	1	0.49%	1	100%	1	100%	100%	0	0	
Edupoint	91	33.00%	43	47%	33	77%	47%	10	48	
FlipSwitch	1	2.07%	1	100%	1	100%	100%	0	0	
Hane Solutions	10	0.21%	10	100%	10	100%	100%	0	0	
Illuminate	2	3.42%	2	100%	2	100%	100%	0	0	
InfiniteCampus	13	0.49%	7	54%	5	71%	54%	2	6	
JupiterEd	2	0.04%	2	100%	2	100%	100%	0	0	
PowerSchool	166	37.28%	159	96%	153	96%	96%	6	7	
Schoolmaster	318	24.50%	263	83%	236	90%	83%	27	55	
Statewide SIS	47	1.10%	22	47%	22	100%	47%	0	25	
Tyler V10	1	2.63%	1	100%	1	100%	100%	0	0	
Unknown	1	0.00%	-	0%	-	0%	0%	0	1	
Grand Total	660	100.00%	518	78%	473	91%	78%	45	142	
		+ 3 LEAs for Yesterday			+ 3 LEAs for the week					
Green Highlights changes from last report										

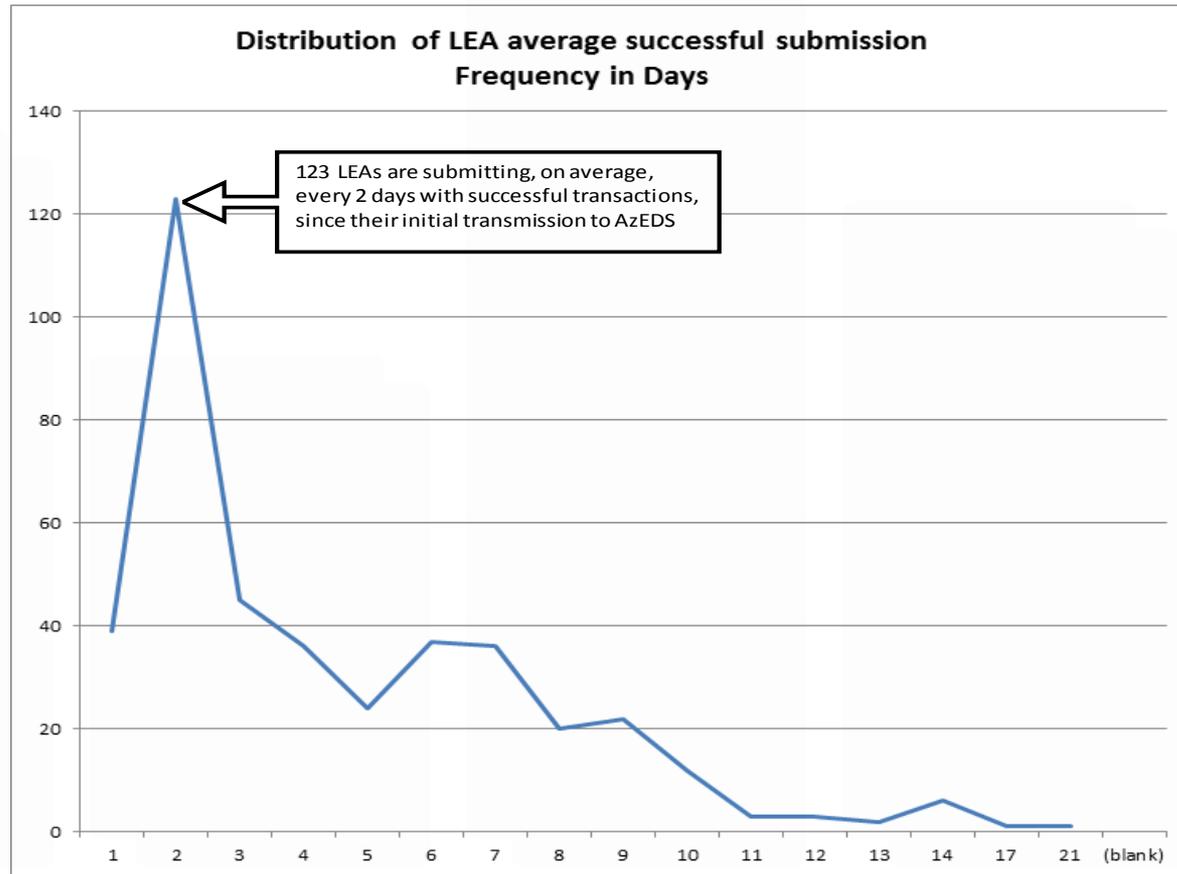
AzEDS metrics by vendor (as of 4/26/16)

Vendors	Vendor % to total Students	Vendor % Students on AzEDS	Vendor % Students on SAIS
Apex	0.20%	0.20%	0.00%
AZDJC	0.03%	0.03%	0.00%
Connexus	0.23%	0.23%	0.00%
Edupoint	39.72%	16.00%	23.72%
FlipSwitch	0.99%	0.99%	0.00%
Hane Solutions	0.10%	0.10%	0.00%
Illuminate	1.64%	1.64%	0.00%
InfiniteCampus	13.14%	0.24%	12.91%
JupiterEd	0.02%	0.02%	0.00%
PowerSchool	19.27%	18.27%	1.00%
Schoolmaster	15.19%	12.47%	2.71%
Statewide SIS	7.77%	0.52%	7.24%
Tyler V10	1.26%	1.26%	0.00%
Unknown	0.43%	0.43%	0.00%
Grand Total	100.00%	52.41%	47.59%
		100.00%	

Frequency of submission to AzEDS

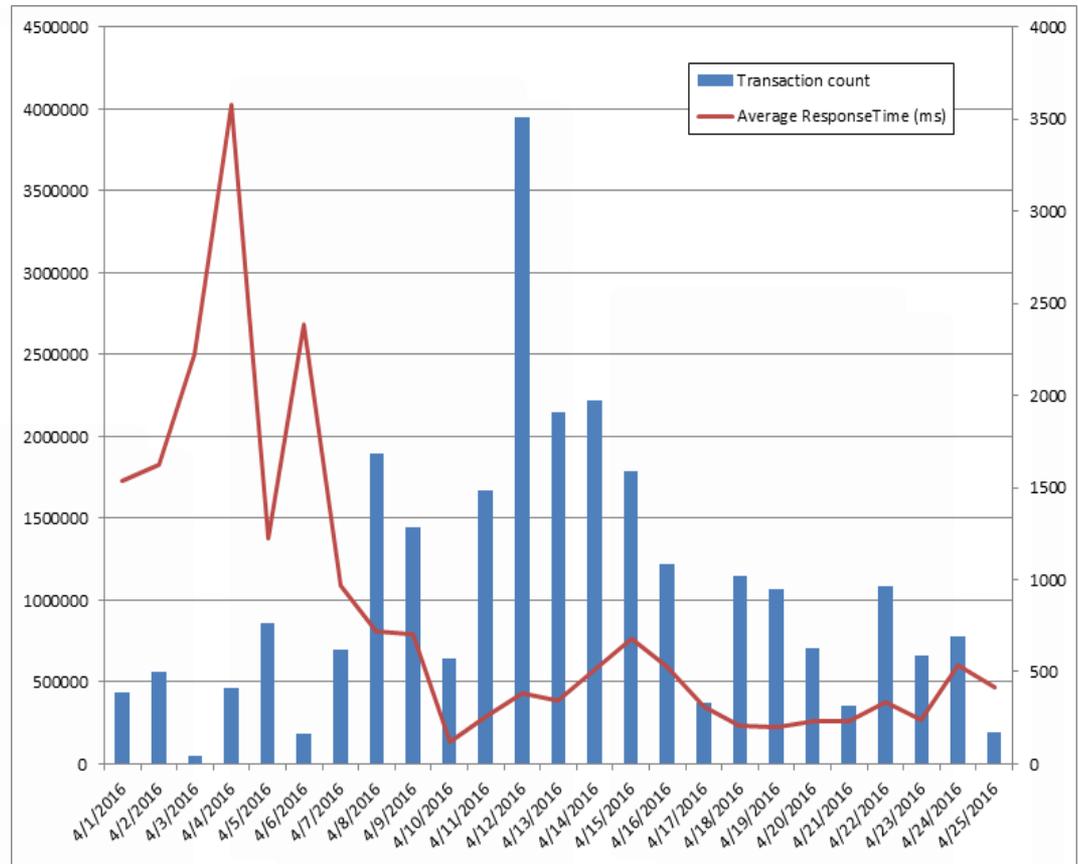
Ave. Freq. of Submission by LEAs	Count of LEAs
1	39
2	123
3	45
4	36
5	24
6	37
7	36
8	20
9	22
10	12
11	3
12	3
13	2
14	6
17	1
21	1
(blank)	
Grand Total	410

Through 4/26/16

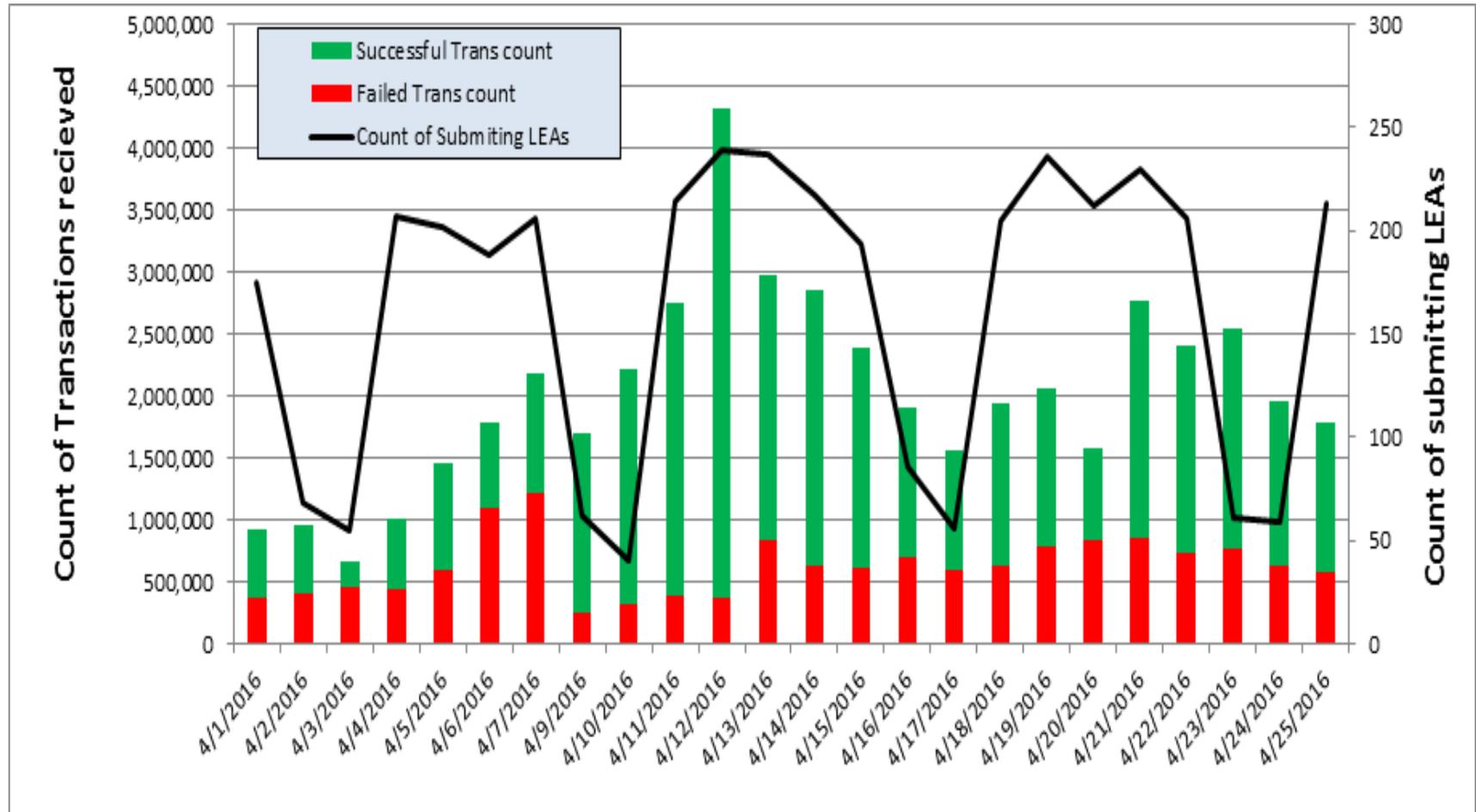


Response time to AzEDS submission

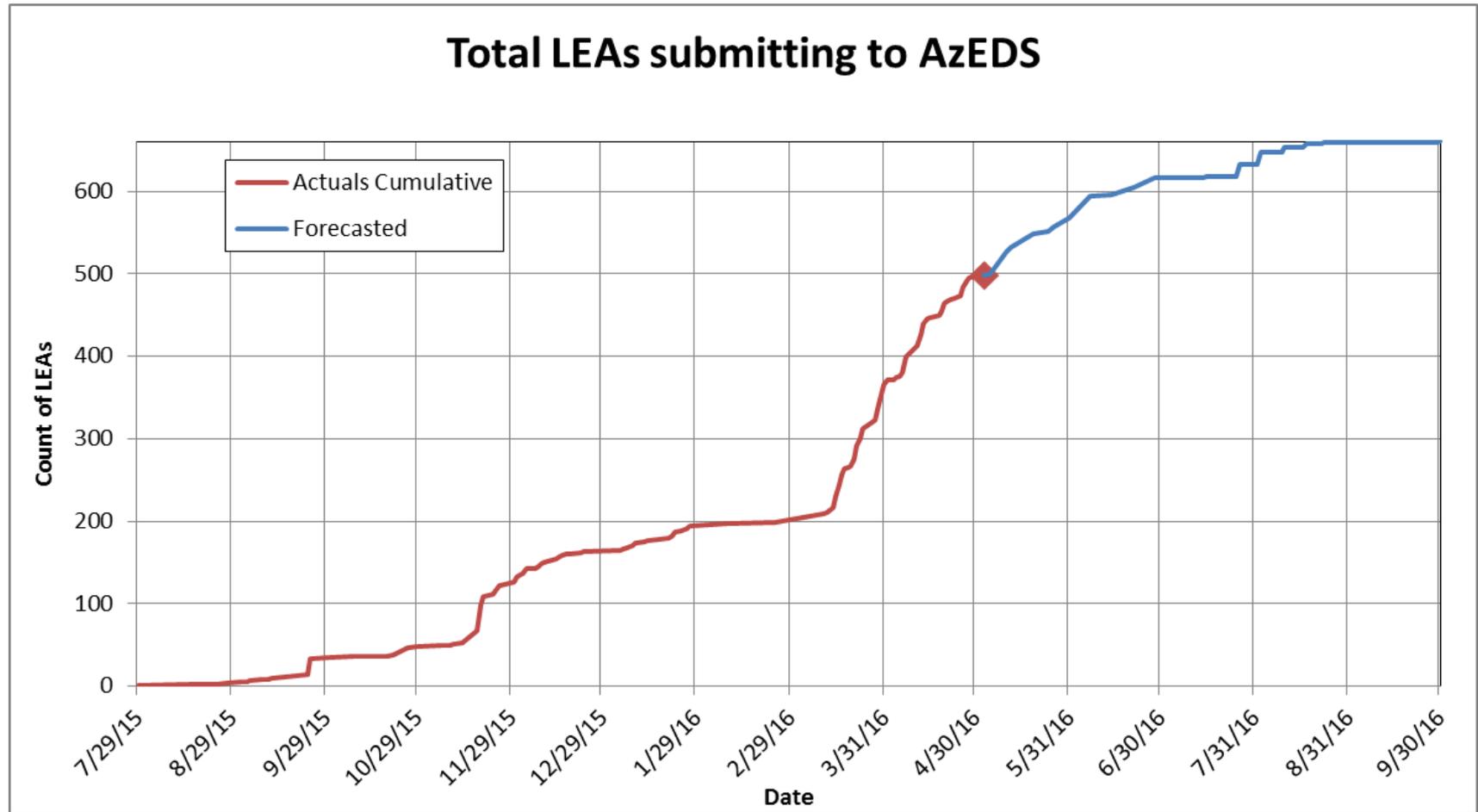
Row Labels	Transaction count	Average ResponseTime (ms)
4/1/2016	433496	1533.695652
4/2/2016	560733	1626.434783
4/3/2016	44433	2228
4/4/2016	458699	3577.869565
4/5/2016	863696	1221.130435
4/6/2016	181296	2383.565217
4/7/2016	696730	966.4782609
4/8/2016	1895408	722.4782609
4/9/2016	1440731	706.8695652
4/10/2016	643946	118.8695652
4/11/2016	1673557	257.4347826
4/12/2016	3946459	384.8333333
4/13/2016	2151577	344.0833333
4/14/2016	2221272	512.0638298
4/15/2016	1789320	676.75
4/16/2016	1216798	525.24
4/17/2016	370356	315.2222222
4/18/2016	1151030	206.0434783
4/19/2016	1063546	200.8695652
4/20/2016	709310	233.0416667
4/21/2016	353027	228
4/22/2016	1082409	336
4/23/2016	658755	239.2608696
4/24/2016	778405	535.8636364
4/25/2016	196979	417.7777778
Grand Total	26581968	814.0635739



Successful submissions to AzEDS



Migration of LEAs to submitting to AzEDS



SAIS to AzEDS comparisons

	SAIS	AzEDS
LEAs submitting data to system (59 LEAs are currently transitioning from SAIS to AzEDS)	142	518
Number of rules that may be updated or changed	0	315
Time required to run Integrity (validation of data)	2 days	Less than 4 hours
Time required to run end-of-month Integrity (statewide aggregation)	5 days	Less than 5 hours
Time required to recalculate statewide ADM	5 days	<1 hour
Ability for LEAs to audit transaction history	Not Auditable	Auditable
Total transactions processed in last 30 days	15,000,000	31,000,000

SLDS UPDATE

Then and now



SLDS DASHBOARD PILOT



District: Demo District - 99999 School: Select.
 Teacher: Select. Report: District AIMS View Report

Logout

1 of 1 100% Find | Next

Historical State / District AIMS Compare



District: Demo District - 99999

AIMS Legend: Falls Far Below Approaches Meets Exceeds



Welcome
Stirling Debbie

- Assessment Reports
- Enrollment Reports
- Teacher Dashboards
- Postsecondary

Historical AIMS



District

Junior High School



July 17th

2014

Disclaimer: Assessment AIMS 2014 data refresh as of June 5th. These data are not verified by ADE for use in any high stakes accountability purposes (A-F, AMO, AMAO, RFP, etc.). [Click here](#) for AIMS Calculation Information.

Reminder: 2014 AIMS Data is embargoed thru August 4th, 2014.

District: District School: Junior High School

FALLS FAR BELOW

APPROACHES

MEETS

EXCEEDS

AIMS Reading

Year	Falls Far Below	Approaches	Meets	Exceeds
2014 School	4.4%	17.3%	72.9%	4.9%
2014 District	2.7%	7.0%	73.3%	7.0%
2014 Arizona	3.0%	9.2%	69.2%	8.6%
2013 School	4.4%	19.3%	69.4%	6.7%
2013 District	3.4%	8.9%	70.8%	6.9%
2013 Arizona	4.1%	18.0%	67.5%	9.4%
2012 School	5.5%	16.6%	71.0%	6.5%
2012 District	4.4%	16.7%	68.7%	8.5%
2012 Arizona	5.1%	19.4%	65.3%	10.2%
2011 School	4.4%	17.7%	67.9%	9.6%
2011 District	4.7%	18.4%	68.2%	8.7%
2011 Arizona	6.0%	18.9%	65.0%	10.2%
2010 School	5.6%	17.3%	69.8%	7.3%
2010 District	6.2%	19.8%	65.2%	8.7%
2010 Arizona	6.8%	20.8%	63.6%	8.8%

AIMS Mathematics

Year	Falls Far Below	Approaches	Meets	Exceeds
2014 School	22.5%	18.8%	36.1%	22.6%
2014 District	18.8%	21.5%	41.9%	17.8%
2014 Arizona	21.2%	19.8%	38.7%	20.4%
2013 School	22.0%	17.5%	35.2%	25.3%
2013 District	18.8%	22.9%	39.2%	19.0%
2013 Arizona	21.3%	19.6%	38.3%	20.8%
2012 School	21.4%	15.7%	36.3%	26.6%
2012 District	18.0%	20.5%	41.1%	20.4%
2012 Arizona	22.1%	19.4%	36.4%	22.2%
2011 School	19.6%	18.9%	40.7%	22.8%
2011 District	18.3%	19.1%	41.7%	20.8%
2011 Arizona	24.2%	18.8%	36.6%	20.5%
2010 School	17.9%	18.3%	39.8%	24.0%
2010 District	18.6%	20.4%	40.9%	20.1%
2010 Arizona	23.8%	19.9%	36.4%	19.9%

AIMS Writing

Year	Falls Far Below	Approaches	Meets	Exceeds
2014 School	14.0%	45.2%	40.0%	0.9%
2014 District	8.9%	33.7%	55.0%	2.5%
2014 Arizona	9.4%	34.0%	54.3%	2.3%

AIMS Science

Year	Falls Far Below	Approaches	Meets	Exceeds
2014 School	13.0%	21.5%	26.3%	39.1%
2014 District	20.6%	21.9%	29.3%	28.1%
2014 Arizona	22.4%	22.4%	28.2%	27.1%

AIMS

Historical AIMS

District

District

School

Junior

High School

Report Parameters

Percent (%) Passing

Percent (%) Passing by School

Students Who Need to Pass

Lower & Upper Results

Stanford 10

Percentile Rank

Percentile Rank By School

Lower & Upper Results

EXPLORE/ACT/College Readiness

EXPLORE - Mean Scores by Subject and School

EXPLORE - Percent (%) Meeting Benchmark Compared to National

ACT - Average Composite Scores

ACT - Average Composite Scores by Subject

ACT - Percent (%) Meeting College Readiness Benchmark Comparison

ACT - Percent (%) of Students Meeting College Readiness Benchmarks By Subject

Percent (%) Passing by Grade Level Subject Comparison

Students Who Need to Pass

Lower & Upper Results

AZELLA

AZELLA Results

 District
Demo District -1101

School

Report Parameters

Stanford 10

Percentile Rank

Percentile Rank By School

Lower & Upper Results

EXPLORE/ACT/College Readiness

EXPLORE - Mean Scores by Subject and School

EXPLORE - Percent (%) Meeting Benchmark Compared to National

ACT - Average Composite Scores

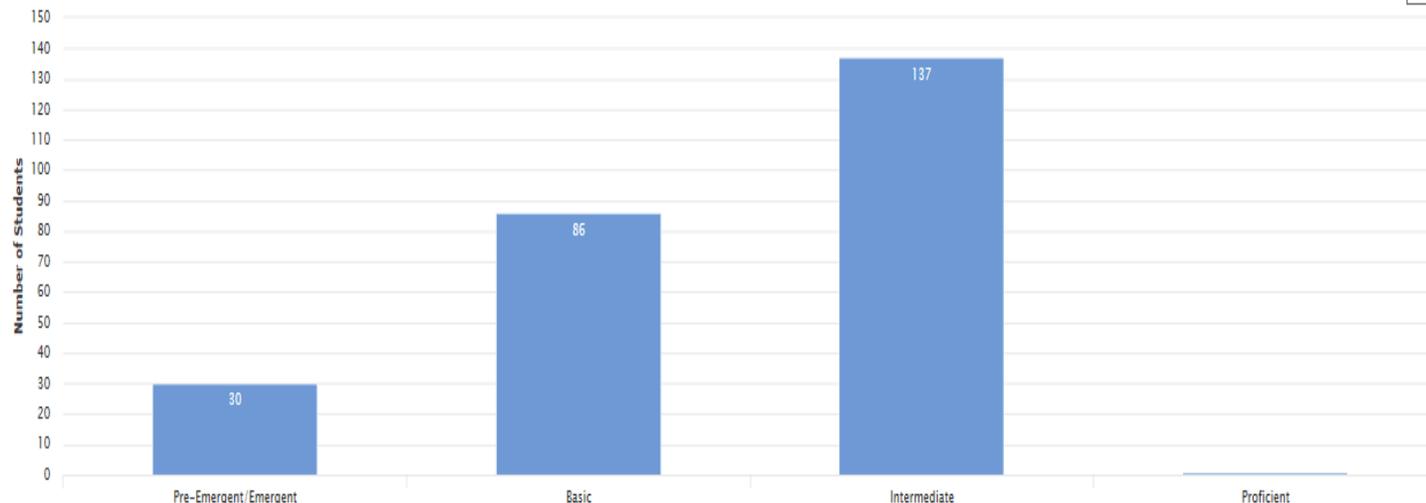
ACT - Average Composite Scores by Subject

ACT - Percent (%) Meeting College Readiness Benchmark Comparison

ACT - Percent (%) of Students Meeting College Readiness Benchmarks By Subject

District: Demo District -1101

Grade: ALL



Data for: Demo District -1101



Proficiency Levels

Programs

School

GL

AIMS Comparison

Reset Filters

PE PE/E E B BI I P NDA

SEI BDL 1 BDL 2 BDL 3 ILLP

ALL

ALL

On

Off

10 records per page

 Search:

Student	Current Grade Level	Last Test Date	Times Tested	AZELLA Overall Proficiency Level	Domain Proficiency Level	Trending	Details	AIMS Scores
Student-28054 Demo Demo Demo School -1004	5	3/4/2014	12	Intermediate		-	More	Ma:376 Re:448 Sc:457 Wr:
Student-25525 Demo Demo Demo School -1001	11	2/27/2014	10	Intermediate			More	Ma:438 Re:646 Sc: Wr:418

Welcome
state admin

Assessment Reports

Enrollment Dashboard

Teacher Dashboards

Postsecondary

Dashboards

- Teacher Dashboard ↑
- Teacher AIMS Dashboard ↓
- Standards Mastery Dashboard ↓

Standards Mastery Dashboard



March 11th 2015
Wed 10:48 am

Teacher: Thomas, Adam Joseph

Benchmark

2013-14 ATI AZ CC Math 06 Gr CBAS #2

1st Period

Year	Students	Goal	Meeting	Not Meeting	NDA
Spring 2014	34	70%	50% (16 Students)	50% (16 Students)	10% (2 Students)
Spring 2013	32	50%	55% (22 Students)	45% (18 Students)	10% (2 Students)
Spring 2012	32	50%	40% (16 Students)	60% (24 Students)	10% (2 Students)

Spring 2014

Show All

	RP	NS
Domain		Domain
% Exceeds Standard (ES)	8.8% [3]	0%
% Meets Standard (MS)	0	50% [16]
% Approaches Standard (AS)	50% [17]	50% [16]
% Falls Below Standard (FS)	35.3% [12]	0%

Showing 1 to 4 of 4 entries

Moving beyond dated data

- AZDash uses set data points
 - Linked to state aid payment dates
 - Beginning of Year (opt-in), 40th, 100th and end of year
- AzEDS allows LEAs to push data as many times as they want
 - Giving educators near real-time data
 - Powers AZDash with current data to allow teachers and administrators to intervene sooner

SLDS usage

- AZ Report Card
 - March 2016 – 8,818 unique monthly visitors
 - December 2015 – 7,544 unique monthly visitors
(AzMERIT on AZ Report Cards)
- AZDash
 - December 2015 - 684 unique monthly visitors
 - March 2016 – 791 unique monthly visitors

Creating Operational Data Stores (ODS)

- Arizona lacked any sort of data standards and chose two before starting development
- Agency adopted CEDS and Ed-Fi data model for ODS
- Benefits of Ed-Fi
 - Consistent ownership and development costs go dramatically down
 - Aligned to the Ed-Fi data tables and stayed close to them as possible for time and ease-of-use
 - Ed-Fi simplifies federal reporting, throws numbers with complexity, as well as aligns easily with Ed Facts, API and dashboards
 - Ease of data transfer from school to agency eliminates data silos and centralizes data retrieval from districts

Benefits of ODS to LEAs

- Educators wanted a one-stop data shop to get a “single source of truth” with data in one location
- 430 tables allow for sustained growth
- Improved data availability and accuracy improved refreshing from four hours to 30 minutes

Benefits of ODS to ADE

- Allows states to adopt any kind of assessment
- Provides program areas with access to data for business purposes
- Reuse of code quicker is quicker and more efficient
- Flexible system allows for growth as agency grows
- The system will adjust for future rule changes
 - Virtually no development costs will be incurred
- Ed-Fi extended for specific business needs

Benefits to higher education

- ADE's work will provide a blueprint for the future
 - The steps taken with other technology will be replicated
 - Engaging stakeholders, delivering on deadline and within budget are transferrable skills
- The agreement can be synthesized with completed work in other areas
- ADE will begin developing application once financial backing is secured
 - Have attempted to secure money through grants



SUPPORTING ARIZONA'S INVESTMENT IN AELAS

Future proofing our tech investments

- The move to cloud-based processing/storage has minimized:
 - Security risk
 - Financial investment
 - Falling behind with patches and upgrades
 - Allowed applications to scale with unforeseen growth
 - Allowed ADE to pay only when they develop
 - Created a long-term, economical solution for hardware upgrades
 - Allowed ADE to rent hardware instead of buying it
 - Allowed ADE to avoid building on obsolete hardware

AELAS support costs

- Increased external-facing systems require manpower to perform day-to-day operation and management of existing services
- ADE IT has been capturing costs to maintain complex system like AELAS since FY13
- State legislature has not included funding for ongoing support
 - SAIS fell into disrepair because of lack of funding and technology advancements
 - AELAS will suffer same fate with same treatment
- ADE will not squander the investment

FY2015 support costs

- Support was focused on hardware and software upgrades
 - Infrastructure improvements needed to process expected transactions with new system
- Began to build a help desk structure to handle more complex calls
 - Included creating tiered call routing structure
- \$3,407,485

FY2016 support costs

- Moved existing infrastructure to cloud-based technology
 - Allows for faster processing, more storage/bandwidth at lower costs
 - ADE can use what it needs, when it needs for how long it needs
- Continued tiered support to match incoming tickets with right level of expertise to address
- Ongoing upgrades to incident tracking and management to ensure capability to handle higher volume of transactions
- AZDash maintenance and ADEConnect support
- \$3,689,137

FY2017 support costs

- Ongoing program and financial management
- Network and infrastructure improvements
 - release management, patch administration, systems security, monitoring, server maintenance, administration, and network operations,.
- Continued emphasis on support center
- Hardware maintenance and software license renewals
- \$3,175,000

FY2018 support costs

- More than \$6 billion is processed using SAIS
- Must support financial and accountability system
 - \$38 million of state investment at risk
- Funding that supports AELAS accountability, finance and AZDash has been difficult to obtain

Training and support

- Clarifying roles and responsibilities within ADE
 - Collaboration between School Finance and IT
- Call center management software
- Training during the summer for all LEAs

AELAS FUTURE CAPABILITIES

Priorities for FY2017

- Complete SAIS student replacement and decommissioning
 - APOR and CHAR will not be completed in FY17
- Build internal connections to AzEDS to reduce burden on LEAs
- Ensure proper support and management of overall project and newly-developed tools
- Continue implementation of opt-in tools to interested LEAs
 - Statewide Student Information System
 - Teaching and Learning Tools
 - Business requirements for AELAS School Finance applications

Remaining AELAS work beyond FY2017

- **Most critical is ongoing support for new data system**
- New AZDash dashboards based on user input
- AELAS School Finance development and release
- Transition applications from old to new system
- SAIS replacement 'clean up' work based on unknown variables

FY2017 original AELAS request

AELAS Initiative	FY17 Proposed	Project goal
New state aid payment calculator	\$2,500,000	Replace SAIS's 48 poorly-developed manual state aid calculation tools
Overhauled student details databases	\$3,800,000	Replace SAIS's poorly-developed databases that collect student data for state aid payments
Statewide Student Information System	\$500,000	Leverage state contract for student information system resulting in significant savings for districts; Funds used to support system implementation
Student performance reporting tool	\$500,000	Turning data into useable information to improve classroom instruction
TOTAL	\$7,300,000	
ADE IT support	FY17 Proposed	Goals
Project goal Program Management	\$500,000	Interface with local school districts; Financial accountability; Contract oversight; and Software development management
AELAS maintenance and support	\$2,675,000	\$2,675,000 Personnel and software licenses to run system; Without this line item, none of this will function.
TOTAL	\$3,175,000	

FY2018 forecast for financial applications

- Reduced appropriation delays refactoring of APOR and CHAR
 - Core School Finance calculations
 - Discovery and modest design work to be completed
- Prior improvements have allowed ADE to reduce processing time from days to mere minutes
- SAIS continues to be operating on borrowed time

AELAS cost estimates for ongoing operations

PROJECT NAME	FY2017	Headcount (FTE)
AZDash Ongoing Support and Maintenance of Student Data Stores and Data Refreshes of AZDash	\$400,000	3.0
ADEConnect Maintain 24 hour access to ADE systems and reports for all stakeholders	\$240,000	2.0
AELAS Program Support Office (PSO) Program Level Management of AELAS Development and Operations	\$700,000	8.0
AELAS Operations Services Ongoing Operations Support of AELAS Infrastructure	\$1,835,000	15.0
OEMS AzEDS Contact and Organization Management Support	\$0	0.0
AELAS Operations subtotal	\$3,175,000	28.0
AELAS Ed-Fi (AzEDS) Support, Maintenance, diagnostics and repairs of software issues	\$465,000	4.0
School Finance Technical support, verification, maintenance of School payment engines	\$535,000	5.0
Prop 301 Funding subtotal	\$1,000,000	9.0
TOTAL	\$4,175,000	37.0

AELAS cost estimates for ongoing operations

PROJECT NAME	FY2018
AZDash Ongoing Support and Maintenance of Student Data Stores and Data Refreshes of AZDash	\$750,000
ADEConnect Maintain 24 hour access to ADE systems and reports for all stakeholders	\$700,000
AELAS Program Support Office (PSO) Program Level Management of AELAS Development and Operations	\$750,000
AELAS Operations Services Ongoing Operations Support of AELAS Infrastructure	\$2,200,000
OEMS AzEDS Contact and Organization Management Support	\$450,000
AELAS Operations subtotal	\$4,850,000
AELAS Ed-Fi (AzEDS) Support, Maintenance, diagnostics and repairs of software issues	\$600,000
School Finance Technical support, verification, maintenance of School payment engines	\$400,000
Required SAIS Replacement Support Funding subtotal	\$1,000,000
TOTAL	\$5,850,000

AELAS cost estimates for completion

PROJECT NAME	FY2017
AZDash No New Development	\$0
AELAS School Finance Completion and warranty of Current Year Funding effort. Discovery and Design of replacement of SAIS's 48 manual state aid calculation tools including APOR/CHAR and budget applications	\$740,000
AELAS Ed-Fi (AzEDS) Full LEA implementation of student data collection system and additional development/release of 150 remaining business rules to support federal/state reporting. Continued development and deployment of data services, migrating more than 80 existing ADE applications to AzEDS.	\$3,305,000
AELAS Opt-in SIS Leverage state contract for student information system resulting in significant savings for districts; Funds used to support system implementation	\$180,000
CEDS Development tasks closely related to AzEDS deliverables in FY2017. Will submit new PIJ for FY 2018 addressing standalone efforts	\$0
TOTAL	\$4,225,000

AELAS cost estimates for completion

PROJECT NAME	FY2018
AZDash Prioritize, Develop, test, and deploy new dashboards to AZDash.	\$500,000
AELAS School Finance Development and implementation of replacement of SAIS's 48 manual state aid calculation tools including APOR/CHAR and Budget applications	\$2,800,000
AELAS Ed-Fi (AzEDS) Develop/deploy new rules for student data collection per statute. Complete discovery, design, development and deployment of support system replacements (Enterprise). Includes 7 unsupported high use SAIS applications	\$3,000,000
AELAS Opt-in SIS No new funding required. Project sustainability estimated in FY 2018	\$0
CEDS Convert and Transition Existing application connections from Enterprise to ODS	\$2,500,000
TOTAL	\$8,800,000

Thank You



Contact

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Chief Information Officer

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Mark.Masterson@AZED.gov

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation for Certificate Revocation regarding Gregory Faulk, Case No. C-2011-095

Action/Discussion Item

Information Item

Background and Discussion

Gregory Faulk holds a Standard Secondary Education 6-12 certificate, which expires on August 15, 2017.

Mr. Faulk was a teacher in the Glendale Elementary School District ("GESD") located in Glendale, Arizona, from July 23, 2007 through May 26, 2011.

On the evening of November 3, 2011, Mr. Faulk took a male, minor student to a restaurant for dinner and to watch a football game. After leaving the restaurant, he asked the student if he (the student) wanted to spend the night at Mr. Faulk's residence, to find scholarships and grants using Mr. Faulk's computer. The student contacted his mother, and she gave him permission to spend the night at Respondent's residence.

Before arriving at Mr. Faulk's residence, Mr. Faulk stopped at a store and bought alcohol and frozen pizza to take back to his residence.

After arriving at Mr. Faulk's residence, the following incidents occurred between Between Mr. Faulk and the minor student, the evening of November 3, 2011, and the morning of November 4, 2011:

- Mr. Faulk provided alcohol to and drank alcohol with the minor student while sitting on a sofa playing video games together.
- Mr. Faulk repeatedly asked the student to engage in sex acts with him. He also offered to pay the student to have sex with him (Mr. Faulk). The student declined each request.
- During the course of the evening, Mr. Faulk took off various articles of clothing. Eventually, he was standing in front of the student while completely naked. While Mr. Faulk was completely naked, he reached down and put his hand inside the student's pants, and fondled the student's penis.
- When the student demanded to be taken home, Mr. Faulk drove the student to a friend's house while intoxicated.

On November 13, 2011, the minor student and his mother reported Mr. Faulk's conduct toward the student on November 3 and 4, 2011, to the Glendale Police Department. The Glendale Police Department then conducted an investigation into the matter.

Contact Information:

*Garnett Winders, Acting Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee Meeting, at its April 24, 2016 meeting, recommended, by a vote of 4 to 0, that the State Board of Education revoke any and all certificates held by Gregory Faulk, and that all states and territories be so notified.

Recommendation to the Board

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

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation for Certificate Revocation regarding Eva Schnitzler, Case No. C-2015-068

Action/Discussion Item

Information Item

Background and Discussion

Eva Schnitzler holds a Standard Cross Categorical Special Education K-12 certificate, which expires on July 31, 2020, and a Standard Elementary Education 1-8 certificate, which expires on November 26, 2018.

During the 2014/2015 school year, Ms. Schnitzler was employed as a teacher at the Pena Blanca Elementary School in the Santa Cruz Valley Unified School District ("SCVUSD"), Rio Rico Arizona.

On or about May 11, 2015, Ms. Schnitzler was outside of a classroom at Pena Blanca with Student A, a student with autism. Ms. Schnitzler struck Student A in the head with her hand, causing Student A's head to strike the classroom wall.

The parent of another Pena Blanca student, witnessed the incident described in paragraph three, above. On May 13, 2015, the parent notified the Pena Blanca administration that she had seen Ms. Schnitzler hit Student A in the head.

On May 14, 2015, Ms. Schnitzler was placed on paid administrative leave by SCVUSD pending investigation into the incident regarding Student A.

On June 3, 2015, Ms. Schnitzler submitted a letter of resignation to SCVUSD.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee Meeting, at its April 12, 2016 meeting, recommended, by a vote of 4 to 0, that the State Board of Education revoke any and all certificates held by Eva Schnitzler, and that all states and territories be so notified.

Recommendation to the Board

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

Contact Information:

*Garnett Winders, Acting Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation for Certificate Suspension regarding Jacob Gomez, Case No. C-2015-091.

Action/Discussion Item

Information Item

Background and Discussion

Jacob Gomez holds a Provisional Cross Categorical Special Education K-12 Certificate, which expires on January 2, 2017, and a Substitute Certificate, which expires on August 3, 2016.

On May 6, 2014, Mr. Gomez signed and returned a "2014-2015" Teacher's Employment Contract with the Maricopa Unified School District agreeing to work as a teacher for Maricopa Unified School District from July 30, 2014 through May 22, 2015. The contract contains a provision to pay the Maricopa Unified School District liquidated damages in the event Mr. Gomez did not fulfill the obligations under the contract.

On January 16, 2015, Mr. Gomez submitted a letter of resignation to the Maricopa Unified School District via email. He made no attempt to return to work at Maricopa Unified School District after January 16, 2015.

On January 28, 2015, the Maricopa Unified School District Governing Board approved Mr. Gomez's resignation with the imposition of \$2,500 in liquidated damages.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its April 12, 2016 meeting, recommended, by a vote of 5 to 0, that the State Board of Education suspend any and all certificates held by Jacob Gomez, for one year, and that all states and territories be so notified.

Recommendation to the Board

It is recommended that the State Board of Education adopt the recommendation of the PPAC and suspend any and all certificates held by Jacob Gomez, for 1 year, and that all states and territories be so notified.

Contact Information:

*Garnett Winders, Acting Chief Investigator
State Board of Education*