



Arizona State Board of Education

NOTICE OF PUBLIC MEETINGS **AMENDED AGENDA**

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 Boards will hold a meeting, open to the public, on **Monday, August 24, 2015, 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)(2), (3), and (4), the Board may vote to convene in executive session, which will not be open to the public, **to review confidential information**, for discussion or consultation for legal advice with the Board's attorneys concerning any item on this agenda, and/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.

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 19th day of August, 2015.

Arizona State Board of Education

By: _____

A handwritten signature in black ink, appearing to read "Christine Thompson", written over a horizontal line.

Christine Thompson
Executive Director
(602) 542-5057

AMENDED AGENDA

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Monday, August 24, 2015

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. WestEd Appointment of Carol Lippert

B. Superintendent's Report

1. Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)
 - Marni Landry, Paradise Valley High School
 - Shannon Mann, Osborn Middle School
2. 2015 CIO 100 Award
 - Mark Masterson

C. Board Member Reports

1. Member Taylor re: Arizona Standard Development Committee Report

D. Executive Director's Report

2. CONSENT AGENDA

A. Consideration to approve the following contract abstracts for distribution of grant funds pursuant to A.R.S. Title 15, Article I:

1. 21st Century Community Learning Center Grant
2. Migrant Education Program – State Migrant Parent Advisory Council (SMPAC)
3. Migrant Education Program – Binational
4. Migrant Education Program – Migrant Hotline
5. McKinney-Vento Homeless Education Assistance

B. Consideration to approve additional monies for teacher compensation for Fiscal Year 2015-2016 to districts that have submitted Statements of Assurance, pursuant to A.R.S. § 15-952 and A.R.S. § 15-537

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- C. Consideration to accept voluntary surrender of the teaching certificates held by the following:
 - 1. Rachel Reny
 - 2. Kenneth Melton
 - 3. Agnes Gent
 - 4. Eugene Holloway III
 - 5. Larry Shorty

- D. Consideration to accept the proposed settlement agreement for the following:
 - 1. Jennifer Keefer
 - 2. Boone Keefer
 - 3. Beth Hernandez

- E. Consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to grant the application for certification for Stephen Renard

3. CALL TO THE PUBLIC

4. GENERAL SESSION

- A. Presentation, discussion and consideration of request for a rehearing of decision to deny application for certification for Matthew O. Campagna

- B. Presentation, discussion and possible consideration to accept the findings of fact, conclusions of law and recommendations of the Professional Practices Advisory Committee and accept the proposed settlement agreement for the following:
 - 1. Rogelio Hernandez
 - 2. Kristine Sojourner
 - 3. Brooke Huntington-Smith
 - 4. Zoe Dietrich

- C. Presentation, discussion and possible consideration to approve proposed performance levels (cut scores) for the National Center and State Collaborative Alternate Assessment (NCSC).

- D. Presentation, discussion and consideration to determine noncompliance with laws applicable to English language learners, pursuant to A.R.S. § 15-756.08 (J) for Bradley Academy of Excellence

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- ~~E. Presentation, discussion and consideration to approve qualification scores for the Move On When Ready (MOWR)/Excellence for all Cambridge International Examinations IGCSE English Literature and Mathematics (Extended), articulate the qualification scores for the Cambridge systems using the Cambridge letter grading system, and approve the refinements to the structure of the qualifications system within Cambridge for the Grand Canyon Diploma~~
- F. Presentation, discussion and consideration of the recommendation of the chief procurement officer regarding the Request for Proposals (RFP) for the technology provider for the K-6 technology based language development and literacy intervention pilot program pursuant to A.R.S. § 15-217. Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to review confidential information and/or for discussion or consultation for legal advice.
- G. Presentation, discussion and consideration to initiate rule making procedures for proposed amendments to rule R7-2-615(L) regarding Structured English Immersion (SEI) Endorsements
- H. Presentation, discussion and possible action to adopt the proposed AzMERIT 3rd grade Reading score which demonstrates a student's reading falls far below the third grade level for purposes of promotion, as required in ARS §15-701 (Move On When Reading cut score)
- I. Presentation, discussion and possible consideration regarding Douglas v. State Board of Education (CV2015-006171). 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 and/or for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation.
- J. Presentation, discussion and possible action regarding the execution of the May 18, 2015 Board policy requiring the Superintendent to grant the employees of the State Board Investigation Unit access to necessary documents, records and electronic information. Pursuant to A.R.S. 38-431.03(A)(3) and (4), the Board may vote to convene in executive session for discussion or consultation for legal advice with the Board's attorneys.

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

6. ADJOURN

EXECUTIVE SUMMARY

Issue: Contract Abstracts Item 2A1 – 2A5

Action/Discussion Item

A.R.S. Title 15, Chapter 2, Article 1, permits the State Board to accept on behalf of the state various gifts or grants and authorizes the State Board to be the chief educational authority for administration and supervision of such expenditures.

**SUMMARY OF ATTACHED
 STATE BOARD CONTRACTS**

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
1.	21 st Century Community Learning LEAs	To create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools	Not to exceed \$22,763,990.11	US DOE Federal FY 2014 funds through the Title IV, Part B, of the Elementary and Secondary Education Act.	Effective upon approval and shall terminate on September 30, 2020	Cindy Trejo, Director CCLC Grants
2.	Migrant Education Program (MEP) - State Migrant Parent Advisory Council	To fund LEAs with small Migrant Program Allocations to attend State Migrant Parent Advisory Council (SMPAC) Meetings, program conferences and program meetings for staff to receive professional development in Migrant Education.	Not to exceed \$10,252	Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001 (20 USC 6394)	Effective upon approval and shall terminate on September 30, 2016	Mary Frances Haluska Christopher Dickinson

EXECUTIVE SUMMARY

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
3.	Migrant Education Program (MEP) - Binational Program	To fund LEAs to enable them to send staff to a professional development opportunity with a focus on the Binational Program and the Migrant Education Program.	Not to exceed \$8,400	Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001 (20 USC 6394)	Effective upon approval and shall terminate on September 30, 2015	Mary Frances Haluska Christopher Dickinson
4.	Migrant Education Program (MEP) – Migrant Hotline	To fund Chandler Unified School District for the administration of the Migrant Education Hotline.	Not to exceed \$2,650.00	Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001 (20 USC 6394)	Effective upon approval and shall terminate on August 31, 2016	Mary Frances Haluska Christopher Dickinson
5.	McKinney-Vento Homeless Education Assistance	To allocate McKinney funds to LEAs to assist in developing educational and support programs on behalf of homeless children and youth for outreach to ensure school enrollment and attendance as well as equitable participation in the regular education program.	Not to exceed \$1,067,791.70	McKinney-Vento Homeless Education Assistance Improvements Act reauthorized by PL 107-110	Effective upon approval and shall terminate on September 30, 2016	Leah Landrum Taylor Frank Migali

Recommendation to the Board

It is recommended that the Board authorize the Department of Education to enter into the contracts listed below and presented in the attachment.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and awarded Lead Educational Agencies for 21st Century Community Learning Center (CCLC) funds.

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

The 21st Century Community Learning Centers program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act. The purpose of this important program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet State and local student standards in core academic subjects. This funding also supports a broad array of enrichment activities that complement the regular school day and offers literacy and other educational services to the families of participating students.

The awards are based on an approved budget plan for five years with mandatory budget reductions in the last two years.

21st CCLC Approve funding to LEA's per attached list inclusive of school and district names and award amounts for the five year duration of the grant for Cycle 13.

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: see attachment

Contract Amount: varies see attachment

Source of Funds: US DOE Federal FY 2014 funds through the Title IV, Part B, of the Elementary and Secondary Education Act.

Responsible Unit at the Department of Education: 21st CCLC Unit

Dates of Contract: August 24, 2015 – September 30, 2020

Previous Contract History:

During Arizona Department of Education FY 2015 (US DOE Federal FY 2014) a total of \$38,072,282.92 in 21st CCLC funding was budgeted for grant recipients with programs in 338 schools.

Contact Information:

Cindy Trejo, Director 21st CCLC Grants, Cindy.Trejo@azed.gov 520 628 6790
Mary Szafranski Associate Superintendent of Health and Nutrition, Mary.Szafranski@azed.gov, (602) 542-8700

EXECUTIVE SUMMARY

Number Affected (Students, Teachers, Public, as appropriate) Students: 7,600
Teachers: 450

Method of Determining Contract Amount(s)

The attached LEA's are funded through a competitive process. Grant amounts are based on the available federal appropriation, as well as demonstration of need and effective use of funds through the 21st CCLC application. The awards are based on an approved budget plan for five years with mandatory budget reductions in the last two years.

Evaluation Plan

All 21st Century Community Learning Centers in Arizona are required to complete a standardized site evaluation report. The standardized report consisted of a cover sheet designed to collect general site evaluation information and four worksheets that collected data needed to answer the following questions:

- Was the program implemented as approved in application?
- Was progress made toward meeting objectives?
- What are the Strengths, Weaknesses, Opportunities, and Threats (SWOT) to your program reaching approved objectives?
- What will be done next year to ensure success in each program area?

Site evaluations are tracked, reviewed and summarized at the end of each year. A summary of the data and information provided in the site evaluation reports is used by the ADE to describe state-wide site evaluation efforts and to identify professional development and technical assistance strategies that target continuous program improvement.

Recommendation to the Board

It is recommended that the Board approve the contracts between the State Board and the awarded Lead Education Agencies awarded 21st CCLC funding as described in these materials.

EXECUTIVE SUMMARY

LEA	School	FY 2016 Year 1 Amount Awarded	FY 2017 Year 2 Amount Awarded	FY 2018 Year 3 Amount Awarded	FY 2019 Year 4 Amount Awarded	FY 2020 Year 5 Amount Awarded	Total Dollar Amount Awarded
Center for Academic Success Inc.	Center for Academic Success #1	117,000	117,000	117,000	87,750	87,750	526,500
Crane Elementary District	Valley Horizon Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Creighton Elementary District	Creighton Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Fit Kids Inc. dba Champion Schools	Champion School	140,000	140,000	140,000	105,000	105,000	630,000
Glendale Elementary District	Don Mensendick School	140,000	140,000	140,000	105,000	105,000	630,000
Greyhills Academy	Greyhills Academy High School	140,000	140,000	140,000	105,000	105,000	630,000
Imagine Avondale Elementary Inc.	Imagine Avondale Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Imagine Prep Coolidge Inc.	Imagine Prep Coolidge	112,384.47	112,384.47	112,384.47	84,288.35	84,288.35	505,730.11
Incito Schools	Incito School	140,000	140,000	140,000	105,000	105,000	630,000
Isaac Elementary District	P T Coe Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Isaac Elementary District	Morris K. Udall Escuela de Bellas Artes	140,000	140,000	140,000	105,000	105,000	630,000
Kingman Unified School District	Mt Tipton Elementary School	100,000	100,000	100,000	75,000	75,000	450,000
Marana Unified District	Marjorie W Estes Elementary School	139,920	139,920	139,920	104,940	104,940	629,640
Marana Unified District	Quail Run Elementary School	139,920	139,920	139,920	104,940	104,940	629,640
Marana Unified District	Degrazia Elementary School	139,440	139,440	139,440	104,580	104,580	627,480
Mohave Valley Elementary District	Camp Mohave Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Paradise Valley Unified District	Cactus View Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Prescott Unified District	Lincoln Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Prescott Unified District	Granite Mountain Middle School	140,000	140,000	140,000	105,000	105,000	630,000
Roosevelt Elementary School	Southwest Elementary School	120,000	120,000	120,000	90,000	90,000	540,000

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and LEAs who service a Migrant Education Program and have requested funds to attend program conferences and program meetings for the 2015-2016 school year. Pursuant to Arizona revised Statutes (A.R.S.) 15.207.

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

The Migrant Education Program (MEP) is a federally funded, state-operated program under the No Child Left Behind Act (NCLB) that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers. In Arizona, the program delivers services primarily through local educational agencies (LEAs) that design programs to meet the unserved needs of children residing in their area. The Arizona Department of Education makes available carryover funds to school districts with small Migrant Program Allocations to attend State Migrant Parent Advisory Council (SMPAC) Meetings, program conferences and program meetings for staff to receive professional development in Migrant Education. With this Contract abstract we seek authority to fund LEAs in order for them to attend Migrant Education Program conferences and program meetings.

Federal Regulation 34 CF 200, Part C requires that the State “have consultations with parent advisory councils for (the) program...” and to be carried out “in a format that provides for the same parental involvement as is required for programs and projects under Section 1118 of Title I.” To comply with this piece of the law, the MEP has set up a State Migrant Parent Advisory Council (SMPAC). Additional funding is provided to those districts with small Migrant Program Allocations to cover the costs of travel to attend these meetings.

Each year the National Association of State Directors of Migrant Education (NASDME) organizes a conference for staff and parents involved in the Migrant Education Program. Workshops at the conference are presented by Migrant Program experts who work directly with parents and students. The funding requested on this contract abstract is to facilitate a Migrant staff member from each of the LEAs above to attend the conference.

For purposes of professional development, the State also provides additional funding for districts to attend the National ID & R Conference which is an integral part of the Identification and Recruitment process of the MEP.

Contact Information:

(Christopher Dickinson, Education Program Specialist)
(Mary Haluska, State Migrant Director)

EXECUTIVE SUMMARY

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:

School District	SMPAC Meetings	National ID&R Conference	NASDME	Total for each LEA
Aguila Elementary	\$1500	\$1800	\$3000	\$6300
Fowler	\$52			\$52
Glendale Elementary	\$600		\$3000	\$3600
J.O. Combs	\$300			\$300

Contract Amount

\$10,252

Source of Funds

Function Code.: MIGRANT500FAY13

Authorizing Legislation/Statute

Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001 (20 USC 6394)

Responsible Unit at the Department of Education

Associate Superintendent:	Leah Landrum Taylor
State Migrant Director:	Mary Frances Haluska
Program Contact:	Christopher Dickinson

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on September 30, 2016.

Previous Contract History

Districts administering small Migrant Education Programs with less than \$50,000 allocations were given an opportunity to apply for uncommitted Federal Migrant Program Year 2015 carryover funds to benefit their Migrant Education Program.

EXECUTIVE SUMMARY

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

It is estimated that over 8,500 students are served by the Migrant Program statewide. An average of 250 teachers, administrators and parents will benefit from services made available through this Contract Abstract.

Method of Determining Contract Amount(s)

Funding to the LEAs awarded for conferences and meetings through this contract abstract were determined by estimating expenses related to travel, fees, lodging and per diem.

Evaluation Plan

An assessment of the Hotline service will be conducted during Cycle monitoring visits by department MEP staff.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and the LEAs attached who administer a Migrant Education Program and have requested funds to attend program conferences and program meetings for the 2015-2016 school year.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and LEAs who service a Migrant Education Program with Binational students and have requested funds to attend a program conference during the 2015-2016 school year. Pursuant to Arizona revised Statutes (A.R.S.) 15.207.

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

The Migrant Education Program (MEP) is a federally funded, state-operated program under the No Child Left Behind Act (NCLB) that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers. In Arizona, the program delivers services primarily through local educational agencies (LEAs) that design programs to meet the unserved needs of children residing in their area. To facilitate broader services, some provisions are delivered through statewide models which, in particular, are designed to meet the credit accrual and informational needs for students.

Purpose of the Contract: With this Contract Abstract we seek authority to fund the following LEAs to enable them to send staff to a professional development opportunity with a focus on the Binational Program and the Migrant Education Program. It is imperative we provide this information to our LEAs in order to fully serve the children of our State.

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:

School District	Total for each LEA
Chandler Unified School District	\$1,200
Crane Elementary School District	\$1,200
J.O. Combs Elementary School District	\$1,200
Mesa Unified School District	\$1,200
Queen Creek Unified School District	\$1,200
Somerton Elementary School District	\$1,200
Willcox Unified School District	\$1,200

Contract Amount

\$8,400

Contact Information:

(Christopher Dickinson, Education Program Specialist)
(Mary Haluska, State Migrant Director)

EXECUTIVE SUMMARY

Source of Funds

Function Code.: MEP110FAY13

Authorizing Legislation/Statute

Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001 (20 USC 6394)

Responsible Unit at the Department of Education

Associate Superintendent:	Leah Landrum Taylor
State Migrant Director:	Mary Frances Haluska
Program Contact:	Christopher Dickinson

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on September 30, 2015.

Previous Contract History

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

It is estimated that over 8,500 students are served by the Migrant Program statewide. For the LEAs listed above, they serve approximately 646 Binational students.

Method of Determining Contract Amount(s)

Funding to the LEAs awarded for this funding opportunity through this contract abstract were determined by estimating expenses related to travel, fees, lodging and per diem.

Evaluation Plan

School districts are subject to monitoring visits by staff of the ADE Migrant Education Program Office. During these monitoring visits, the district Migrant program is reviewed to determine if program goals and objectives are being met.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and the LEAs attached who administer a Migrant Education Program and have requested funds to attend a professional development opportunity during the 2015-2016 school year.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Chandler Unified School District for the 2015-2016 Migrant Education Program - Migrant Hotline.

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

Background: The Migrant Education Program (MEP) is a federally funded, state-operated program under the No Child Left Behind Act (NCLB) that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers. In Arizona, the program delivers services primarily through local educational agencies (LEAS) that design programs to meet the unserved needs of children residing in their area. To facilitate broader services, some provisions are delivered through statewide models which, in particular, are designed to meet the credit accrual and informational needs for students.

Purpose of the Contract: With this Contract Abstract we seek authority to fund Chandler Unified School District for the administration of the Migrant Education Hotline.

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:

Chandler Unified School District

Contract Amount

\$2,650.00

Source of Funds

Function Code.: MIGRANT500FAY13

Authorizing Legislation/Statute

Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001 (20 USC 6394)

Contact Information:

(Christopher Dickinson, Education Program Specialist)
(Mary Haluska, State Migrant Director)

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

Associate Superintendent:	Leah Landrum Taylor
State Migrant Director:	Mary Frances Haluska
Program Contact:	Christopher Dickinson

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on August 31, 2016.

Previous Contract History

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

It is unknown at this time

Method of Determining Contract Amount(s)

Funding for the Migrant HOTLINE contract administered by Chandler Unified School District is based on the estimated number of calls received locally and nationally on the HOTLINE service and services provided.

Evaluation Plan

An assessment of the Hotline service will be conducted during Cycle monitoring visits by department MEP staff.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and Chandler Unified School District for the 2015-2016 Migrant Education Program - Migrant Hotline.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and 29 Local Educational Agencies (LEAs) for Homeless Education Services. Pursuant to Arizona revised Statutes (A.R.S.) 15.207.

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

The McKinney-Vento Homeless Education Assistance Improvements Act of 2001, re-authorized by PL 107-110, requires states to allocate McKinney funds to LEAs to assist them in developing educational and support programs on behalf of homeless children and youth. Primary goals include outreach to ensure school enrollment and attendance as well as equitable participation in the regular education program.

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:

LEA	FY 2015
American Charter School Foundation-West Phoenix H.S.	\$25,000.00
Alhambra Elementary School District	\$40,000.00
Amphitheatre Unified School District	\$39,718.58
Bullhead City Elementary School District	\$25,000.00
Cartwright Elementary School District	\$25,000.00
Center for Academic Success	\$15,000.00
Creighton Elementary School District	\$40,000.00
Deer Valley Unified School District	\$40,000.00
Flagstaff Unified School District	\$40,000.00
Glendale Union High School District	\$59,999.74
Higley Unified School District	\$25,000.00
Marana Unified School District	\$40,000.00
Maricopa Unified School District	\$25,000.00
Mayer Unified School District	\$25,000.00
Osborn Elementary School District	\$40,000.00
Page Unified School District	\$25,000.00
Paradise Valley Unified School District	\$40,000.00
Payson Unified School District	\$60,000.00

Contact Information:

Frank Migali, State Director for Homeless Education
 Leah Landrum Taylor, Associate Superintendent, Special Projects

EXECUTIVE SUMMARY

Peoria Unified School District	\$25,000.00
Phoenix Elementary School District	\$25,000.00
Prescott Unified School District	\$15,000.00
Roosevelt Elementary School District	\$80,000.00
Santa Cruz Valley Unified School District	\$15,000.00
Scottsdale Unified School District	\$25,000.00
Sunnyside Unified School District	\$100,000.00
Tolleson Elementary School District	\$25,000.00
Tolleson Union High School District	\$25,000.00
Washington Elementary School District	\$80,000.00
Williams Unified School District	\$23,073.38
TOTAL	\$1,067,791.70

Contract Amount

Total not to exceed \$1,067,791.70

Source of Funds

Authorizing Legislation: McKinney-Vento Homeless Education Assistance Improvements Act reauthorized by PL 107-110

Function Code.: HOME300FAY15

Responsible Unit at the Department of Education

Division Associate Superintendent: Leah Landrum Taylor
Program Director: Frank Migali

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on September 30, 2016.

Previous Contract History

This is the twelfth year of this program under the current reauthorization of NCLB.

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

An estimated 30,000 homeless students will benefit from McKinney-Vento Homeless Assistance Act.

EXECUTIVE SUMMARY

Method of Determining Contract Amount(s)

There is one competitive process for LEAs who show a compelling need for the education of homeless children and youth. A panel consisting of non-ADE/non-LEA staff reviewed program proposals. Awards are based on the number of homeless students to be served, current efforts to remove barriers to educating homeless children, the appropriateness of the services to be provided, and coordination with the regular education program and other state and local agencies. This is the second year of the three year competitive application process and represents continuation funding.

Evaluation Plan

Performance measures for homeless education programs are contained in the ADE Strategic Plan. In addition, ADE staff will ensure compliance with state and federal requirements by conducting on-site monitoring visits to the local educational agencies receiving grant awards.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and the above referenced Local Educational Agencies for Homeless Education Services as described in these materials.

EXECUTIVE SUMMARY

Issue: Consideration to Approve Additional Monies for Teacher Compensation for the Fiscal Year 2015-2016, pursuant to A.R.S. § 15-952 and 15-537

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-952.A specifies that if granted State Board approval, a local school district governing board may calculate its revenue control limit and district support level for the budget year using the base level prescribed in A.R.S. §15-952.B.2 and increased by 1.25 percent.

A.R.S. §15-952.A.3. (a) & (b) specifies that if a local governing board is requesting continuing approval, the local governing board shall: 1) provide evidence that “the school district’s teacher performance evaluation system meets the standards recommended by the state board”, and 2) the persons evaluating teachers for retention decisions meet the minimum qualifications for evaluators recommended by the state board as prescribed in A.R.S. §15-537”.

To provide this evidence to the State Board, the ADE asked districts requesting continuing approval to submit Statements of Assurance attesting the conditions of A.R.S. §15.952 and A.R.S. §15.537.

The districts listed in **Attachment A** have submitted the Statement of Assurance as required evidence.

Recommendation to the Board

It is recommended that the Board approve additional monies for teacher compensation for the fiscal year 2015-2016 relating to A.R.S. § 15-952 and 15-537 grant approval to the local governing boards seeking continuous approval for 2015 – 2016 as listed in **Attachment A**.

Contact Information:

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

ID	CTDS	Name
4409	10-02-15-000	Ajo Unified
4231	06-03-22-000	Blue Elementary
4479	13-03-17-000	Congress Elementary
4263	07-04-14-000	Creighton Elementary
4228	06-02-02-000	Duncan Unified
4239	07-02-41-000	Gilbert Unified
4285	07-05-05-000	Glendale Union
4371	08-03-03-000	Hackberry School Dsitric
4196	03-02-08-000	Page Unified
4461	12-04-25-000	Soniotia Elementary
4504	14-04-24-000	Wellton Elementary
4485	13-03-52-000	Yarnell Elementary
8326	21-10-01-000	Arizona Dept. of Juvenile Corrections

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Rachel M. Reny, Case No. C-2015-037.

Action/Discussion Item

Information Item

Background and Discussion

Rachel M. Reny holds a Provisional Elementary Education 1-8 grades certificate valid October 8, 2013, through October 8, 2016.

On April 23, 2015, the Department of Public Safety notified the State Board of Education that Ms. Reny's Fingerprint Clearance Card had been suspended due to an arrest on or about April 10, 2015 on charges of Possession of Dangerous Drugs; Possession of Dangerous Drugs for Sale; Possession of Drug Paraphernalia; Use of Electronic Communication Device During a Drug Transaction; and Manage/Finance a Criminal Syndicate

On June 9, 2015, the Investigative Unit notified Ms. Reny of the intent of the State Board of Education to file a complaint seeking disciplinary action against her teaching certificate. Ms. Reny chose to voluntarily surrender her teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the surrender of Rachel M. Reny's teaching certificate and that all states and territories be notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration to Accept the Surrender of Certification, Kenneth Levi Melton, Case number: C-2015-022.

Action/Discussion Item

Information Item

Background and Discussion

Kenneth Levi Melton holds a Standard Secondary Education, 6-12 certificate valid from September 25, 2013, through April 22, 2019, and a Principal certificate valid from March 25, 2010, through April 22, 2016.

On March 24, 2011, the Gilbert Classical Academy Interim Principal received an anonymous call regarding an alleged inappropriate relationship between Mr. Melton and one of his female students. The allegation was investigated and Mr. Melton was verbally reprimanded to not have any further communication with the student.

On May 3, 2012, Mr. Melton was witnessed by a school administrator walking off-campus holding hands with a student following an after-school program. On May 4, 2012, Mr. Melton was placed on paid administrative leave pending an internal investigation. Gilbert Classical Academy administration reported the allegations to the Gilbert Police Department ("Gilbert P.D."). Gilbert P.D. concluded that no criminal violations had occurred.

On March 4, 2015, Gilbert P.D. received additional information regarding the original allegations against Mr. Melton. The information was provided by the student/victim who originally denied being involved in sexual relationship with Mr. Melton. She recanted her original statement and admitted that they did have a long term sexual relationship.

On July 14, 2015, Mr. Melton voluntarily surrendered his teaching certificates.

Recommendation to the Board

The State Board of Education **accepts the surrender** of any and all teaching certificates held by **Kenneth Levi Melton**, and that all states and territories be so notified.

Contact Information:

Charles Easaw, Chief Investigator

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Agnes G. Gent, Case no. C-2015-036

Action/Discussion Item

Information Item

Background and Discussion

Agnes G. Gent holds a Provisional Special Education, LD Certificate, which expires on September 21, 2016.

Ms. Gent was a high school teacher in the Colorado River Union High School District (“CRUHSD”). On or about March 9, 2015, the State Board of Education (the “Board”) Investigative Unit received a report from CRUHSD that Ms. Gent was under the influence of alcohol and pain medication while on school premises. She attempted to teach high school special education students for approximately three class periods before school administration became aware of her intoxicated state. Test results were positive for a blood alcohol content of .20.

Ms. Gent attended a CRUHSD Governing Board meeting on March 3, 2015, regarding a Statement of Charges. In executive session, she presented a disclosure statement. The governing board accepted the Statement of Charges and terminated Ms. Gent’s employment. On March 4, 2015, Ms. Gent was provided with a notification of dismissal.

During the Board investigation, Ms. Gent was informed that a complaint would be filed against her teaching certification. Subsequently, Ms. Gent chose to voluntarily surrender her certificate. On June 29, 2015, the Board received Ms. Gent’s notarized affidavit in which she surrendered her certificate.

State Board Rule Violation:

R7-2-1308. (B) Unprofessional and Immoral Conduct: Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

- (9.) Possess, consume, or be under the influence of alcohol on school premises or at school sponsored activities.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Agnes G. Gent’s teaching certificate and that all states and territories be notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Eugene Holloway III, Case No., C-2015-032.
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Action/Discussion Item

Information Item

Background and Discussion

Eugene Holloway III holds a Guidance Counselor, Pre K-12 certificate, valid September 6, 2012, through October 5, 2017, and a Substitute certificate, valid August 24, 2010, through August 24, 2018.

On November 25, 2014, Murphy Elementary School District (“District”) notified the State Board of Education (“Board”) of allegations that Mr. Holloway III exposed himself, on school ground, during school hours. On November 19, 2014, Mr. Holloway III submitted a request to be released from his contract due to the Military reassignment of his spouse. On December 8, 2015, Murphy Elementary Schools Governing Board released Mr. Holloway III from his contract per his request

On March 17, 2015, the Investigative Unit notified Mr. Holloway III of the intent of the Board to file a complaint seeking disciplinary action against his teaching certificates. Mr. Holloway III chose to voluntarily surrender his teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of **Eugene Holloway III’s** teaching certificates and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Larry Shorty, Case No., C-2009-101.

Action/Discussion Item

Information Item

Background and Discussion

Larry Shorty holds a Substitute certificate which expires on July 1, 2009.

On or about January 11, 2008, Mr. Shorty was arrested by the Phoenix Police Department and charged with felony narcotic drug possession/use, carry conceal weapon without a permit and liquor-possession open container in vehicle.

On January 28, 2008, Mr. Shorty plead guilty to one count of possession of drug paraphernalia.

On July 6, 2015, Mr. Shorty voluntarily surrendered his teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the **voluntary surrender** of Larry Shorty's teaching certificate and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Negotiated Settlement Agreement of Jennifer Keefer, Case No., C-2015-010.
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Action/Discussion Item

Information Item

Background and Discussion

Jennifer Keefer holds a Provisional Structured English Immersion Certificate and a Provisional Arts Education PreK-12 Certificate, both of which expire on September 6, 2016.

On May 2, 2014, Ms. Keefer signed and returned a Teacher's standard contract agreeing to be employed by Washington Elementary School District ("WESD") from July 1, 2014, through June 30, 2015.

On August 27, 2014, Ms. Keefer resigned her teaching position. At the time Ms. Keefer resigned, her resignation had not been approved by the WESD Governing Board.

Recommendation to the Board

It is recommended that the Board accept the Negotiated Settlement Agreement of **Jennifer Keefer's** teaching certificates and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Negotiated Settlement Agreement of Boone Keefer, Case No., C-2015-009.
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Action/Discussion Item

Information Item

Background and Discussion

Boone Keefer holds a Provisional Structured English Immersion Certificate and a Provisional Arts Education PreK-12 Certificate, both of which expire on September 6, 2016.

On May 1, 2014, Mr. Keefer signed and returned a Teacher's standard contract agreeing to be employed by Washington Elementary School District ("WESD") from July 1, 2014, through June 30, 2015.

On August 27, 2014, Mr. Keefer resigned his teaching position. At the time Mr. Keefer resigned, his resignation had not been approved by the WESD Governing Board.

Recommendation to the Board

It is recommended that the Board accept the Negotiated Settlement Agreement of **Boone Keefer's** teaching certificates and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Negotiated Settlement Agreement of Beth Hernandez, Case No., C-2015-031.

Action/Discussion Item

Information Item

Background and Discussion

Beth Hernandez holds a Provisional Elementary Education Certificate which expires on June 5, 2017.

On August 5, 2014, Ms. Hernandez signed and returned a Teacher's Standard Contract agreeing to be employed by Washington Elementary School District ("WESD") from August 4, 2014, through June 30, 2015.

On August 22, 2014, Mr. Hernandez resigned her teaching position. At the time Ms. Hernandez resigned, her resignation had not been approved by the WESD Governing Board.

Recommendation to the Board

It is recommended that the Board accept the Negotiated Settlement Agreement of **Beth Hernandez's** teaching certificate and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Stephen J. Renard, Case no. C-2015-029R

Action/Discussion Item

Information Item

Background and Discussion

Stephen J. Renard holds a Substitute certificate which expires on December 5, 2018. On April 2, 2015, Mr. Renard applied for a Secondary Education certificate.

Mr. Renard answered “yes” to the following questions:

Have you ever had any professional certificate or license revoked or suspended?

Have you ever received a reprimand or other disciplinary action involving any professional certification or license?

Mr. Renard was a licensed attorney in Arizona. In March, 2010, he was suspended for failing to meet obligations regarding Continuing Legal Education Hours. During that time, he was censured for failing to keep in contact with his clients. During the following year, he had multiple dealings with the Arizona State Bar (“State Bar”) which resulted in him requesting how to exit the practice of law. Mr. Renard was informed by the State Bar that he was required to consent to disbarment. By judgement and order dated January 31, 2011, the Disciplinary Presiding Judge accepted the consent to disbarment. The disbarment was completed in February 2011.

Mr. Renard failed to disclose the State Bar disciplinary action when he applied for his Substitute certificate on November 5, 2012.

On June 9, 2015, The Professional Practices Advisory Committee (“PPAC”) conducted a review of Mr. Renard’s application. The PPAC found that Mr. Renard engaged in the following conduct:

- Conduct relating to his legal representation of clients resulted in numerous charges of misconduct and involved allegations of dishonesty and unintentional failure to comply with applicable rules during the last incident which occurred in 2010.

EXECUTIVE SUMMARY

State Board Rule Violation:

R7-2-1308. Unprofessional and Immoral Conduct

B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

15. Engage in conduct that would discredit the teaching profession.

The PPAC found the following mitigating factors:

- Accepting responsibility for his actions
- Candor
- Letters of reference & testimony
- Length of time, five years since the misconduct
- Two and one half years of successful classroom teaching
- Continual payment of client restitution

The PPAC found the following aggravating factor:

- Failure to pay all ordered client restitution

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee recommended, by a vote of 6 to 0, that the State Board approve the application for certification.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to **approve** Stephen J. Renard's application for certification.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Matthew O. Campagna, Case no. C-2014-102R, Consideration of Request for a Rehearing of Decision to Deny Application for Certification

Action/Discussion Item

Information Item

Background and Discussion

Matthew O. Campagna applied for a Reciprocal Secondary Education certificate on August 1, 2014. He previously held a Substitute certificate which expired on April 21, 2013.

On his application, Mr. Campagna answered “yes” to the following questions.

- Have you ever had any professional certificate or license, revoked or suspended?
- Have you ever been arrested for any offense for which you were fingerprinted?

Mr. Campagna disclosed that the New Mexico Public Education Department (“NMPED”) revoked his teaching license in 2010, and that subsequently the South Dakota Department of Education revoked his teaching license based solely on the action taken by NMPED.

On April 14, 2015, the Professional Practices Advisory Committee (“PPAC”) concluded its review of Mr. Campagna’s application and recommended, by a vote of 6 to 0, that the State Board of Education (“Board”) deny the application for certification.

At its meeting on May 18, 2015, the Board adopted the PPAC’s recommendation and voted to deny Mr. Campagna’s application for certification. The Executive Summary for that meeting is attached.

Pursuant to A.R.S. § 41-1065, a person whose application has been denied may request a hearing within 15 days of receipt of a Notice of Denial. Mr. Campagna timely filed a request for a rehearing. As a basis for the rehearing, Mr. Campagna wrote “It is my contention that the allegations are false, fabricated, exaggerated and malicious....As of this date, I possess no felony convictions, nor even, police charges in any matters involving misconduct.” (See letters dated 6/02/2015 and 6/15/2015, attached.)

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

The Board may grant a rehearing pursuant to Arizona Administrative Code (“A.A.C.”) R7-2-709.

R7-2-709 (B) reads as follows:

A rehearing of a decision by the Board may be granted for any of the following causes materially affecting the moving party’s rights.

1. 1 Irregularity in the administrative proceedings of the hearing body, or abuse of discretion, whereby the moving party was deprived of a fair hearing.
2. 2 Misconduct of the hearing body or the prevailing party.
3. 3 Accident or surprise which could not have been prevented by ordinary prudence.
4. 4 Newly discovered material evidence which could not with reasonable diligence have been discovered or produced at the hearing.
5. 5 Excessive or insufficient penalties.
6. 6 Error in the admission or rejection of evidence or other errors of law occurring at the administrative hearing.

A.A.C. R7-2-709 (C) reads as follows: The Board may affirm or modify the decision or grant a rehearing to all or any of the parties, on all or part of the issues, for any of the reasons set forth in subsection B herein. An order granting a rehearing shall specify with particularity the ground or grounds on which the rehearing is granted, and the rehearing shall cover only those matters so specified.

A.A.C. R7-2-709 (D) reads as follows:

After giving the parties or their counsel notice and an opportunity to be heard on the matter, the Board may grant a motion for rehearing for a reason not stated in the motion. The order granting such a rehearing shall specify the grounds therefor.

BOA

Recommendation to the Board

It is recommended that pursuant to A.A.C. R7-2-709, that the Board considers Matthew O. Campagna’s request for a rehearing.

EXECUTIVE SUMMARY

Issue: Rogelio Hernandez, case no. C-2012-022, Consideration of Recommendation to Approve Proposed Settlement Agreement

Action/Discussion Item

Information Item

Background and Discussion

Rogelio Hernandez holds a holds a Guidance Counselor certificate and a Standard Secondary Education certificate, both of which expire on January 8, 2016.

On May 7, 2012, the State Board Investigative Unit received a report from Tucson Unified School District ("District") that during the thirty days preceding April 18, 2012, Mr. Hernandez used his district-issued computer to access pornographic websites for approximately eighteen hours. He submitted a letter of resignation on May 8, 2012.

On February 7, 2014, the Investigative Unit notified Mr. Hernandez that a complaint would be filed against his certificates. Mr. Hernandez entered into negotiations regarding a settlement agreement. He agreed to the terms of the proposed settlement agreement.

On June 9, 2015, the Professional Practices Advisory Committee ("PPAC") reviewed the proposed settlement agreement with conditions.

The Negotiated Settlement Agreement includes:

1. Suspension of certificates through expiration of the certificates, January 8, 2016.
2. If Mr. Hernandez applies to renew any of his certificates or to obtain a new certificate he will appear before the PPAC for a review. The PPAC will determine whether Mr. Hernandez is fit to teach and will recommend issuance or denial of the certificate(s) to the Board.

State Board Rule Violations:

R7-2-1308. Unprofessional and Immoral Conduct

(B) Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

- (14) Use school equipment to access pornographic, obscene, or illegal materials;
- (15) Engage in conduct which would discredit the teaching profession.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee recommended by a vote of 6 to 0, that the State Board approve the proposed settlement agreement.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to **approve** the proposed settlement agreement with conditions, through the expiration date of Mr. Hernandez's certificates and that all states and territories be so advised.

EXECUTIVE SUMMARY

Issue: Consideration of Settlement Agreement for Kristine Rene Sojourner C-2013-162

Action/Discussion Item

Information Item

Background and Discussion

Kristine R. Sojourner holds a Standard Elementary Education 1-8 Certificate, which expires on January 16, 2019. At all times relevant to this settlement agreement, she was a teacher at Cactus Junior High School, Apache Junction Unified School District.

On or about September 24, 2013, Ms. Sojourner read out loud to her 8th grade Language Arts class from her self-authored work which contained clear references to a story about sexual abuse of a child. Mid-way through the reading, she asked her class whether anyone was offended by the material. When the students did not respond, Ms. Sojourner continued reading the same material to the class.

In or around the beginning of September 2013, Ms. Sojourner asked one of her students to get something out of her desk. She told the student not to open the bottom drawer, stating that she kept her pornography in that drawer. Upon investigation, the staff did not find any pornography in Ms. Sojourner's desk drawer, but concluded that her words violated Governing Board policies regarding professionalism.

On October 15, 2013, the Governing Board accepted a recommendation to dismiss Ms. Sojourner. Her employment was terminated effective on October 28, 2013.

Ms. Sojourner was advised of the intent of the State Board of Education (the "Board") to file a complaint against her teaching certificate. In lieu of the filing of a complaint, discussions were entered into to settle the case without a hearing. On July 30, 2014, Ms. Sojourner agreed to a formal letter of censure. The Professional Practices Advisory Committee ("PPAC") reviewed the settlement agreement at its November 12, 2014, meeting and recommended that the Board approve the settlement agreement.

At its January 26, 2015 meeting, the Board rejected the settlement agreement. The Board advised the Investigative Unit to contact the District to have additional questions answered. The District provided answers to the following questions:

- 1.) Were there any repercussions the students experienced as a result of Ms. Sojourner's reading of the inappropriate story to the students?

Ms. Sojourner read the story to one class and discussed parts of the story without reading it in other classes. A majority of students that were in the class she read to shared concerns with other students during passing period and in other classes. A group of students came and shared their concern with administration on the same day after the reading of the story. Their concerns included feeling uncomfortable about the subject matter as well as feeling they could not opt out of listening.

EXECUTIVE SUMMARY

- 2.) Did any of the students require counseling or treatment as a result of the incident? If so, how many and what was the outcome?

There were four students that were checked on for several days after the incident. Students that were distraught and concerned talked to administration.

- 3.) Was a report prepared by the District? Did anyone from the District meet with the students after-the-fact to address the inappropriate material read to them by Ms. Sojourner?

The students who were originally upset and concerned were talked to individually a few times after the day the story was read in class. This was also discussed with their parents.

- 4.) Were the parents notified by the District after the fact regarding the incident? If so, what was the method of notification to the parents?

Yes, the parents were contacted by phone the same day of the incident. Each parent was called individually the same day of the incident. If a parent was not able to be reached, messages were left and follow-up contact was initiated. All parents were notified personally on the phone and reached within 24 hours. Two Spanish speaking parents were contacted by administrations with the assistance of an interpreter.

- 5.) Was there any response from the parents?

There were a variety of responses. Some parents were thankful to be notified immediately and told us they would talk to their child about the incident. There were some parents that came in to meet with administration to discuss the incident further and to read a copy of the story themselves.

The Investigative Unit re-entered into negotiations with Ms. Sojourner. She agreed to a 90-day suspension of her teaching credentials -- with conditions. The conditions include the successful completion of a course or seminar addressing boundary issues. Ms. Sojourner completed the course on June 18, 2015. The course included the following topics:

- Teacher Professional Standards
- Role of Teacher as a Role Model
- Child Abuse – Information for School Employees
- Sexual Harassment – Responses & Resources for School Employees
- Suggestions for Appropriate Use of Technology
- Appropriate Boundaries for Student & Parent relationships
- Common sense suggestions for avoiding false accusations

EXECUTIVE SUMMARY

State Board Rule Violation:

R7-2-1308. Unprofessional and Immoral Conduct

(B.) (15.) A certificate holder shall not “engage in conduct that would discredit the teaching profession.”

Recommendation to the Board

It is recommended that the Board accept the Settlement Agreement for a **suspension with conditions** for Kristine Rene Sojourner and that all states and territories be notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Brooke Huntington-Smith, C-2014-015, Consideration for Settlement Agreement

Action/Discussion Item

Information Item

Background and Discussion

On April 4, 2014, Ms. Huntington-Smith was discovered intoxicated in her classroom with students roaming the school halls unsupervised. School administrators investigated and found the respondent asleep at her desk. School administrators ordered Ms. Huntington-Smith to submit to a professionally administered blood alcohol and drug screening. The tests revealed Ms. Huntington-Smith had a blood alcohol content ("BAC") of 0.358 at 3:56 p.m. and >0.400 at 4:06 p.m. Ms. Huntington-Smith's drug screen was negative.

On April 22, 2014, Ms. Huntington-Smith submitted a written statement to the Kyrene Governing Board accepting full responsibility for her misconduct and apologized. She voluntarily admitted herself into an in-patient treatment program at the Carleton Recovery Center in Prescott, Arizona, to address her alcohol abuse issues.

On October 15, 2014, Ms. Huntington-Smith submitted a written statement to the State Board to inform of her progress.

On April 2, 2015, the State Board of Education ("Board") filed a complaint against Ms. Huntington-Smith's certification based on the allegations and evidence of misconduct. Negotiations ensued to reach a settlement agreement in lieu of proceeding with a full hearing before the Professional Practices Advisory Committee ("PPAC").

Rule Violation:

R7-2-1308. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

B.9 – Possess, consume, or be under the influence of alcohol on premises or at school-sponsored activities.

Review and Recommendation of State Board Committee

On July 14, 2015, the Professional Practices Advisory Committee meeting recommended by a vote of 5 to 0, the State Board approve the settlement agreement for suspension of certification for two years, with conditions.

Recommendation to the Board

That the Board **accepts the settlement agreement for suspension with conditions**, of Huntington-Smith's teaching certificate for a period of two years from the date this agreement is approved and adopted by the Board.

Contact Information:

Charles Easaw, Chief Investigator

EXECUTIVE SUMMARY

Issue: Zoe Ann Dietrich, case no. C-2014-077, Consideration of Recommendation to Approve Proposed Settlement Agreement

Action/Discussion Item

Information Item

Background and Discussion

Zoe Ann Dietrich holds a Standard Cross Categorical Special Education K-12 certificate and a Standard Elementary Education K-8 certificate, both of which expire on June 1, 2016. She also holds a Substitute certificate which expires on July 1, 2009.

On May 14, 2014, the State Board Investigative Unit received a report from Bisbee Unified School District that on May 14, 2014, Ms. Dietrich, a fourth grade teacher at Greenway Elementary School, improperly provided answers and explanations to students in her class regarding AIMS test questions on both the math and reading tests. Ms. Dietrich subsequently resigned on May 22, 2014.

On or about October 27, 2014, the Investigative Unit notified Ms. Dietrich that a complaint would be filed against her certificates. Ms. Dietrich entered into negotiations regarding a settlement agreement. She agreed to the terms of the proposed settlement agreement.

On July 14, 2015, the Professional Practices Advisory Committee ("PPAC") reviewed the proposed settlement agreement with conditions.

The Negotiated Settlement Agreement includes:

1. Suspension of certificates through June 1, 2016.
2. Successful completion of course addressing teacher ethics.
3. If written proof of successful completion is not submitted prior to the period of suspension, the period of suspension will continue until such time as written proof is provided.

State Board Rule Violations:

R7-2-1308. Unprofessional and Immoral Conduct

(B) Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

- (3) Misrepresent or falsify pupil, classroom, school, or district-level data from the administration of a test or assessment;

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

(15) Engage in conduct which would discredit the teaching profession.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee recommended by a vote of 5 to 0, that the State Board approve the proposed settlement agreement.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to approve the proposed settlement agreement with conditions, through the expiration date of Zoe Dietrich's certificates and that all states and territories be so advised.

EXECUTIVE SUMMARY

Issue: NCSC Alternate Assessment Standard Setting Process and Cut Score Recommendations

Action/Discussion Item

Information Item

Background and Discussion

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

NCSC Alternate Assessment

At the September 22, 2014 Board Meeting, the state board approved the NCSC Alternate Assessment to be used as the operational alternate assessment for students with significant cognitive disabilities in English Language Arts (ELA) and Mathematics. A presentation to the board included information about the characteristics of the students that participate in alternate assessments and sample items.

Since this time, Arizona has continued to be very involved with the NCSC State Partners including acting as steering committee members, participation in the reporting committee to develop state, district and student level reports, and standard setting development committee.

Operational Assessment

The NCSC Alternate Assessment was administered in our state during the March 31 through May 15 test window. Over 7,000 students were administered this new assessment. The overall experiences were positive and there were no major issues with accessing the tests or a new technology platform. Many educators shared that the test was more rigorous and included many of the best practices for education for this specific group of students.

Standard Setting Process

Arizona was involved in the development of the performance level descriptors, and providing critical input to the standard setting process that will be utilized to determine the proficiency levels for ELA and Mathematics. Educators and policy makers convened to establish three cut scores resulting in four performance levels: Level 1, Level 2, Level 3 and Level 4. Understanding that distinguishing a difference between the general assessment and alternate assessment is critical for all stakeholders. NCSC followed a very similar standard setting process with the exception that the NCSC standard setting will be in collaboration with our state partners.

The NCSC Standard Setting meeting took place August 10 – 13 in Indianapolis, Indiana. Arizona had 7 educator panelists representing various grades, content

Contact Information:

Audra Ahumada, Director of Alternate Assessment, Assessment Section
Leila Williams, Associate Superintendent Quality Assessment and Adult Education

EXECUTIVE SUMMARY

knowledge and districts from our state and a state representative.

Recommendation to the Board

It is recommended that the Board approve the recommended cut scores for the NCSC Alternate Assessment for ELA and Mathematics.



ARIZONA'S ASSESSMENTS

State Board Meeting Board Agenda Item August 14 and 24, 2015

Audra Ahumada

Director of Alternate Assessment

Leila Williams

Associate Superintendent Quality Assessment and Adult
Education



Alternate Assessments

ARIZONA'S ASSESSMENTS

For students with significant cognitive disabilities who are unable to participate in the State's general assessment even with accommodations



AIMS A by Disability Category

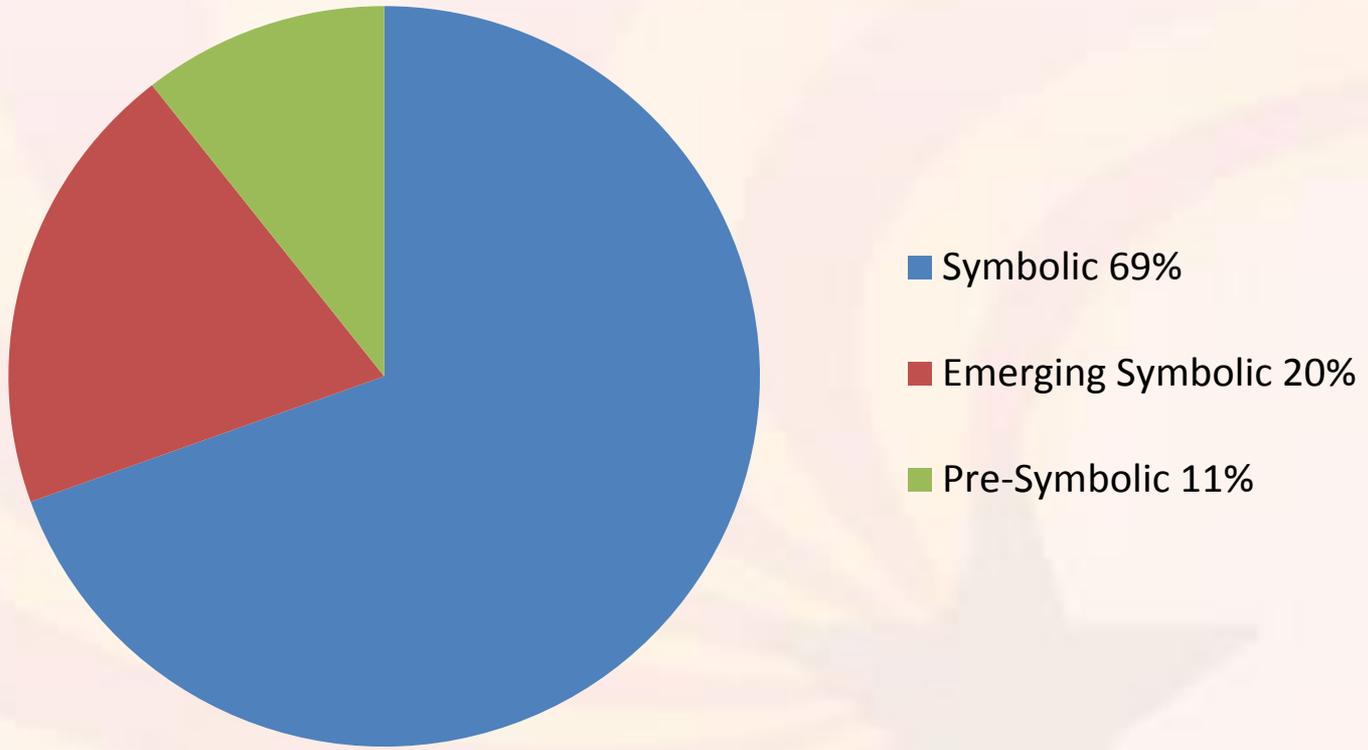
ARIZONA'S ASSESSMENTS

IDEA Disability	N	Percentage
Intellectual Disability	3,841	52.9%
Multiple Disabilities	914	12.8%
Autism	1,864	25.7%
Speech/Language Impairment	19	.3%
Hearing Impairment	20	.3%
Visual Impairment	17	.2%
Traumatic Brain Injury	40	.6%
Emotional Disability	69	.9%
Other Health Impairment	165	2.3%
Orthopedic Impairment	52	.7%
Other	263	3.6%



Expressive Communication

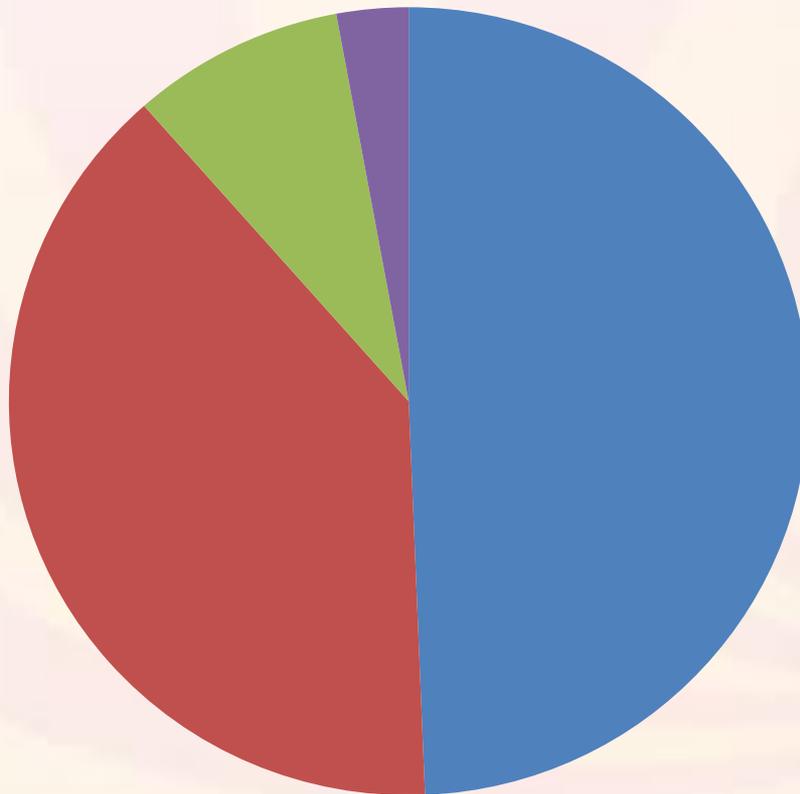
ARIZONA'S ASSESSMENTS





Receptive Communication

ARIZONA'S ASSESSMENTS



■ Independently follows 1-2 step directions 49%

■ Requires additional cues to follow 1-2 step directions 39%

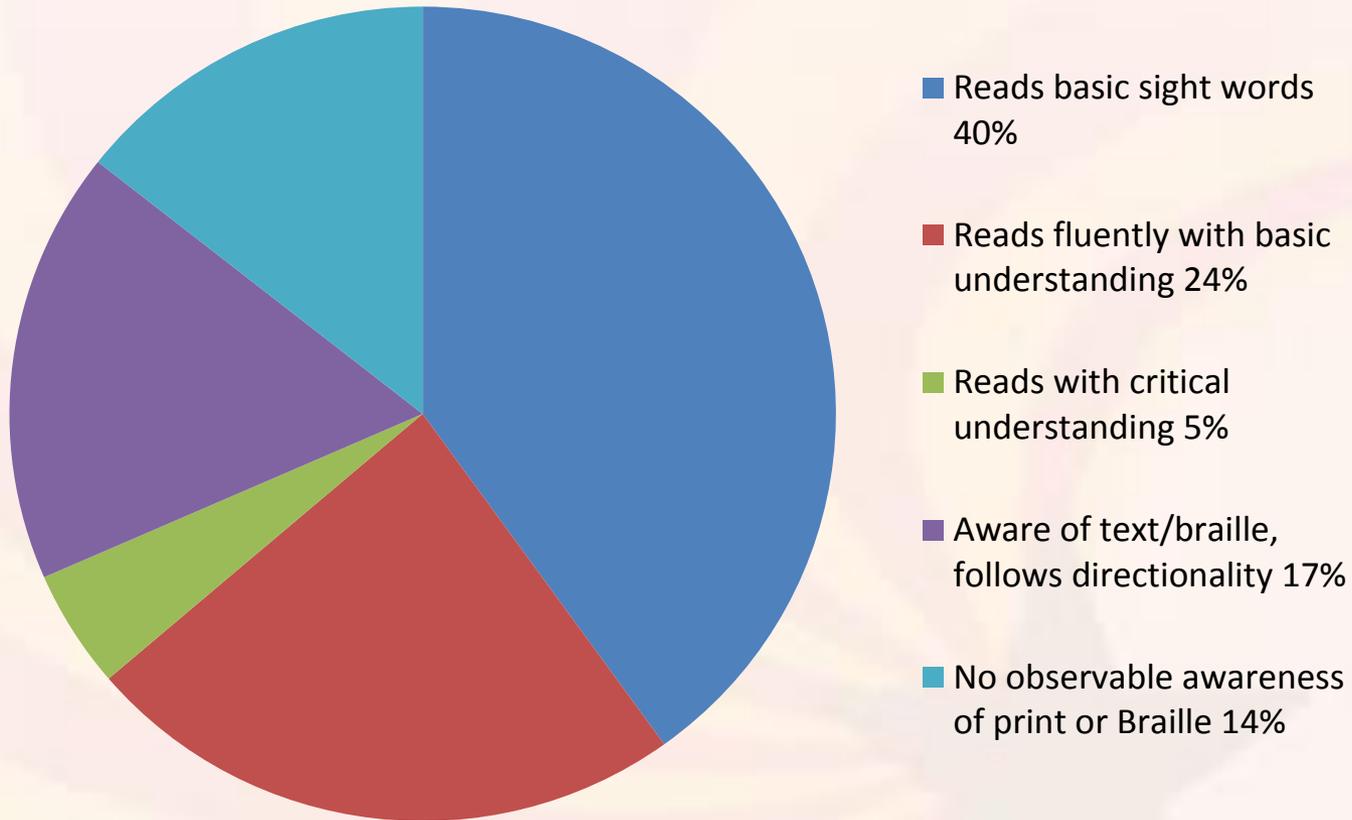
■ Alerts to sensory input but requires physical assistance to follow simple directions 9%

■ Uncertain response to sensory stimuli 3%



Reading

ARIZONA'S ASSESSMENTS





Math

ARIZONA'S ASSESSMENTS



■ Does computational procedures with or without a calculator 45%

■ Counts with one to one correspondence 27%

■ Counts by rote to five 8%

■ Applies computational procedures to solve real-life problems 6%

■ No observable awareness of numbers 14%



Spring 2015 Operational NCSC Alternate Assessment

ARIZONA'S ASSESSMENTS

- Test Window
 - March 30, 2015 through May 15 , 2015
- Administered Tests - 7,469 (students)



Confidential Recommended Cut Scores

ARIZONA'S ASSESSMENTS

EXECUTIVE SUMMARY

Issue: Pursuant to Arizona Revised Statutes (A.R.S.) § 15-756.08-(J) referral to the Arizona State Board of Education for noncompliance with state and federal laws applicable to English language learners (ELLs) for a finding of noncompliance.

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to Arizona Revised Statutes A.R.S. § 15-756.08 (J), the Arizona Department of Education (ADE) is required to report school districts or charter schools that are not in compliance with state and federal laws applicable to English language learners (ELLs) to the State Board of Education (SBE) for a finding of noncompliance.

The Arizona Department of Education, Office of English Language Acquisition Services (OELAS), has set forth specific criteria used during monitoring reviews to determine whether a district or charter should be reported to the SBE for a finding of noncompliance. The compliance criteria requires a review of the following items: (1) district/charter's proper implementation of the Structured English Immersion (SEI) Models; (2) district/charter's reclassification rate of ELLs (number of students exiting the program); and (3) district/charter's passing rate for students who have exited the program within two years (Fluent English Proficient (FEP) students) on Arizona's Instrument to Measure Standards (AIMS) in reading.

In the 2013-2014 school year, the ADE completed an on-site monitoring review of Bradley Academy of Excellence's ELL program on April 9, 2014 and found Bradley Academy of Excellence out of compliance. The required corrective action letter was sent on May 29, 2014. This letter included notification of the requirement to refer noncompliant districts or charters to the State Board. Bradley Academy submitted a Corrective Action Plan on August 22, 2014.

In the 2014-2015 school year, the ADE completed a follow-up, on-site review of Bradley Academy of Excellence's ELL program on March 23, 2015. After careful review and analysis of the data captured per A.R.S. §15-756.08 (J), on April 23, 2015, Bradley Academy of Excellence was issued a letter of noncompliance. The letter included notice that Bradley Academy of Excellence was being referred by the Arizona Department of Education to the SBE for a finding of noncompliance. Bradley Academy is required to submit a Corrective Action Plan to ADE/OELAS by July 20, 2015.

Included in the board materials is a timeline outlining monitoring visits, findings, and technical assistance provided to Bradley Academy.

Contact Information:

Jordan Ellel, Assistant Attorney General, Attorney General's Office
Kelly A. Koenig, Deputy Associate Superintendent, Office of English Language Acquisition Services
Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

Review and Recommendation of State Board Committee

Not Applicable

Recommendation to the Board

It is recommended that the Board find, for the reasons stated in ADE's letter of noncompliance dated April 23, 2015, that Bradley Academy of Excellence is noncompliant with the laws pertaining to ELLs, thereby barring the Charter from receiving any monies from the Arizona Structured English Immersion Fund established by A.R.S. § 15-756.04 for ELLs and from reducing the monies spent on its ELL programs despite the loss of monies caused by its noncompliance. As required by law, ADE shall monitor Bradley Academy of Excellence to ensure that the Charter does not reduce the amount of monies spent on its ELL programs. Bradley Academy of Excellence shall be entitled to receive monies from the Arizona Structured English Immersion Fund only upon confirmation to the Board by ADE that Bradley Academy has come into compliance with the laws pertaining to ELLs.



State of Arizona
Department of Education

May 29, 2014

Ms. Tanya Burston, Director
Bradley Academy of Excellence
16060 West Lower Buckeye Parkway
Goodyear, Arizona 85338

Dear Ms. Burston:

RE: On-Site Monitoring of State Education Programs for English Language Learners

Per Arizona Revised Statutes A.R.S. § 15-756.08, the Arizona Department of Education (ADE) is required to perform an evaluation of Bradley Academy of Excellence's English language learner (ELL) program through an on-site monitoring visit. It is the responsibility of the local education agency (LEA) to provide services as required by A.R.S. § 15-751 *et seq.* to students identified as English language learners.

This on-site review of the ELL programs at Bradley Academy of Excellence was conducted on April 9, 2014. Thank you for your hospitality and cooperation during our visit.

Based upon the monitoring visit, ADE is advising you that **corrective action** is needed. The series of steps required to resolve the corrective action is stated below.

The monitoring team has listed the **corrective action that needs to be addressed**. **The items that will be required in your Corrective Action Plan have been noted in bold form.**

FILE REVIEW

A.R.S. § 15-756(A) & (B)

The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction.

The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction.

R7-306(B)(1) & (2)

The primary or home language of all students shall be identified by the students' parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.

A student shall be considered as a PHLOTE student if the home language survey or the enrollment form indicates that one or more of the following are true:

a. The primary language used in the home is a language other than English, regardless of the language spoken by the student.

b. The language most often spoken by the student is a language other than English.

c. The student's first acquired language is a language other than English.

- ADE monitors noted the three required language questions were not on the current enrollment form.
- Additionally, ADE monitors did not find evidence that PHLOTE students were assessed during the 2012-2013 school year or the beginning of the 2013-2014 school year.

NCLB 3302(a) Parental Notification

(a) IN GENERAL. Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program...

- In the files reviewed, the ADE monitors found no evidence of the Parental Notification and Consent Form being used for the current school year.

A.R.S. § 15-756.05(A) Reassessment and reclassification of English language learners

The process of reassessment of English language learners for the purpose of determining English language proficiency shall be conducted at least annually at the end of each school year in a manner prescribed by the superintendent of public instruction.

- In the files reviewed, there was no evidence of reassessment for the 2012-2013 school year.

R7-2-306 (G) (5)

LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification.

- ADE monitors noted no evidence of reclassification letters in student files.

R7-2-306(I)(1) Evaluation of FEP students after exit from ELL programs

The LEA shall monitor exited students based on the criteria provided in this section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing, and mathematics skills and mastery of academic content areas, including science and social studies. The criteria shall be grade-appropriate and uniform throughout the LEA, and upon request, is subject to board review. Students who are not making satisfactory progress shall, with parent consent, be provided compensatory instruction or shall be re-enrolled in an ELL program. A WICP describing the compensatory instruction provided shall be maintained in the student' ELL files.

- ADE monitors noted that there was no evidence of two-year monitoring forms in the files of students who have reclassified as FEP.
 - Please note that this document is a working, viable resource for the classroom teacher. This information assists in tracking the progress of the student.

Bradley Academy of Excellence must develop procedures to ensure the following federal and state compliance requirements are met:

- **The enrollment form must include the same three language questions that are on the Primary Home Language Other Than English (PHLOTE) Home Language Survey form.**
 - **The Home Language Survey (HLS) form and the district enrollment form are both used to determine if a student shall be considered a PHLOTE and administered the Arizona English Language Learner Assessment (AZELLA). This process is critical in the identification of English language learners.**
- **Students who have a language other than English on the district enrollment form or on the HLS must be tested within the statutory requirements.**

- For schools not receiving Title III funds, the Parental Notification and Consent Forms must be sent home within 60 days of the beginning of each school year or within 30 days of a student registering during the school year. A copy of the signed notification must be placed in the student's file as evidence of compliance. When necessary, three attempts to attain the parent/guardian's signature must be documented.
- The process of reassessment of ELLs to determine English language proficiency shall be conducted annually at the end of each school year according to the assessment window outlined in the AZELLA testing guidelines.
- Parents/guardians are notified of the reclassification of their student and a copy of the notification letter is placed in the student's file.
- Students who are reclassified are monitored for two years. Evidence of the student's academic progress is to be documented and evident in the student's file.
- All ELL documentation must be kept in the student's cumulative/ELL file.

MODEL IMPLEMENTATION REVIEW

A.R.S. § 15-751-757

Structured English Immersion Models of the Arizona English Language Learners Task Force

...Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL.

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement).

ILLP Classroom Observations

ADE monitors noted the following noncompliance issue:

- ILLPs, including the required documentation page with signatures from parent(s), administrator and teacher, Attachment A, and Attachment B were not written for any English language learner.

It is the expectation that Bradley Academy of Excellence will review and revise its procedures regarding the accurate completion and use of ILLPs for English language learners.

- When ELL numbers warrant, ILLPs must be completed for all ELLs.
- Parent, teacher, and administrator signatures must be secured within the 30 day timeframe on the Required Documentation page.
- The recommended three (3) to five (5) ELP Standards/Performance Indicators will be included on Attachment A.
- The ILLPs shall be reviewed quarterly (at a minimum) and possibly revised to reflect the ELP Standards/Performance Indicators used for differentiating instruction for English language learners.
- Attachment B is used to document formative and benchmark assessment information to show progress of the ELL and is updated quarterly.

Use of English Language Proficiency (ELP) Standards

The English Language Proficiency (ELP) Standards are used to differentiate instruction for ELLs in a mainstream classroom. ADE monitors noted the following:

- No documentation of ELP Standards/Performance Indicators was found in the mainstream classrooms with ELLs.
 - Mainstream classroom teachers utilizing ILLPs must document in their lesson plans (or somewhere in the classroom) which Performance Indicator listed on Attachment A will be used to differentiate instruction for the ELLs.

Bradley Academy of Excellence must come into compliance with this component of the SEI Models. The ELP Standards/Performance Indicators will be used by mainstream classroom teachers to differentiate instruction for ELLs. Documentation must be in the ILLP teacher's lesson plan or evident in the classroom.

RECOMMENDATIONS

The following recommendation for training was made to administration at the exit interview:

- Training for mainstream classroom teachers on the development, documentation, and implementation of ILLPs, including the use of ELP Standards to differentiate instruction for the ELLs.

A.R.S. § 15-756.08(J)

"In conducting follow-up evaluation, if the department finds that the school district or charter school is not in compliance with state and federal laws applicable to English language learners, the department shall refer the school district or charter school to the state board of education for a finding of non-compliance..."

Additionally, the following information was noted and reviewed by ADE officials at the exit interview with LEA administration on April 9, 2014:

A.R.S. § 15-756.08(J) requires that ADE report to the State Board of Education those LEAs that receive a non-compliant status by ADE as a result of on-site follow-up evaluations by ADE officials in the year after a corrective action plan is implemented. To determine non-compliance, the following programmatic and student achievement related criteria will be reviewed:

- Structured English Immersion (SEI) Model Compliance
[Mandatory component of compliance criteria]
- Student performance data to include:
 - District reclassification rate
 - Arizona's Instrument to Measure Standards (AIMS) passing rate in reading for students who have exited the program within two years (FEP2 Students)

CORRECTIVE ACTION

- Your Corrective Action Plan is due to ADE within sixty **(60)** days after the issuance of this monitoring report and must address the issues outlined in this letter.
- A Corrective Action Plan template is available on the ADE website (<http://www.ade.az.gov/oelas>).
- ADE will review the Corrective Action Plan and may require necessary changes.
- Within thirty **(30)** days after receiving a corrective action plan back from ADE, the LEA shall begin implementing the measures set forth in the corrective action plan.

Although there are changes to make in the implementation of the LEA's current program, those improvements will result in improved record management and greater student success. Please contact Keith Snyder, Director of Monitoring/Title III, at 602-364-2167 or Keith.Snyder@azed.gov if you have questions or concerns.

Respectfully,

Kelly A. Koenig, Deputy Associate Superintendent
Office of English Language Acquisition Services
Arizona Department of Education

Cc: Lillian Bester, Principal
Martha Morgan, Arizona State Board of Charter Schools



State of Arizona
Department of Education

April 23, 2015

Ms. Tanya Burston, Director
Bradley Academy of Excellence
16060 West Lower Buckeye Parkway
Goodyear, Arizona 85338

Dear Ms. Burston:

RE: Noncompliance of State Education Programs for English Language Learners

Per Arizona Revised Statutes (A.R.S.) § 15-756.08, the Arizona Department of Education (ADE) is required to perform a follow-up evaluation of Bradley Academy of Excellence's English language learner (ELL) program. This review is based on Bradley's Corrective Action Plan submitted on August 25, 2014.

The Arizona Department of Education, Office of English Language Acquisition Services (OELAS), completed a follow-up comprehensive compliance monitoring review of Bradley Academy on March 23, 2015. This compliance monitoring review examined the following programmatic requirements: (1) Structured English Immersion (SEI) Model Compliance; (2) Bradley Academy's reclassification rate of ELL students; and (3) passing rate in reading for students who have exited the program within two years (FEP2 Students) on Arizona's Instrument to Measure Standards (AIMS).

OELAS has determined that Bradley Academy of Excellence is **not in compliance** with 2 or more programmatic requirements for ELLs. The following table summarizes ADE's findings:

Compliance Status	Substantial Compliance	Partial Compliance	Non-Compliance
SEI Model Compliance*			X

*Mandatory component of compliance criteria.

(At least one of the two below non-compliant)

District Reclassification Rate	23%
District FEP 2 AIMS Reading Passing Rate	48%
State Reclassification Rate	30%
State FEP 2 AIMS Reading Passing Rate	70%

FILE REVIEW

A.R.S. § 15-756(A) & (B)

The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction.

The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction.

R7-306(B)(1) & (2)

The primary or home language of all students shall be identified by the students' parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency.

A student shall be considered as a PHLOTE student if the home language survey or the enrollment form indicates that one or more of the following are true:

- a. The primary language used in the home is a language other than English, regardless of the language spoken by the student.*
- b. The language most often spoken by the student is a language other than English.*
- c. The student's first acquired language is a language other than English.*

In the files reviewed, ADE monitors noted that 30% of the files did not contain the Home Language Survey (HLS).

It is the expectation that Bradley Academy of Excellence will begin using the Home Language Survey (HLS) in conjunction with the enrollment form for new students enrolling. The HLS must be completed at the time of the student's initial enrollment into the district and placed in the student's cumulative file. An answer other than English on either the enrollment form or the Home Language Survey will generate the need for an assessment.

NCLB 3302a Parental Notification and Consent Form

"(a) IN GENERAL. Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program..."

ADE monitors noted that parent notifications were missing from 90% of cumulative files reviewed.

It is the expectation that Bradley Academy will ensure that the Parental Notification and Consent Forms will be sent home within 30 days of the beginning of each school year or within two weeks of a student registering during the school year. A copy of the signed notification must be placed in the student's file as evidence of compliance. When necessary, three attempts to attain the parent/guardian's signature must be documented on the copy in the student's file.

MODEL IMPLEMENTATION REVIEW

A.R.S. § 15-751 - 757

Structured English Immersion Models

"The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD)."

Schools with 20 or fewer ELLs within a three-grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL.

Individual Language Learner Plan (ILLP) Classroom Observations

While conducting ILLP classroom observations, the following was noted by the ADE monitors:

- No required documentation forms were found in the cumulative file or in classrooms. This documentation provides evidence of parent, administrator, and teacher signatures.
- In the middle grades, teachers were not identified on Attachment A and did not sign this document.
- 67% of ILLPs reviewed did not show evidence of review and/or revisions per quarter.
- 67% of ILLPs reviewed had not completed Attachment B.
- 100% of the ILLP classroom observations did not provide evidence of a Performance Indicator from Attachment A in a lesson plan or elsewhere in the classroom.

It is the expectation that Bradley Academy of Excellence will review and revise its procedures regarding the accurate completion and use of ILLPs for English language learners.

- **The recommended three (3) to five (5) ELP Standards/Performance Indicators will be included on Attachment A for all time allocations.**
- **Teachers' lesson plans must include the explicit ELP Standard/Performance Indicator from Attachment A that will be used in the differentiating of instruction.**

Arizona Revised Statute § 15-756.08(J) requires that ADE refer to the State Board of Education (SBOE) those Local Educational Agencies that receive a status of **Noncompliance** by ADE as a result of on-site monitoring visits by OELAS officials. Based on the current findings of OELAS as indicated above, Bradley Academy of Excellence will be referred to SBOE for a finding of noncompliance. If SBOE makes a finding of noncompliance, Bradley Academy shall not be eligible to receive any monies from the Arizona SEI fund established pursuant to A.R.S. § 15-756.04. Bradley Academy will be informed of the date SBOE will consider this matter and Bradley Academy of Excellence will be given the opportunity to address SBOE at that time.

Please contact Nicole von Prisk, Director of Monitoring/Title III, at 602-542-3029 or nicole.vonprisk@azed.gov if you have questions or concerns.

Respectfully,

Kelly A. Koenig, Deputy Associate Superintendent
Office of English Language Acquisition Services
Arizona Department of Education

Cc: Johanna Medina, Arizona Charter Board, Director of School Quality
Melissa Fields, Arizona Charter Board, Education Program Manager

Bradley Academy
SEI Budget All Years

2014-2015 School Year (Application in Spring 2014)

Did not apply

2013-2014 School Year (Application in Spring 2013)

Did not apply

2012-2013 School Year (Application in Spring 2012)

Did not apply

2011-2012 School Year (Application in Spring 2011)

Did not apply

BRADLEY ACADEMY OF EXCELLENCE SUMMARY

LEGAL REQUIREMENTS	2014 NON-COMPLIANCE FINDINGS	2015 NON-COMPLIANCE FINDINGS
<p>Enrollment Form A.R.S. § 15-756(A) & (B) <i>The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction. The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction.</i></p> <p>R7-306(B)(1) & (2) <i>The primary or home language of all students shall be identified by the students' parent or legal guardian on the enrollment form and on the home language survey. These documents shall inform parents that the responses to these questions will determine whether their student will be assessed for English language proficiency. A student shall be considered as a PHLOTE student if the home language survey or the enrollment form indicates that one or more of the following are true:</i></p> <p><i>a. The primary language used in the home is a language other than English, regardless of the language spoken by the student.</i></p> <p><i>b. The language most often spoken by the student is a language other than English.</i></p> <p><i>c. The student's first acquired language is a language other than English.</i></p>	<ul style="list-style-type: none"> • ADE monitors noted the three required language questions were not on the current enrollment form. • Additionally, ADE monitors did not find evidence that PHLOTE students were assessed during the 2012-2013 school year or the beginning of the 2013-2014 school year. 	<ul style="list-style-type: none"> • In the files reviewed, ADE monitors noted that 30% of the files did not contain the Home Language Survey (HLS).
<p>NCLB SEC. 3302a PARENTAL NOTIFICATION AND CONSENT FORM</p> <p><i>“(a) IN GENERAL. Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program...”</i></p>	<ul style="list-style-type: none"> • In the files reviewed, the ADE monitors found no evidence of the Parental Notification and Consent Form being used for the current school year. 	<ul style="list-style-type: none"> • ADE monitors noted that Parent Notifications were missing from 90% of cumulative files reviewed.
<p>R7-2-306 (G) (5) Notification of Reclassification <i>LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification.</i></p>	<ul style="list-style-type: none"> • ADE monitors noted no evidence of reclassification letters in student files. 	<ul style="list-style-type: none"> • No findings

LEGAL REQUIREMENTS	2014 NON-COMPLIANCE FINDINGS	2015 NON-COMPLIANCE FINDINGS
<p>ARIZONA ADMINISTRATIVE CODE R7-2-306(I)(1) Evaluation of FEP students after exit from ELL programs <i>The LEA shall monitor exited students based on the criteria provided in this section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing, and mathematics skills and mastery of academic content areas, including science and social studies. The criteria shall be grade-appropriate and uniform throughout the LEA, and upon request, is subject to board review. Students who are not making satisfactory progress shall, with parent consent, be provided compensatory instruction or shall be re-enrolled in an ELL program. A WICP describing the compensatory instruction provided shall be maintained in the student' ELL files.</i></p>	<ul style="list-style-type: none"> ADE monitors noted that there was no evidence of two-year monitoring forms in the files of students who have reclassified as FEP. 	<ul style="list-style-type: none"> No findings
<p>A.R.S. § 15-751-757 Structured English Immersion Models of the Arizona English Language Learners Task Force <i>The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD).</i></p> <p><i>Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL Proficiency Standards...</i></p> <p><i>"Structured English Immersion Classroom" - means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores."</i></p> <p><i>...Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL.</i></p> <p><i>All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement).</i></p>	<p>ADE monitors noted the following noncompliance issue:</p> <ul style="list-style-type: none"> ILLPs, including the required documentation page with signatures from parent(s), administrator and teacher, Attachment A, and Attachment B were not written for any English language learner. 	<ul style="list-style-type: none"> ILLPs were written for ELLs. However, the following items were noted: <ul style="list-style-type: none"> 100% of the Required Documentation pages with parent, administrator and teacher signatures were not found. In the middle grades, teachers were not identified on Attachment A and did not sign this document. 67% of Attachment A documents reviewed did not show evidence of review and/or revisions per quarter. 67% of Attachment B documents had not been completed.

LEGAL REQUIREMENTS	2014 NON-COMPLIANCE FINDINGS	2015 NON-COMPLIANCE FINDINGS
<p>Structured English Immersion Models of the Arizona English Language Learners Task Force Use of the English Language Proficiency Standards <i>The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD).</i></p> <p><i>Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL Proficiency Standards...</i></p>	<ul style="list-style-type: none"> No documentation of ELP Standards/Performance Indicators was found in the mainstream classrooms with ELLs. 	<ul style="list-style-type: none"> 100% of the ILLP classroom observations did not provide evidence of a Performance Indicator from Attachment A in a lesson plan or elsewhere in the classroom.
<p>ADE STATUTORY REQUIREMENTS A.R.S. § 15-756.08 Monitoring; corrective action plan (E) <i>Within sixty days following the issuance of the department’s report, the school district or charter school receiving the report shall prepare and submit to the department a corrective action plan, in a manner prescribed by the state board of education, that sets forth steps that will be taken to correct the deficiencies, if any, noted in the department’s report</i> (F) <i>Within thirty days after receiving a school district’s or charter school’s corrective action plan, the department shall review the corrective action plan and may require changes to the corrective action plan.</i> (G) <i>After the department has reviewed a school district’s or charter school’s corrective action plan and made any changes the department deems necessary, the department shall return the corrective action plan to the school district or charter school.</i> (H) <i>Within thirty days after receiving a corrective action plan back from the department, the school district or charter school shall begin implementing the measures set forth in the corrective in the corrective action plan.</i> (I) <i>The department shall conduct a follow-up evaluation, of the school district or charter school within one year after the department returned the corrective action plan to the school district or charter school.</i></p>	<ul style="list-style-type: none"> Bradley Academy of Excellence submitted a Corrective Action Plan on August 22, 2014. ADE/OELAS approved the final plan on October 1, 2014. 	<ul style="list-style-type: none"> Bradley Academy of Excellence’s Corrective Action Plan is to be submitted by July 20, 2015.
<p>ADE/OELAS Assistance</p> <ul style="list-style-type: none"> June 19, 2014 – provided on-site technical assistance in cleaning up data in SAIS, required documentation for compliance, and offered to provide training for teachers August 7, 2014 – follow-up call concerning offer to provide training for teachers – no response November 7, 2014 - ADE/OELAS provided on-site technical assistance relating to compliance items with administrators. April 16, 2015 – follow-up email concerning assistance in data training – no response. May 27, 2015 – email sent to remind LEA to correct Integrity errors with ELL data. 		

EXECUTIVE SUMMARY

Issue: Move On When Ready – Grand Canyon Diploma Technical Amendments

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Move On When Ready (MOWR) initiative is an innovative performance-based initiative at the high school level designed to increase student academic achievement and to prepare all students for college and careers. The Move On When Ready legislation passed in 2010 and 2011 provides a framework for an education model that enables students to advance in their educational career based on demonstrated learning instead of seat time. Key provisions include the establishment of the Grand Canyon High School Diploma, which is a performance-based high school diploma available to students who demonstrate they are college and career ready, and the implementation of Board Examination Systems, which are coherent and aligned instructional systems.

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

Pursuant to A.R.S. §15-792.02 these examination systems shall “have common passing scores that are prescribed by an interstate compact on board examination systems and that are set to the level of skills and knowledge needed to succeed in college-level courses....” To assist the Board in meeting this requirement, the National Center on Education and the Economy (NCEE) Technical Advisory Committee met this spring, as planned, to re-examine the qualification scores for the Cambridge IGCSE English and mathematics exam utilizing additional comparative data now available, and to consider a revision to the structure of the qualifications system. The Center for the Future of Arizona is seeking approval of the recommendations made by the Technical Advisory Committee.

Attached is the NCEE white paper, which explains the process and recommendations of the Technical Advisory Committee in more detail.

Recommendation to the Board

It is recommended that the Board approve the qualification scores set by the technical advisory committee in Spring 2015 for the Cambridge International Examinations IGCSE English Literature and Mathematics (Extended), articulate the qualification scores for the Cambridge systems using the Cambridge letter grading system, and approve the refinements to the structure of the qualifications system within Cambridge for the Grand Canyon Diploma.

Contact Information:

Dr. Amanda Burke, Director, Education, Center for the Future of Arizona

**Move On When Ready:
Presentation to the
Arizona State Board of Education**

August 24, 2015

CENTER FOR THE
FUTURE OF ARIZONA



The Arizona We Want • The Education We Need

Move On When Ready is a
performance-based high
school education model
designed to prepare all students
for college and career success
through **personalized learning.**

A Rigorous, Performance-Based Experience

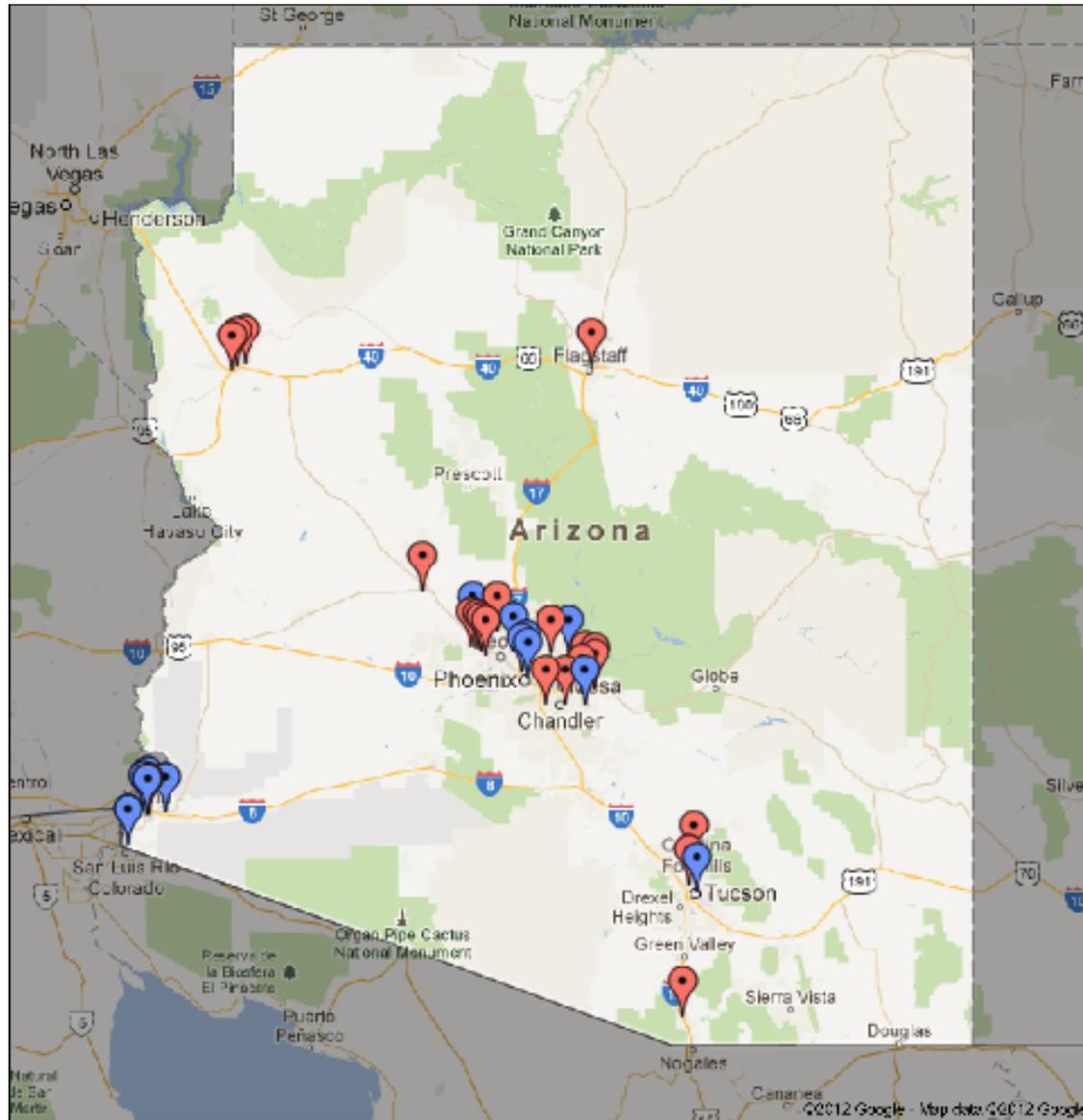
- MOWR students work within rigorous State Board-approved instructional systems (e.g. Cambridge) with the goal of demonstrating college and career readiness on a series of curriculum-based exams in all core subject areas (math, ELA, science, history, fine arts/CTE) before they leave high school.
- MOWR is based on a rigorous performance standard identified through empirical research.
- Students advance based on their mastery of knowledge and skills - not seat time. Time is the variable.
- Schools make student-centered decisions with the explicit goal of every student actually demonstrating college and career readiness before leaving high school.
- Qualification for the Grand Canyon High School Diploma signifies that students are ready to do college-level work without remediation. The diploma opens up a variety of education and career pathways within and beyond high school.

Update on Move On When Ready

Arizona – A National Leader in Performance-Based Education

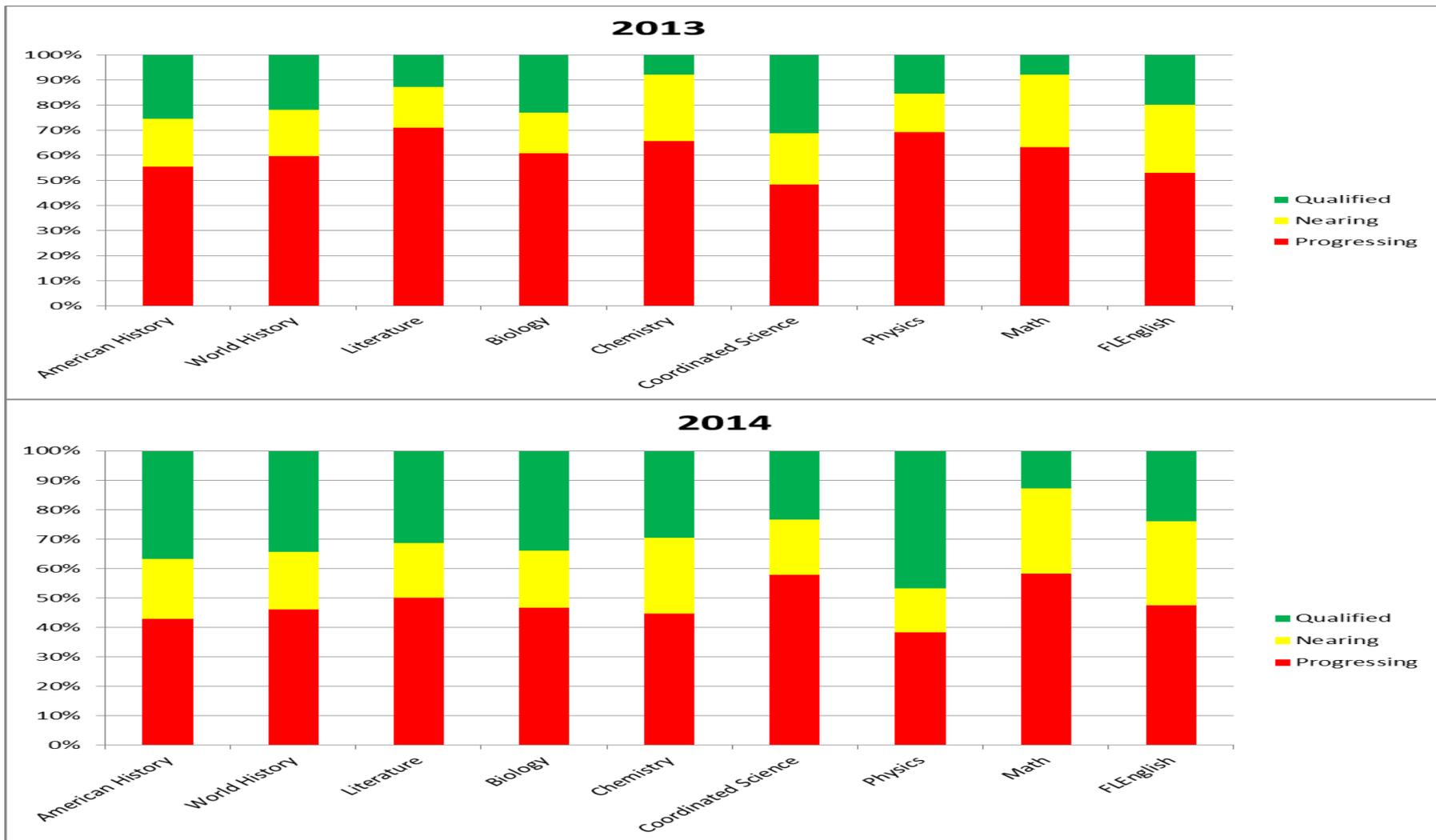


Move On When Ready School Footprint



- **26,000 +** Number of students impacted by the Move On When Ready aligned instructional systems since Fall 2011
- **17,300 +** Number of rigorous, performance-based MOWR assessments taken by students since Spring 2012
- **130 +** Teacher professional development events impacting more than 550 teachers
- **50** Number of students who have earned the Grand Canyon High School Diploma

Snapshot: MOWR Exam Trends



Proposed Technical Amendments to the Grand Canyon Diploma Requirements

1. Approve articulation of the qualification scores for the Cambridge systems using the Cambridge letter grading system
2. Approve the qualification scores set by the technical advisory committee in Spring 2015 for the Cambridge International Examinations IGCSE English Literature and Mathematics Extended exams
3. Approve refinements to the structure of the qualifications system within Cambridge for the Grand Canyon Diploma.

- Communicate Cambridge IGCSE qualification scores using the Cambridge letter grading system, which is an A*- G grading scale (rather than using “percentage uniform mark” - PUM)
- Cambridge IGCSE English Literature – Set the qualification score at a Grade C level
- Cambridge IGCSE Mathematics (Extended Exam) – Set the qualification score at a Grade C level

- For the Cambridge IGCSE system, reach the college-ready qualification scores on the following exams:
 - First Language English
 - Mathematics (Extended)
 - One of the (World) History OR American History
 - One of Biology, Chemistry, Physics OR Coordinated Science
 - Plus one additional subject area exam, which must be Cambridge IGCSE English Literature, a second history, or second science*
- In addition, earn at least a Grade G or better on the remaining required course exams (English Literature, a second history course, a second science course)
- The fine art/CTE and economics requirement remain the same
- No reduction in the number of required courses or exams for the Grand Canyon Diploma program

* Reaching the qualification score on Coordinated Science would count as both the science exam and the “plus one” exam

- Significant progress has been made by schools, teachers, and students in implementation of Move On When Ready since the program first began in 2011.
- Proposed technical amendments to the Grand Canyon Diploma reflect the optimal student pathway for demonstrating college and career readiness.
- CFA held meetings with Move On When Ready school leaders to discuss the proposed technical amendments. Feedback was overwhelmingly positive.
- As a next step, CFA requests that the State Board take action on the proposed technical amendments at the September meeting.



Thank You

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Reference Slides

The Grand Canyon High School Diploma – As Defined in Arizona State Statute

"Grand Canyon diploma" means a high school diploma that is offered to any student **who demonstrates readiness for college level mathematics and English** according to standards prescribed by an interstate compact on board
"Grand Canyon diploma" means a high school diploma that is offered to any student **who demonstrates readiness for college level mathematics and English** according to standards prescribed by an interstate compact on board examination systems, **who has passing grades on an additional set of required approved board examinations in core academic courses as determined by the state board of education**, including the arts, history and

"Readiness for college level mathematics and English" means that a student has the English and mathematics skills and knowledge needed to succeed in college level courses that count toward a degree or certificate **without taking remedial or developmental coursework.** *A.R.S. § 15-792.01*

Pupils who earn a Grand Canyon Diploma are entitled to **all the rights and privileges of a person who graduates with a high school diploma issued**

Proposed College-Ready Qualification

Cambridge IGCSE Exam	College-Ready Qualification Score
IGCSE English First Language	B
IGCSE English Literature	C
IGCSE Mathematics (Extended)	
IGCSE Biology	
IGCSE Chemistry	
IGCSE Physics	
IGCSE Coordinated Sciences	
IGCSE American History	
IGCSE World History	
Fine Art or CTE	Successful Completion of a Local Course OR “G” on IGCSE Art & Design, IGCSE Drama, or IGCSE MUSIC
Economics (Semester or ½ credit)	Successful Completion of a Local Course

Current Diploma Requirements

- *Meet college and career readiness requirements in 7 subject area exams*
- *Fine arts or CTE (1 credit)*
- *Earn ½ credit in economics*

Proposed Amendments to the Diploma Requirements

- *Meet college and career subject area exams*
- *Fine arts or CTE (1 credit)*
- *Earn ½ credit in economics*

A student qualifies for a Grand Canyon High School Diploma by meeting the following requirements within an approved aligned instructional system:

- *Two credits of English*
- *Two credits of mathematics*
- *Two credits of science, including lab-based science, engineering or information technologies*
- *One credit of American History*
- *One credit of World History*
- *One credit for fine arts or career and technical education (CTE)*
- *One-half credit of economics*

The credits are performance-based. Students must reach the college and career readiness qualification scores on exams in each subject area in order to earn a credit for the purpose of qualifying for the Grand Canyon High School Diploma.

Excellence for All: World Class Instructional Systems for Our Schools

Amending the College-Ready Qualification Scores for English and Mathematics and Proposed Technical Amendments to the Grand Canyon Diploma Requirements

Over the past four years dozens of Arizona high schools have embraced the pathways laid out by the *Move On When Ready* legislation to provide their students with a path to a Grand Canyon Diploma and the prospect of leaving high school genuinely ready for success in college and life. During the initial school year of this initiative (2011-2012) the National Center on Education and the Economy's (NCEE) Technical Advisory Committee (TAC) designed and then executed a plan to establish college-ready qualification scores on the English and mathematics end-of-course examinations offered by the University of Cambridge's International General Certificate of Secondary Education (IGCSE) program, one of the key *Move on When Ready* pathways. The Arizona State Board of Education adopted the TAC findings in 2012, understanding from the outset that the TAC would periodically review the available evidence to determine if any refinements in these qualification scores might be warranted. Now with the benefit of time and the gathering of new evidence that was previously not available, the TAC has revisited their earlier decisions and revised some of their initial IGCSE college ready performance levels. NCEE also has learned a good deal as it has worked closely with the Center for the Future of Arizona and numerous Arizona schools, and is proposing some revisions to the IGCSE qualification requirements for a Grand Canyon Diploma to strengthen their validity. A discussion of both of these developments follows below.

The University of Cambridge's International General Certificate of Secondary Education (IGCSE) Program

IGCSE offers an aligned instructional system that joins rigorous syllabi and curricula with customized professional development, instructional materials and a suite of professionally developed examinations. It's a coherent system and as such represents a sharp departure from business as usual in U.S. schools where such connections are the exception not the rule. A core idea here is to ensure that when students leave high school they have accomplished more than creating a transcript with a fixed number of course credits. Rather, they will have met performance criteria that provide assurances that they are, in fact, ready to take credit bearing courses without remediation and succeed in college.

NCEE's *Excellence for All* initiative is designed to join world class aligned instructional systems with qualifications systems and pilot them in U.S. high schools. It requires students to demonstrate proficiency not just in English language arts and mathematics, but in the sciences, history and the arts as well. In Arizona, students must achieve college-ready qualification scores on the IGCSE exams in all of the core disciplines to earn a Grand Canyon Diploma, which they can do as early as the end of their sophomore year. Each state participating in *Excellence for All* is free to set the qualification scores for the science, history and arts courses where it wishes, but the program has been designed so that all students, across the states, must meet a common standard in English language arts and mathematics. This is because both students and

participating open-admissions postsecondary institutions have been promised that students who have demonstrated proficiency on these examinations have the mathematical and English literacy needed to succeed in the initial credit-bearing courses in these institutions. Thus, the setting of these qualification scores has been based on empirical data that speak directly to the probability of success on these examinations.

NCEE recruited some of the world's leading experts in education measurement, cognitive science, language and mathematics to the TAC responsible for setting these qualification scores. Howard Everson of City University of New York and James Pellegrino of the University of Illinois at Chicago co-chair the committee.¹

The Cambridge IGCSE program was selected to serve as a core instructional system for high school on the basis of an open competition conducted in 2010-11 by the Kentucky Department of Education that volunteered for this task on behalf of Arizona and eight other states that shared a common vision for dramatically improving American education. The competition was organized around criteria designed to capture the qualities exhibited by the world's leading instructional systems, was structured not to select a single system but rather all that met the criteria, and the choice of the IGCSE was vetted by a panel composed of representatives from the ten states, including Arizona. The competition also qualified three advanced programs for high school juniors and seniors: The College Board's Advanced Placement International Diploma program, the International Baccalaureate Diploma program, and the University of Cambridge's A-level program, each of which is designed to prepare students for success at selective colleges and universities.

The qualification scores for the IGCSE exams are not only intended to signal that students are ready for community college but for these advanced high school programs as well.

College-Ready Qualification Scores for English and Mathematics

When the TAC first conducted this work in 2012 no data were available on U.S. high school student performance on the IGCSE exams then being used in Arizona for the first time, to say nothing of data on IGCSE graduates' performance in college. As a result, proxy measures that could link student performance on the IGCSE exams with college grades or other predictors of college success, such as the ACT and SAT exams, were collected. Given these circumstances the TAC declared its initial findings as "provisional" and pledged to periodically revisit its decisions as the *Move on When Ready* initiative matured, as schools, teachers and students became accustomed to more demanding syllabi and more authentic assessments, and as data on U.S. student performance on the IGCSE exams in Arizona and elsewhere became available for the first time. So over the past school year the TAC made good on this pledge. It did so without any preconceived notions that any changes in the qualification scores were necessary, but open to this possibility if the evidence pointed in this direction.

¹ The other members of the TAC are: Lloyd Bond, Carnegie Foundation for the Advancement of Teaching; Philip Daro, Pearson; Richard Durán, University of California, Santa Barbara; Edward Haertel, Stanford University; Joan Herman, UCLA; Robert Linn, University of Colorado; Catherine Snow, Harvard University; and Dylan Wiliam, University College London.

With this as background, in reconsidering the qualification scores the TAC turned to two principal sources for evidence as it sought to confirm or depart from its initial decisions. They were as follows:

- *Cambridge International PSAT/PLAN Study* - a sample (over 1,000) of international students who were recruited to sit for the College Board's PSAT or ACT's PLAN, preliminary college admissions examinations. Roughly half were just starting their junior year and half were just completing their sophomore year. Similarly, half took the PSAT and half sat for the PLAN. Almost all had completed the three IGCSE exams of interest (First Language English, English Literature and Mathematics).
- Longitudinal Student Database – As part of the *Move on When Ready/Excellence for All* initiative participating high schools commit to sharing student transcript data and IGCSE results with an independent evaluation research team at the University of Michigan, and the participating states do the same with respect to demographic data and annual state exam results. To make this database even more robust, college admissions exam results were collected from both ACT and the College Board, and selective practice administrations of these same exams in IGCSE schools were organized by NCEE. All of these data were joined with the student records assembled by the University of Michigan.

The TAC then analyzed these data sets and combined those analyses with other relevant analyses to reach decisions on the qualification scores for three of the Cambridge IGCSE exams that signify which students qualify for the Grand Canyon Diploma.

The TAC's view of college-success for the purposes of this work was defined as it had been previously, as a performance level indicating that a student has a 67% chance of earning a first semester GPA of B- (2.75) or better in a community college. This criterion was influenced by both the College Board and ACT definitions for their college readiness benchmarks. The College Board benchmark, for example, is set where students have a 65% chance of earning a first year GPA ≥ 2.75 ; the ACT benchmark is set where students have a 50% chance of earning a GPA of B or better and a 75% chance of earning a GPA of C or better. The decisions the TAC made and the basis for each now follow.

Cambridge IGCSE First Language English

This and other IGCSE exams produce two scores for students: (i) a letter grade that ranges from a high of A* to a low of G; and (ii) a percentage uniform mark (PUM) that ranges from 20-99 (where each letter grade is divided into 10 PUM levels, for example A* ranges from 90-99 PUMs, A ranges from 80-89 PUMs, B ranges from 70-79 PUMs, etc. all the way down to G, which ranges from 20-29 PUMs). It is also quite important to note that Cambridge letter grades do not carry the same meanings we commonly associate with letter grades in American high schools. The best example of this may be a C, a grade viewed by most as quite marginal in American high schools, and that represents even less at the community college level. But a C in the IGCSE grading system is viewed as quite a good grade, to the point that students earning C's

are seen in England as ready for their “further education colleges” or for entry into upper secondary school A-level courses.

With two data sets to rely on to set the qualification score for the First Language English exam, the TAC found itself with different signals from each data set. This year’s larger international cohort of students performed much as the prior international students performed and the introduction of a second measure of college readiness (PLAN and PSAT rather than just the PSAT) didn’t change the relationship between IGCSE scores and college admissions indicators in any material way. In short, these findings confirmed that the decision reached in 2012 is only on firmer footing today than it was then.

In contrast, the performance on the PSAT and PLAN exams by U.S. students who had taken the IGCSE First Language English exam suggested that a lower qualification score might be more appropriate, largely because the U.S. students’ average performance on the IGCSE exams was well below that of the international students. In weighing all the sets of evidence in hand the TAC found that several other factors deserved consideration. First, there is the possibility that the international student performance on the U.S. college entrance exams was depressed because they are not familiar with exams like the PSAT and the PLAN that rely heavily on selected response tasks. Second, there is the prospect that U.S. students’ performance on the IGCSE exams is also depressed because these are very different exams than the selected response exams U.S. students are used to taking, with their emphasis on the application of knowledge to unfamiliar problems and the generation of constructed responses.

In 2012, the TAC set the qualification score at 70 PUMs, which was recognized as a demanding threshold, in part because they wanted to guard against false positives (i.e., the prospect that some percentage of students declared to be college ready were in fact not). And they did so to lean against the problem of our time-based high school diplomas that do just that – declare a significant share of high school graduates as college ready who are not, and who then have to take remedial courses when arriving at college, a circumstance that markedly lowers their prospects of earning a college degree.

Given these circumstances, the TAC thought it best to leave the qualification score as is, but to restate it as an IGCSE grade of **B**. This shift to letter grades is more in keeping with Cambridge’s interest in having consequential high stakes exam results represented by letter grades, which they view as more reliable indicators of student performance.

Cambridge IGCSE English Literature

In 2012 the only English Literature evidence the TAC had at its disposal was the performance of the international students on IGCSE English Literature and their results on the PSAT. In considering where to set the English Literature qualification score, the TAC was sensitive to the fact that this exam represented a second literacy hurdle for students. The TAC did not want to impose an artificially high qualification score, believing that the First Language English curriculum carried more weight in preparing students for college than did the English Literature curriculum. Thus, the TAC decided, all other things being equal, to set the initial qualification

score at 65 PUMs, the midpoint between the grade C threshold of 60 and the grade B threshold of 70.

With this year’s international student findings being similar to the 2012 findings, the TAC, once again, was faced with a similar set of choices, but with an interest in establishing a grade level qualification score for the reasons noted above. This meant the plausible options were B or C. C was chosen for several reasons. First, it avoided setting yet another high literacy threshold and thus established a safeguard against “false negatives” (asserting a student is not college ready when he or she is). It also served to balance the TAC’s concern about “false positives” that influenced the qualifying score they set for First Language English. Second, with all of the examinations in science and history having qualification scores set at a C, the TAC did not think it defensible that the qualifying score ought to be higher for a course focused on literary analysis. Third, if an artificially high threshold was set for English Literature it might lead some students to shy away from this course or cause them to make only the most marginal effort to earn a minimum grade, which would not serve them well in the long term.²

Cambridge IGCSE Mathematics

This exam is designed for a two-year course that is aligned with the Arizona College and Career Ready Standards in Mathematics. In 2012 the TAC set the qualification score for this exam at 65 PUMs based on its analysis of the international IGCSE students’ performance on the PSAT. Upon revisiting this decision the TAC was confronted with two issues: (1) the fact that this course offers two different exam forms, Core and Extended that are associated with two different curricula; and (2) the preference for employing letter grades rather than PUMs for consequential decisions. The threshold question the TAC had to address was whether students could demonstrate college readiness on either the Core or the Extended versions of the exam. As part of a separate alignment study performed under the auspices of the TAC, NCEE determined that the Extended Mathematics course and exam were aligned to standards quite similar to the Arizona College and Career Ready Standards. NCEE also reasoned that the more demanding curriculum associated with the Extended Mathematics exam requires students to engage in more advanced mathematics that will better prepare them for college and life. For these reasons, the TAC decided that only scores on the Extended exam should be admissible to qualify students for the Grand Canyon Diploma.

The new international study findings closely replicated the 2012 findings (but with a larger sample size and two outcome measures rather than one). Therefore, once again, the interest in moving from a PUM qualification score to a letter grade quickly posed a choice of a B or a C as the qualification score. While there were findings from the analysis of U.S students’ performance that could support either option, NCEE’s recent study of the mathematics that are demanded in the nation’s community colleges, including an Arizona community college, shows them to be much more modest than is commonly believed to be the case. In lay terms this study found that not much more mathematics than a high school Algebra I course is required. With this reality influencing the TAC’s perspective, they decided to set the IGCSE Mathematics qualification score as a C on the Extended version of the exam.

² This new notion of a minimum performance level is explained in section that follows on Amending the Qualification System Structure for a Grand Canyon Diploma.

Amending the Qualification System Structure for a Grand Canyon Diploma

From the outset the *Move on When Ready* path to a Grand Canyon diploma required students to earn college ready qualification scores in the equivalent of two examinations in each of the four core disciplines plus a passing score in additional exams such as fine arts, career and technical education and economics. The underlying idea was that an education for college, career, citizenship and life required more than competence in language and numeracy, but rather a broad foundation in the liberal arts and sciences. But as we have gained experience working within this framework, we recognized that there is room to improve and simplify this approach.

The IGCSE science and history exams, for example, require students to demonstrate proficiency with a common set of skills applied to a particular content area. Think of designing experiments as an example of the former and weighing conflicting evidence from original sources as one for the latter. Demonstrating those skills applied to World History rather than American History or Biology rather than Chemistry is largely immaterial. What is paramount is that students gain proficiency with those skills, which they can then apply to any content area within the discipline in question. This means that the current set of two criteria for history and science wind up applying the same criterion twice. However, if the qualification system structure moved to a single demanding criterion for each of these disciplines rather than two, NCEE, CFA and the schools could concentrate on creating pathways to building students' skill base within each content area that were not dependent on students repeating courses over and over again. As a result, rather than bogging students down in a course like biology year after year and destroying their confidence with little growth in transferable skills to show for the effort, students could continue to build their disciplinary knowledge base while concurrently gaining competence in the essential disciplinary skills that will have lasting value and serve as a foundation for independent learning. Also, adopting a single criterion in these subject areas allows schools to delay the beginning of high school level science or history courses until 10th grade for students who arrive in high school multiple grade levels behind in reading comprehension and mathematics and thus provides students the time and space to take double doses of math and/or English in 9th grade to accelerate their journey to college readiness and better prepare them for the rigors of these science and history courses. It might also mean that some students could take an elective in 9th or 10th grade that might be the difference between a student dropping out or sticking with it.

With these issues in mind, NCEE and CFA are recommending a technical amendment to the qualifications system structure, which would make earning a Grand Canyon Diploma contingent upon reaching the college-ready qualification requirements (a B for First Language English and a C for all other exams) in the following distribution of examinations:

- First Language English
- Mathematics
- History (World **or** American History)
- Biology, Chemistry, Physics **or** Coordinated Science
- One additional exam (a “plus one”) from English Literature, the sciences or history (an exam not counted in the four clusters above); and

at least a grade of “G” or better in the remaining required exams (i.e., English Literature, the other history course, a second science exam and an arts exam).

Effectively, there is no reduction in the number of required exams. Students must still sit and “pass” (as Cambridge defines that term, with a “G” or better) exams in First Language English, English Literature, Mathematics, History (world), American History, two of Biology, Chemistry, Physics and Coordinated Science (which counts double) and the arts. However, under this new structure, students only have to reach the college-ready qualification scores in 5 exams (the core 4 plus 1) rather than 7. This does not change the *Move on When Ready* art/technical education and economics requirements at all.

The “plus one” exam could come from the English Literature exam, a second history exam or a second science exam. Under this scenario, if a student meets the qualification on the Coordinated Science examination – an exam that covers a two-year course – that student will meet both the required science exam AND the “plus one” exam requirement. Thus, students who are stronger in certain subjects (for example, English or science) have a better opportunity to earn their performance-based diploma even if they struggle in another subject.

By requiring a “plus one exam,” students will have to demonstrate greater depth of knowledge in English, history or science – a requirement that certainly is in the spirit of liberal arts education goals and a hallmark of postsecondary education, while giving students some choice about where they focus. More importantly, this approach eliminates double hurdles that do not offer significant additional information regarding a student’s readiness for college.

Although some might argue that this amounts to softening the requirements for college readiness, this simply is not the case. Data analyses show that reducing the number of hurdles to a Grand Canyon Diploma as proposed will not open the floodgates and allow a multitude of students to qualify suddenly. In fact, over the course of three years in the *Move on When Ready/Excellence for All* Arizona schools, only 15 additional students would have qualified for a Grand Canyon Diploma based on these technical amendments. What this proposed framework does do, however, is rationalize the rules by simplifying them and their administration, and in the course of doing so expand opportunity for all students rather than artificially stymying it with needlessly strict requirements.

July 30, 2015

EXECUTIVE SUMMARY

Issue: Presentation, discussion and consideration of the recommendation of the chief procurement officer regarding the Request for Proposals (RFP) for the technology provider for the K-6 technology based language development and literacy intervention pilot program pursuant to A.R.S. § 15-217. Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to review confidential information and/or for discussion or consultation for legal advice.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-217 requires the State Board of Education (Board) to develop a pilot program for K-6 technology-based language development and literacy intervention, and requires the Board to select and award, through a request for proposals (RFP) process, a contract to a single educational technology provider to deliver language development and literacy software for K-6 English Language Learner (ELL) students for the pilot program.

The Arizona Department of Education (Department) issued an RFP in accordance with A.R.S. § 41-2534 that included the requirements specified A.R.S. § 15-217 as follows:

- Include individualized instruction in the five strands of literacy: phonics, phonemic awareness, vocabulary, comprehension and fluency.
- Have components created for and aligned to the Arizona College and Career-Ready Standards.
- Correlate to the Arizona English Language Proficiency Standards.
- Contain internal assessments, checkpoints, tracking and reports for teachers, administrators and parents.
- Be used to address varied learner needs and assist teachers in tracking pupil growth toward curricular goals.
- Have tools and off-line resources that enable teachers to more effectively meet the individual needs of each pupil.
- Provide immediate feedback to pupils and automatic remediation, when necessary.
- Provide scaffolding through illustrations, front-loaded vocabulary, audio support, interactive glossary words, instructional feedback, strategic questions and adaptive content that provides extra practice as needed.

Contact Information:

Patty Clark, Chief Procurement Officer, ADE
Christine Thompson, Executive Director, SBE

EXECUTIVE SUMMARY

- Include grade appropriate digital books with literature and informational text.
- Allow pupils to practice reading on the computer by recording readings and comparing readings to the reading model.
- Provide implicit and explicit instruction.
- Teach listening and reading comprehension, including intertextual comprehension to prepare students for the Arizona College and Career-Ready Standards.
- Teach pupils academic vocabulary using real and virtual experience and visuals to introduce vocabulary related to core content areas.
- Provide additional language development activities for pupils requiring assistance.
- Teach basic interpersonal communicative skills and cognitive academic language proficiency and assess a pupils understanding.

In consultation with Board staff the Department estimated that the pilot would include approximately 7,000 ELLs K-6 population which is 10% of the ELL K-6 population.

A.R.S. § 15-217 further requires the development of an application, application procedures and selection criteria for school districts and charter schools that voluntarily decide to participate in the pilot program. The Department of Education Office of English Language Acquisition Services (OELAS) expects to present the application, application procedures and selection criteria to the Board for consideration at the September meeting.

Recommendation to the Board

It is recommended that the State Board of Education agree with the recommendation of the chief procurement officer that the award of the contract for the technology provider for the K-6 technology based language development and literacy intervention pilot program pursuant to A.R.S. § 15-217 is in the best interest of the state, and that the contract be awarded by the chief procurement officer.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and consideration to open the rulemaking record and adopt proposed rule R7-2-615(L) regarding Structured English Immersion (SEI) Endorsements.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S.§15-203(A)(14) Authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-615(L) outlines the Structured English Immersion (SEI) Endorsement requirements. The SEI Endorsement allows a teacher to teach second language learners in an English language development setting. The Executive Summary that was previously submitted indicated that the timeframe for obtaining an SEI Endorsement would be extended from one year to three years; however, the rule language that was adopted on June 22, 2015 did not reflect the extended timeframe to fulfill the requirements for the SEI endorsement. The attached rule language has been corrected to align with the Executive summary.

Pursuant to the Board's rulemaking procedures, a public hearing will be held on September 14, 2015, to collect public input on the proposed rule changes.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on February 2, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-615(L).

Recommendation to the Board

It is recommended that the Board initiate the rulemaking record and adopt the amendment to rule R7-2-615(L) Structured English Immersion (SEI) Endorsements.

Contact Information:

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

R7-2-615. Endorsements

- A. An endorsement shall be automatically renewed with the certificate on which it is posted.
- B. Except as noted, all endorsements are subject to the general certification provisions in R7-2-607.
- C. Endorsements which are optional as specified herein may be required by local governing boards.
- D. Special subject endorsements - grades K through 12
1. Special subject endorsements shall be issued in the area of art, computer science, dance, dramatic arts, music, or physical education.
 2. Special subject endorsements are optional.
 3. The requirements are:
 - a. An Arizona elementary, secondary, or special education certificate;
 - b. One course in the methods of teaching the subject at the elementary level and one course in the methods of teaching the subject at the secondary level; and
 - c. One of the following:
 - i. Thirty semester hours of courses in the subject area which may include the courses listed in subsection (D)(3)(b);
 - ii. A passing score on the subject area portion of the Arizona Teacher Proficiency Assessment, if an assessment has been adopted by the Board; or
 - iii. A passing score on a comparable out-of-state subject area assessment.
- E. Mathematics Specialist Endorsement - grades K through eight. This subsection is valid until June 30, 2011.
1. The mathematics specialist endorsement is optional.
 2. The requirements are:
 - a. An Arizona elementary or special education certificate,

EXECUTIVE SUMMARY

- b. Three semester hours of courses in the methods of teaching elementary school mathematics, and
- c. Fifteen semester hours of courses in mathematics education for teachers of elementary or middle school mathematics.

F. Mathematics Endorsement - grades K through eight. This subsection becomes effective on July 1, 2011.

1. The mathematics endorsement is optional for all K through eight teachers, but recommended for an individual in the position of mathematics specialist, consultant, interventionist, or coach. Nothing in this Section prevents school districts from requiring certified staff to obtain a mathematics endorsement as a condition of employment. The mathematics endorsement does not waive the requirements set forth in R7-2-607(J).

2. The requirements are:

- a. An Arizona elementary or special education certificate;
- b. Three years of full-time teaching experience in grades K through eight; and
- c. Eighteen semester hours to include:
 - i. Three semester hours of data analysis, probability, and discrete mathematics;
 - ii. Three semester hours of geometry and measurement;
 - iii. Six semester hours of patterns, algebra, and functions; and
 - iv. Six semester hours of number and operations.
- d. Six semester hours to include:
 - i. Three semester hours of mathematics classroom assessment;
 - ii. Three semester hours of research-based practices, pedagogy, and instructional leadership in mathematics.
- e. A passing score on the middle school mathematics knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 18 semester hours described in subsection (F)(2)(c).

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f. Completion of a comparable valid mathematics specialist certificate or endorsement from another state may be substituted for the requirements described in subsection (F)(2)(c) and (d).

G. Reading Specialist Endorsement - grades K through 12. This subsection is valid until June 30, 2011.

1. The reading specialist endorsement shall be required of an individual in the position of reading specialist, reading consultant, remedial reading teacher, special reading teacher, or in a similar position.

2. The requirements are:

- a. An Arizona elementary, secondary, or special education certificate; and
- b. Fifteen semester hours of courses to include decoding, diagnosis and remediation of reading difficulties, and practicum in reading.

H. Reading Endorsement. This subsection becomes effective on July 1, 2011.

1. A reading endorsement shall be required of an individual in the position of reading or literacy specialist, reading or literacy coach, and reading or literacy interventionist.

2. Reading Endorsement for grades K through eight. The requirements are:

- a. A valid Arizona elementary special education or early childhood certificate,
- b. Three years of full-time teaching experience,
- c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through eight, and
- d. One of the following:
 - i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:
 - (1) Three semester hours in the theoretical and research foundations of language and literacy;
 - (2) Three semester hours in the essential elements of elementary reading and writing instruction (K through eight);

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- (3) Three semester hours in the elements of elementary content area reading and writing (K through eight);
- (4) Six total semester hours in reading assessment systems;
- (5) Three semester hours in leadership; and
- (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading to elementary students, such as children's literature, or teaching reading to English Language Learners.

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(2)(c) and (d)(i).

e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(2)(d)(i).

3. Reading Endorsement for grades six through 12. The requirements are:

- a. A valid Arizona elementary, secondary, or special education certificate;
- b. Three years of full-time teaching experience;
- c. Three semester hours of supervised field experience or practicum in reading completed for the grades six through 12; and
- d. One of the following:

i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

- (1) Three semester hours in the theoretical and research foundations of language and literacy;
- (2) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);
- (3) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12);

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- (4) Six total semester hours in reading assessment systems;
- (5) Three semester hours in leadership; and
- (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading such as adolescent literature, or teaching reading to English Language Learners.

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(3)(c) and (d)(i).

e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(3)(d)(i).

4. Reading Endorsement - grades K through 12. The requirements are:

a. A valid Arizona elementary, secondary, special education certificate or early childhood certificate;

b. Three years of full-time teaching experience;

c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through five;

d. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12; and

e. One of the following:

i. Twenty-four semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

(1) Three semester hours in the theoretical and research foundations of language and literacy,

(2) Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight),

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- (3) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12),
- (4) Three semester hours in the elements of elementary content area reading and writing (grades K through eight),
- (5) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12),
- (6) Six total semester hours in reading assessment systems, and
- (7) Three semester hours in leadership,

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(4)(c), (d) and (e)(i).

f. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight and a passing score on the reading endorsement professional knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 24 semester hours of reading endorsement coursework as described in subsection (H)(4)(e)(i).

I. Elementary Foreign Language Endorsement - grades K through eight

- 1. The elementary foreign language endorsement is optional.
- 2. The requirements are:
 - a. An Arizona elementary, secondary or special education certificate.
 - b. Proficiency in speaking, reading, and writing a language other than English, verified by the appropriate language department of an accredited institution. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.
 - c. Three semester hours of courses in the methods of teaching a foreign language at the elementary level.

J. Bilingual Endorsements – Pre-K through 12

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1. A provisional bilingual endorsement or a bilingual endorsement is required of an individual who is a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or otherwise responsible for providing bilingual instruction.
2. The provisional bilingual endorsement is valid for three years and is not renewable. The requirements are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and
 - b. Proficiency in a spoken language other than English, verified by one of the following:
 - i. A passing score on the Arizona Classroom Spanish Proficiency exam;
 - ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or comparable foreign language subject knowledge exam from another state;
 - iii. A minimum passing score of “Advanced Low” on the American Council of the Teaching Foreign Languages speaking and writing exams in the foreign language;
 - iv. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution; or
 - v. Proficiency in American Indian languages shall be verified by an official designated by the tribe;
 - c. Proficiency in sign language is verified through twenty four semester hours of coursework from an accredited institution.
3. The holder of the bilingual endorsement is also authorized to teach English as a Second Language. The requirements are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;

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- b. Completion of a bilingual education program from an accredited institution or the following courses:
 - i. Three semester hours of foundations of instruction for non-English-language-background students;
 - ii. Three semester hours of bilingual methods;
 - iii. Three semester hours of English as a Second Language for bilingual settings;
 - iv. Three semester hours of courses in bilingual materials and curriculum, assessment of limited-English-proficient students, teaching reading and writing in the native language, or English as a Second Language for bilingual settings;
 - v. Three semester hours of linguistics to include psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students, or American Indian language linguistics;
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students; and
 - vii. Three semester hours of courses in methods of teaching and evaluating handicapped children from non-English-language backgrounds. These hours are only required for bilingual endorsements on special education certificates.
- c. A valid bilingual certificate or endorsement from another state may be substituted for the courses described in subsection (J)(4)(b);
- d. Practicum in a bilingual program or two years of verified bilingual teaching experience; and
- e. Proficiency in a spoken language other than English, verified by one of the following:
 - i. A passing score on the Arizona Classroom Spanish Proficiency exam;

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- ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or comparable foreign language subject knowledge exam from another state;
 - iii. A minimum passing score of “Advanced Low” on the American Council of the Teaching Foreign Languages Speaking and Writing exams in the foreign language;
 - iv. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution; or
 - v. Proficiency in American Indian languages shall be verified by an official designated by the tribe;
- f. Proficiency in sign language is verified through twenty four semester hours of coursework from an accredited institution.

K. English as a Second Language (ESL) Endorsements - grades Pre-K through 12

1. An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction.
2. The provisional ESL endorsement is valid for three years and is not renewable. The requirements are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and
 - b. Six semester hours of courses specified in subsection (K)(3)(b), including at least one course in methods of teaching ESL students.
3. The requirements for the ESL endorsement are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;
 - b. Completion of an ESL education program from an accredited institution or the following courses:

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- i. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1999, may be substituted for this requirement;
 - ii. Three semester hours of ESL methods;
 - iii. Three semester hours of teaching of reading and writing to limited-English-proficient students;
 - iv. Three semester hours of assessment of limited-English-proficient students;
 - v. Three semester hours of linguistics; and
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students.
- c. Three semester hours of a practicum or two years of verified ESL or bilingual teaching experience, verified by the district superintendent;
- d. Second language learning experience, which may include sign language. Second language learning experience may be documented by any of the following:
- i. Six semester hours of courses in a single second language, or the equivalent, verified by the department of language, education, or English at an accredited institution;
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;
 - iii. Placement by the language department of an accredited institution in a third-semester level;
 - iv. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages;
 - v. Passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board;

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vi. Proficiency in an American Indian language, verified by an official designated by the appropriate tribe;

vii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state; or

e. A valid ESL certificate or endorsement from another state may be substituted for the requirements described in subsection (K)(3)(b), (c) and (d).

L. Structured English Immersion (SEI) Endorsements - Pre-K through 12

1. From and after August 31, 2006, an SEI, ESL or bilingual endorsement is required of all classroom teachers, supervisors, principals and superintendents. For purposes of this rule, "supervisor," "principal" and "superintendent" means an individual who holds a supervisor, principal or superintendent certificate. An ESL or Bilingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).

2. The provisional SEI endorsement is valid for three years and is not renewable. The requirements are:

a. An Arizona elementary, secondary, special education, CTE, early childhood, arts education, supervisor, principal or superintendent certificate; and

b. One semester hour or 15 clock hours of professional development in Structured English Immersion methods of teaching ELL students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B).

3. The requirements for the full SEI endorsement are:

a. An Arizona elementary, secondary, special education, CTE, early childhood, arts education, supervisor, principal, or superintendent certificate; and one of the following:

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- i. Three semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools;
 - ii. Completion of 45 clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B); or
 - iii. A passing score on the Structured English Immersion portion of the Arizona Teacher Proficiency Assessment.
4. Nothing in this Section prevents school districts from requiring certified staff to obtain an ESL or bilingual endorsement as a condition of employment.
 5. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed ~~one year~~ three years in accordance with certification reciprocity as prescribed in R7-2-621.
 6. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed ~~one year~~ three years for individuals who graduate from administrator or teacher preparation programs that are not approved by the Board and meet all other applicable certification requirements.
 7. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed ~~one year~~ three years for individuals who apply and otherwise qualify for a Provisional or Standard CTE Certificate pursuant to R7-2-612 under any option that does not require a valid Arizona teaching certificate.

M. Gifted Endorsements - grades K through 12

1. A gifted endorsement is required of individuals whose primary responsibility is teaching gifted students.
2. The provisional gifted endorsement is valid for three years and is not renewable. The requirements are an Arizona elementary, secondary, or special education certificate and one of the following:

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- a. Two years of verified teaching experience in which most students were gifted,
- b. Ninety clock hours of verified in-service training in gifted education, or
- c. Six semester hours of courses in gifted education.

3. Requirements for the gifted endorsement are:

- a. An Arizona elementary, secondary, or special education certificate;
- b. Completion of nine semester hours of upper division or graduate level courses in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science; and
- c. Two of the following:
 - i. Three years of verified teaching experience in gifted education as a teacher, resource teacher, specialist, or similar position, verified by the district; or
 - ii. A minimum of 135 clock hours of verified in-service training in gifted education; or
 - iii. Completion of 12 semester hours of courses in gifted education. District in-service programs in gifted education may be substituted for up to six semester hours of gifted education courses. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or personnel director. Practicum courses shall not be accepted toward this requirement; or
 - iv. Completion of six semester hours of practicum or two years of verified teaching experience in which most students were gifted.

N. Early Childhood Education Endorsements - birth through age 8

- 1. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, the Early Childhood Endorsement may be used in lieu of an early childhood education certificate as described in R7-2-608. When combined with an Arizona cross-categorical, specialized special education, or severe and profound teaching certificate as

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described in R7-2-611, the Early Childhood endorsement may be used in lieu of an Early Childhood Special Education certificate.

2. The provisional early childhood endorsement is valid for three years and is not renewable. The requirements are:

a. A valid Arizona elementary teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and

b. A passing score on the early childhood subject knowledge portion of the Arizona Teacher Proficiency Assessment.

3. The requirements for the Early Childhood Endorsement are:

a. A valid Arizona elementary education teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and

b. Early childhood education coursework and practicum experience which includes both of the following:

i. Twenty-one semester hours of early childhood education courses to include all of the following areas of study:

(1) Foundations of early childhood education;

(2) Child guidance and classroom management;

(3) Characteristics and quality practices for typical and atypical behaviors of young children;

(4) Child growth and development, including health, safety and nutrition;

(5) Child, family, cultural and community relationships;

(6) Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;

(7) Early language and literacy development;

(8) Assessing, monitoring and reporting progress of young children; and

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ii. A minimum of eight semester hours of practicum including:

(1) A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth through preschool. One year of full-time verified teaching experience with children in birth through preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and

(2) A minimum of four semester hours in a supervised student teaching setting serving children in kindergarten through grade three. One year of full-time verified teaching experience with children in kindergarten through grade three in an accredited school may substitute for this student teaching experience;

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and

d. A passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 21 semester hours of early childhood education courses as described in subsection (N)(3)(b)(i); and

e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate meet the requirements of this Section with evidence of the following:

a. A minimum of three years infant/toddler, preschool or kindergarten through grade three classroom teaching experience; and

b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

O. Library-Media Specialist Endorsement - grades K through 12

1. The library-media specialist endorsement is optional.

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2. Requirements are:

- a. An Arizona elementary, secondary, or special education certificate;
- b. A passing score on the Library Media Specialist portion of the Arizona Teacher Proficiency Assessment. A master's degree in Library Science may be substituted for a passing score on the assessment; and
- c. One year of teaching experience.

P. Middle Grade Endorsement - grades five through nine

1. The middle grade endorsement is optional. The middle grade endorsement may expand the grades a teacher is authorized to teach on an elementary or secondary certificate.

2. The requirements are:

- a. An Arizona elementary or secondary certificate, and
- b. Six semester hours of courses in middle grade education to include:
 - i. One course in early adolescent psychology;
 - ii. One course in middle grade curriculum; and
 - iii. A practicum or one year of verified teaching experience, in grades five through nine.

Q. Drivers Education Endorsement

1. The drivers education endorsement is optional.

2. The requirements are:

- a. An Arizona teaching certificate,
- b. A valid Arizona driver's license,
- c. One course in each of the following:
 - i. Safety education,
 - ii. Driver and highway safety education, and
 - iii. Driver education laboratory experience, and

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d. A driving record with less than seven violation points and no revocation or suspension of driver's license within the two years preceding application.

R. Cooperative Education Endorsement - grades K through 12

1. The cooperative education endorsement is required for individuals who coordinate or teach CTE.

2. The requirements are:

a. A provisional or standard CTE certificate in the areas of agriculture, business, family and consumer sciences, health occupations, marketing, or industrial technology; and

b. One course in CTE.

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Issue: Presentation, discussion and possible action to adopt the proposed AzMERIT 3rd grade Reading score which demonstrates a student's reading falls far below the third grade level for purposes of promotion, as required in ARS §15-701 (Move On When Reading cut score)

Action/Discussion Item

Information Item

Background and Discussion

In 2010, "Move on When Reading (MOWR)," ARS 15-701 (A)(2), was enacted. This statute requires third grade students demonstrate a reading level above Falls Far Below on AIMS or equivalent on a successor test in order to be promoted to fourth grade. Certain students are exempted from meeting this requirement.

The MOWR requirement was applicable for the first time in school year 2013-2014. Grade 3 students who scored at or above the "Approaches" cut score on AIMS Grade 3 Reading met the MOWR requirement. In Spring 2014, approximately 97% of students scored at or above the "Approaches" cut score on AIMS Grade 3 Reading and approximately 3% of students scored in the "Falls Far Below" performance level on AIMS Grade 3 Reading. Not all of the students scoring below the MOWR cut score were retained in Grade 3.

AzMERIT, the successor test to AIMS, was first administered in school year 2014-2015. AzMERIT test results were not available before the start of school year 2015-2016. Under the provisions of MOWR, no students were retained in Grade 3 at the end of school year 2014-2015 due to their reading test scores. However, once scores are available in school year 2015-2016, any students who did not meet the MOWR requirement on AzMERIT must receive appropriate interventions and remedial strategies.

Adopting a new MOWR cut score

On November 3, 2014, the Board adopted AzMERIT as the statewide assessment to measure the Arizona English Language Arts and Mathematics standards replacing the AIMS Reading, Writing, and Mathematics test. The Board must adopt a MOWR cut score for AzMERIT.

While AIMS had a reading test, AzMERIT has an English Language Arts (ELA) test that measures reading, language, and writing skills. The total ELA score is not comparable to AIMS Reading. AzMERIT does not report a single reading score. Instead, to better match the Arizona academic standards, AzMERIT ELA results include two reading scores: Reading for Information and Reading for Literature. For MOWR purposes, an

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AzMERIT Grade 3 reading score, which combines the two existing reading scoring categories, will be calculated. This reading score, which will be calculated for Grade 3 and MOWR purposes only, will not be reported. Instead, whether a student has or has not met the MOWR requirement will be reported.

ADE is proposing that the Board adopt an AzMERIT MOWR cut score that is equivalent to the former AIMS MOWR cut score. Using the linking established between AIMS and AzMERIT, the AzMERIT Grade 3 reading score which is equivalent to the previous AIMS Grade 3 Reading MOWR cut score has been determined. For the spring 2015 administration of AzMERIT ELA, approximately 97% of Grade 3 students are expected to attain a reading score at or above the proposed MOWR cut score which is consistent with spring 2014 AIMS Reading results.

If the Board adopts the ADE proposed AzMERIT MOWR cut score on August 24, 2015, AzMERIT online reports will be available to schools and districts on October 6. If the Board adopts any other AzMERIT MOWR cut score or delays the adoption of the ADE proposed AzMERIT MOWR cut score, AzMERIT online reports will be delayed.

Revising the AzMERIT Grade 3 ELA Family Report

The development of the AzMERIT Family Reports was guided by recent research regarding parent wants and needs in score reporting and by ADE's Assessment Advisory Council. The Assessment Advisory Council includes 31 test coordinators from districts and charters across the state that collectively serve 55% of the state's K-12 students. This Council took very seriously their charge to make the AzMERIT Family Reports parent friendly including how MOWR was reported on the Grade 3 ELA reports.

At the August 14, 2015 Board meeting, ADE provided sample AzMERIT Grade 3 ELA Family Reports to show how the MOWR results would be reported. At that meeting, ADE was directed to offer proposed revisions for how the MOWR results could be reported on the AzMERIT Grade 3 ELA Family Reports.

On August 17, 2015, ADE met with representatives from the Arizona School Boards Association, Expect More Arizona, Support Our Schools AZ, Read On Arizona, and the Arizona Chamber of Commerce and Industry to develop a proposed revision for how MOWR results could be reported on the AzMERIT Grade 3 ELA Family Reports.

Mock-ups of both the original reports and the proposed revised reports will be provided to the Board at the August 24, 2015 meeting. While revising the AzMERIT Grade 3 ELA Family Reports at this time is possible, it will result in additional cost and will delay all AzMERIT paper reporting.

ADE needs direction regarding which AzMERIT Grade 3 ELA Family Report to use. If the **original** AzMERIT Grade 3 ELA Family Report is used and the proposed MOWR

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cut score is adopted, paper reports will be delivered to district offices on October 20. If the **revised** AzMERIT Grade 3 ELA Family Report is used and the proposed MOWR cut score is adopted, paper reports will be delivered to district offices no earlier than November 10. Adopting a MOWR cut score other than the proposed MOWR cut score would result in a delay for both of these dates.

Recommendation to the Board

It is recommended that the Board adopt an AzMERIT Grade 3 Reading score that is equivalent to the previous AIMS Grade 3 Reading MOWR cut score.

It is recommended that the Board direct ADE to use the original AzMERIT Grade 3 ELA score reports.