



PROGRESS REPORT

A Message from State Superintendent John Huppenthal

We are well into the legislative session and I have been focused on proposed legislation and appropriations that impact education. We are continually monitoring bills and advising the legislature of impacts to our stakeholders; we will keep you apprised of significant developments.

My highest priority during this legislative session is to secure funding to replace our current Student Accountability and Information System (SAIS) and build a high-quality Student Longitudinal Data System (SLDS). ADE has requested an appropriation of \$35 million over the next two years. If we are successful, the benefits to school districts and education stakeholders will be enormous.

The need

Since taking office, my attention has been directed on the damage the information technology systems at ADE has caused our education system. Beyond damage, there is tremendous value we could realize if we had a quality statewide Student Information System and SLDS.

My IT team of experts has discovered districts and charters spend upwards of **\$281 million** a year on duplicative technology and many more hundreds of millions of dollars on personnel to operate their technology and interact with ADE. Despite this

high cost, districts and schools still do not have the reliable and real-time data they need. Because so many critical decisions are made using this data—from rating teacher performance to rating school and district performance—it is imperative that we have the correct data in a timely manner. There is too much at stake to get this wrong.

Cost savings that put more money back into classrooms

The value of replacing SAIS and developing a real-time SLDS with accurate and timely student data cannot be overstated. With high quality technology systems, schools and districts can realize an estimated cost-savings of **\$110 million** they spend annually on duplicative technology systems and correcting student data errors; they can put that money back into the classrooms where it can be used for supplies, books and classroom software and technology. Our teachers would have real-time student data that would allow them to appropriately place students, saving days of preparation time for our hard-working teachers who must manually review student files. We can provide enormous cost savings to schools and districts and increase their purchasing power for software and technology.

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Market-based system: Districts and schools opt-in for level of needed service

The technology needs, access and challenges differ for districts and individual schools across the state. ADE is building technology systems that will be market-based opt-in systems, allowing districts and schools to choose the level of service necessary to meet their needs. Districts and schools that wish to retain their current systems or build their own systems may continue to do so. However, the ADE system will allow schools and districts to realize enormous cost savings if they decide to opt-in; our rural and remote schools, which lack the funding base that their urban counterparts enjoy, will have access to technology they cannot currently afford.

We need YOUR help!

We have assembled the technical expertise at ADE to create a national technology model with enormous benefits to parents, teachers, schools, and most importantly students. The benefits

of upgrading and rebuilding our technology systems are incalculable and we need your help in conveying that message to the legislature. Please contact your legislators today and request they support ADE’s efforts to build the statewide technology infrastructure that will dramatically move education forward and redirect the funding you currently spend on duplicative technology back into the classroom and toward mission-critical needs. We have prepared talking points to assist stakeholders in conveying the importance of this project to their individual legislators here: <http://www.azed.gov/information-technology/files/2013/02/data-system-flyer-feb-2013.pdf>. To determine who your legislators are, please visit www.azleg.gov. If you have any questions, please contact my office.

John Huppenthal



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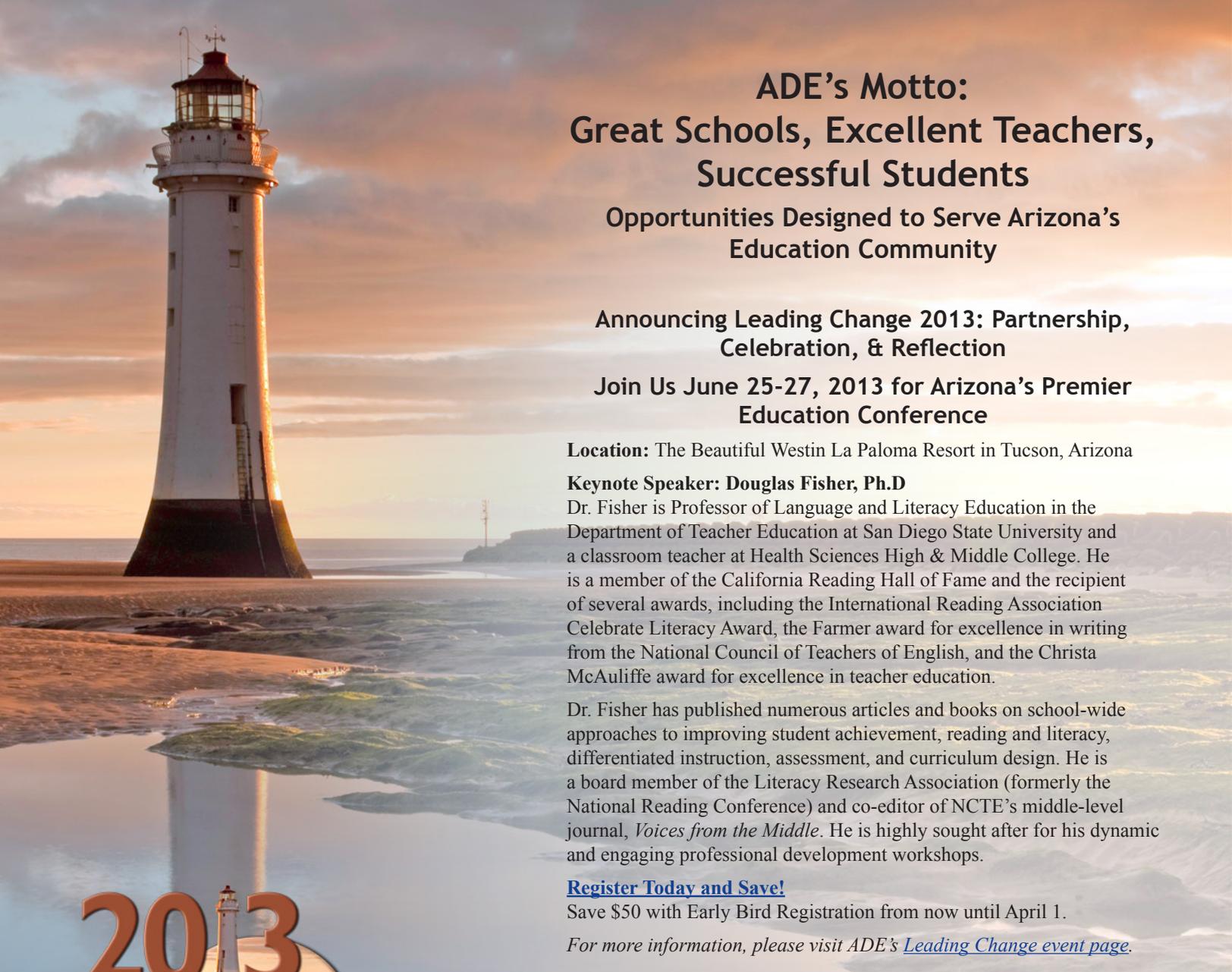
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PROGRESS REPORT

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ADE's Motto: Great Schools, Excellent Teachers, Successful Students

Opportunities Designed to Serve Arizona's
Education Community

Announcing Leading Change 2013: Partnership,
Celebration, & Reflection

Join Us June 25-27, 2013 for Arizona's Premier
Education Conference

Location: The Beautiful Westin La Paloma Resort in Tucson, Arizona

Keynote Speaker: Douglas Fisher, Ph.D

Dr. Fisher is Professor of Language and Literacy Education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High & Middle College. He is a member of the California Reading Hall of Fame and the recipient of several awards, including the International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, and the Christa McAuliffe award for excellence in teacher education.

Dr. Fisher has published numerous articles and books on school-wide approaches to improving student achievement, reading and literacy, differentiated instruction, assessment, and curriculum design. He is a board member of the Literacy Research Association (formerly the National Reading Conference) and co-editor of NCTE's middle-level journal, *Voices from the Middle*. He is highly sought after for his dynamic and engaging professional development workshops.

Register Today and Save!

Save \$50 with Early Bird Registration from now until April 1.

For more information, please visit ADE's [Leading Change event page](#).



2013
Leading Change

Update – Changes Coming for Arizona's Educator Exams

As of March 1, 2013, Arizona's Educator Exams will begin transitioning from paper-based to computer-based administration. Arizona educator exams will now consist of both NES® (National Evaluation Series™) tests and Arizona Educator Proficiency Assessments (AEPA) tests customized for use in Arizona. The benefits of this transition to examinees include:

- Great accessibility (exams are available multiple days per week)
- Reduced exam fees
- Preliminary results are made immediately available (for most tests)
- Availability of testing centers located throughout Arizona, the U.S. and the world
- Improved test preparation materials.

For more information on Arizona's Educator Exams, please visit
<http://www.azed.gov/highly-qualified-professionals/aepe-to-nes-transition/>

Assessment Update

February is a busy month for state-wide testing. The important news and dates below will affect students, families, and educators across Arizona.

AIMS	Feb. 25	AIMS HS Writing test administered
	Feb. 26	AIMS HS Reading test administered
	April	Results for both tests available
AIMS A	Feb. 15	Six week AIMS A testing window opens
	April 1	AIMS A testing window closes
	June	AIMS A results available
AZELLA	Feb. 22	Six week 2013 AZELLA testing window closes
	Mid-May	AZELLA results available
NAEP	Jan. 28 – Mar. 8	National Assessment of Educational Progress (NAEP) math and reading assessments administered nationwide. Nearly 280 schools with almost 15,000 students have been selected in Arizona for NAEP this year. Some schools will take a state-of-the-art computer based Technology and Engineering Literacy Pilot with virtual performance assessment items.

High School Graduation Testing Requirement

In December 2012, the State Board of Education adopted a plan to transition from AIMS to PARCC. The transition plan has been posted on the ADE website and is available [here](#).

Pending statutory changes currently under consideration, the AIMS HS Graduation Requirement and the alternative methods for meeting that requirement will remain in place through December 31, 2016. The final AIMS test will be administered to sophomores in Spring 2014 and retests for juniors and seniors will be administered through Fall 2016.

Beginning in Spring 2015, students will take the PARCC English Language Arts/Literacy exams and the PARCC Mathematics exams. Beginning in 2016, if available, PARCC exams scores will be incorporated as a percentage of course grades for courses with standards being assessed. The specific courses and percentages have yet to be determined by the State Board of Education. Beginning in 2017, the graduation requirements will be based entirely on completion of the minimum course of study and competency requirements, which will incorporate the PARCC exam results.

ADE's new web page dedicated to high school graduation requirements will be available by mid-March.

For general assessment questions, please contact the ADE Assessment Section by phone at 602.542.5031 or by e-mail at Testing@azed.gov. For specific technical guidance regarding these assessments, we invite you to read the [latest edition of The Examiner](#), ADE's electronic newsletter for test coordinators.



PARCC Update

Work on the summative PARCC assessments has accelerated during the past few months. Arizona educators have been actively involved in Mathematics and ELA/Literacy item and sensitivity reviews. An initial limited research study on these items is planned for early spring. A more comprehensive pilot study of the items and field testing in schools in PARCC states will occur during the 2013-2014 school year.

Additionally, Arizona's Educator Leader Cadre (ELC) is meeting with ELC groups from other PARCC states at a second training session in Chicago in February. Arizona's ELC, a group of 24 educators from all regions of the state, are actively involved in multi-level professional and resource development. This group meets regularly via webinars and shares information and resources through Edmodo.

Work has also begun on the non-summative elements of the PARCC assessment. This includes item development for the diagnostic and mid-year assessments (tied to the summative item development), and the development of the speaking and listening and K-1 assessments.

PARCC Accommodation Policies

Accommodation policies for the PARCC assessment are under development, and currently three draft policies are released. Two policies are related to reading access and calculator accommodation for students with disabilities. A third policy was open for public comment until February 18, 2013 and focuses on writing access for students with disabilities. All three draft policies can be viewed at www.parcconline.org. The *PARCC Accommodations Manual* will be available for public review sometime in April or May.

*For more information about PARCC, please visit ADE's [PARCC webpage](#) and read the latest edition of *The Examiner*, ADE's electronic newsletter for test coordinators.*

To receive regular PARCC updates, sign up at www.parcconline.org.



EYE
on the

ARTS



Upcoming Arts Education Workshops for 2013

Come join the Arizona Department of Education and the Arizona Commission on the Arts on February 20 in Flagstaff. These workshops will focus on **Common Core and the Art** and **grant offerings in arts education** from the AZ Commission on the Arts. To register and for more detailed schedule information, [click here](#).

Additional workshops will be scheduled during this semester in Tucson, Safford and Phoenix, so stay tuned!

Student Artwork Competition Winners Announced

Thanks to all of our students and schools who participated in ADE's second annual arts competition. We received some very high quality art work from our K-12 students. We encourage all of our teachers to consider entering your student's artwork for next year's competition. Look for details in the coming months.

A PowerPoint of all award-winning student artwork for 2012-2013 is now available on the Department's [Arts Education Website](#). Congratulations to all out winners!

For more information, please contact Lynn Tuttle, ADE's Director of Arts Education, by phone at 602.364.1534 or by e-mail at Lynn.Tuttle@azed.gov.

Spotlight on Excellence

Each month, ADE will shine a Spotlight on Excellence by highlighting an “A” district or charter holder and the practices that have earned them their distinction.



How many schools do you operate?

Spanning much of the Northwest Valley, the Peoria Unified School District has a rich tradition of excellence and has served its community since 1889. The district now operates a total of 40 schools—32 K-8 schools, 7 high schools, and one non-traditional high school.

How many students do you serve?

Peoria Unified serves more than 36,000 students—24,000 in grades K-8 and 12,000 in high school.

What makes your district’s education experience unique?

Peoria Unified’s vision is that every student, every day, will be prepared to meet tomorrow. To ensure students are college- and career-ready, Peoria Unified offers an award-winning MyLife Program where students begin exploring their career paths as early as seventh and eighth grade. Through MyLife, students in middle school visit high schools to learn about program offerings, including rich Career and Technical Education (CTE) classes.

The high school block-schedule provides students with greater curricular options and opportunities to earn college credit before graduating. Our supportive community provides a record number of tax credit donations that allow Peoria Unified to fund a wide range of extracurricular activities that enhance students’ educational experiences.

The Peoria Unified School District is proud to be unified, not uniform, and caters to the unique learning styles of each student. The district’s 11 Signature Programs offer everything from gifted education to language immersion to the arts.

What top practices has Peoria Unified School District employed on its way to becoming an “A” school district?

Adding to a long list of student and teacher achievements is the recent recognition of the district’s highly-respected superintendent, Dr. Denton Santarelli, who was named Arizona Superintendent of the Year for large districts by the Arizona School Administrators Association. Under his leadership, the district has created a culture of excellence and set high expectations for administrators, teachers and students.

A laser-like focus on teaching and learning has led Peoria Unified to an astounding 93% high school graduation rate and its meaningful and rigorous curriculum is supported by effective instructional practice. Each decision is student-centered and based on data, a philosophy reflected as one pillar in the district’s Strategic Plan for Excellence.

Another key component to the district’s success is a strong relationship with the community, local law enforcement agencies and municipalities. Each year, Peoria Unified holds a Community Education Forum to engage parents and community members on critical education issues.

For more information on Peoria Unified School District, please visit their website at <https://www.peoriaud.k12.az.us/>.



Congratulations and Announcements

Arizona Counselor Recognized as 'National School Counselor of the Year'

Congratulations to Mindy Willard, a school counselor from Sunset Ridge Elementary School in Glendale, Ariz., recently named the 2013 School Counselor of the Year. The award, presented by the American School Counselor Association, honors professionals who devote their careers to serving as advocates, and often lifesavers, for our nation's students.

A school counselor since 2004, Willard is continually looking for new, innovative ideas to support students and teachers and make Sunset Ridge Elementary a better place.

One of her most successful programs is a girls group, a grant-funded program for seventh- and eighth-grade girls. "The group was born out of frustration with the amount of relational aggression on our campus," Willard said.

Annually, Willard plans activities to increase self-esteem, body esteem and overall confidence among the girls in the group. Speakers from area agencies discuss eating disorders, gender in the workplace, dating violence and more, and often inspire the girls to reach out to the community.

Great work Mindy, thank you for all you do!

For more information, please visit the [School Counselor of the Year Award website](#).



AZ HOSA State Advisor Jane Shovlin Elected to National Chair-Elect

ADE and its Career and Technical Education (CTE) section are proud to announce the election of ADE employee and [Arizona HOSA](#) (Health Occupations Students of America) State Advisor Jane Shovlin to HOSA National Chair-Elect. HOSA is a national high school and college student organization dedicated to developing future health care professionals.

"Jane's success at developing Arizona's HOSA program and CTE students' leadership abilities is impressive, and we are proud to have her represent Arizona CTE at the national level," stated ADE's Associate Superintendent for Highly Effective Schools and State CTE Director Marv Lamer. "Her appointment as national HOSA Chair-Elect represents how Arizona is leading the nation in advancing quality career and technical education."

Jane has been a leader in HOSA for over 25 years, and has grown the Arizona HOSA organization to over 200 local chapters and nearly 6,000 HOSA student members since 2005.

For more information about HOSA and the many opportunities it provides to students across the United States, please visit the HOSA website at <http://www.hosa.org/>.



Congratulations and Announcements

ADE Employee Kathy Gray-Mangerson Honored with Diane Lynn Anderson Memorial Award

ADE and its Exceptional Student Services (ESS) section are proud to announce that ADE employee Kathy Gray-Mangerson was recently awarded the Community Foundation for Southern Arizona's (CFSA) Diane Lynn Anderson Memorial Award for her exemplary support of the special needs community in southern Arizona in her role as a Parent Information Network Specialist (PINS).

"Kathy's passion and tireless commitment to ensuring students with special needs receive the resources and educational opportunities they need to succeed and flourish has benefited hundreds of families and countless other special education stakeholders across the state," said ADE Deputy Associate Superintendent of Exceptional Student Services and State Special Education Director Angela Denning. "We are proud and excited for Kathy that her tremendous impact on the special needs community is being honored by the CFSA with this prestigious award."

The Diane Lynn Anderson Memorial Award was established in 1990 by the CFSD in memory of Diane and recognizes those who through their work have shown the same kinds of qualities Diane possessed: active acceptance, respect, compassion, devotion, and caring for people with disabilities.

Kathy Gray-Mangerson has been a Parent Information Network Specialist for over four-and-a-half years and is known for providing top-notch technical assistance, trainings and workshops on special education laws and resources for myriad special education stakeholders throughout Southern Arizona.

For more information about the services that PINS provide to parents and families statewide, please visit ADE's [PINS webpage](#). For more information about the Diane Lynn Anderson Award, please visit the [CFSA website](#).



Now Seeking Nominations for ADE's Educator Talent Pool

Do you know an outstanding teacher or administrator serving grades 6-12 who deserves recognition for their exceptional educational talent? If so, we invite you to submit a nomination for ADE's 2013 Educator Talent Pool, which is designed to help the Department build a cadre of distinguished teachers and principals.

If chosen for the talent pool, nominated educators will be considered for membership on advisory boards and task forces and as candidates for special recognition programs.

For more information about the Educator Talent Pool and to access this year's nomination form, please visit the [ADE Educator Talent Pool webpage](#) or contact program coordinator Karla Bravo at Karla.Bravo@azed.gov.



The School Board Monthly

A Message from the Arizona School Boards Association

By Tracey Benson, Director of Communications, ASBA

Five Arizona school board members were recognized recently as exemplary leaders by the Arizona School Boards Association as recipients of the All-Arizona School Board Award. This annual award is the highest honor the association bestows on individual board members, and winners are selected for their excellence in boardsmanship, a commitment to understanding school issues, concern for students, staff and patrons, and their ability to work effectively with other board members in support of district goals.

Robert Bernal, Benson Unified School District

Robert Bernal, a lifelong resident of Benson and a 1975 graduate of Benson High, has served on the Benson USD Governing Board for 22 years. Fellow board members say his deep roots in the community contribute to the uncommon sense of dedication and pride he brings to his board duties, a generational connection that is also reflected in his commitment to continuously improve opportunities for the town's next generation of students.

Richard S. Carino, Santa Cruz Valley Union High School District

Richard Carino, an Eloy native, served on the Santa Cruz Union HSD Governing Board for more than 20 years before retiring from board service in December 2012. A former teacher, principal and district administrator in a nearby district, Carino brought a wealth of experience with Arizona public education and school finance to the board table. Fellow board members also considered his willingness to mentor new board members and provide gentle guidance an invaluable asset.

Mary Garcia, Crane Elementary School District

Mary Garcia has served for 14 years on the Crane ESD Governing Board. A highly respected and very visible leader who tirelessly advocates for public education at the board table and beyond, Garcia's strength comes from her commitment to be accountable to those she serves. She understands and respects the wide range of her responsibilities as a board member, but never loses focus on the board's top job: supporting student learning.

Dr. Charles Lucero, Kingman Unified School District

Dr. Lucero has served on the Kingman School Board for more than 10 years. He has a reputation for facing difficult decisions head-on, thoroughly researching issues, and seeking to involve all stakeholders when defining problems and developing solutions that are in the best interest of Kingman students. His and other board members' commitment to fiscal stewardship has increased public confidence in the district.

Linda Yazzie, Holbrook Unified School District

Linda Yazzie has been a governing board member for 21 years and is known for going the distance, both figuratively and literally, to support the district and the work of the board. Though she lives 55 miles from Holbrook, Yazzie rarely misses a board meeting and attends almost all school events. Fellow board members note that ensuring all students have access to a quality education is always at the heart of her discussions and decisions at the board table.

For information about this and other awards administered by the Arizona School Boards Association, please visit their website at www.azsba.org.

The Charter School Monthly

A Message from the Arizona Charter Schools Association

The Center for Student Achievement was founded on the principle that all students deserve a quality education, no matter where they attend school. As a non-profit organization designed to support school leaders and teachers, the mission of the Center is to improve student achievement in all schools.

In its inaugural report, *Oh, the Places They'll Go! Arizona Public School Choice and Its Impact on Students*, the Center found that charter schools are meeting a need for educational settings not widely available in district schools. It also found that nearly one-third of all students enrolled in a charter attend an A-rated school, but that too many charter students attend mid- or low-quality schools.

The report focuses on Arizona's charter schools and their impact on students. In order to analyze how charter schools' choices are paying off in terms of student achievement, the report focused on student performance rather than individual school performance.

The Center projects that charter school enrollment may double by 2020, a trend that could bring with it significant implications for both policy and student achievement. The Center believes further research is needed to completely understand the impact of public school choices on students, both in charter schools and in district schools.

The report marks the start of a series of research papers that will further study the impact of school choice and quality public schools in Arizona. For more information and to find an online copy of the report, please visit www.centerforstudentachievement.org.

For more information, please contact the Arizona Charter Schools Association by phone at 602.944.0644 or visit their website at <https://azcharters.org/>.

Chino Valley FCCLA Organizes Anti-Bullying Event

"Anti-Bully Day" Designed to Spread Awareness and Encourage Positive Behavior

Recognizing that bullying on school campuses is an issue that should not be ignored, Chino Valley Family, Career and Community Leaders of America (FCCLA) officers recently organized an event to prevent bullying at their high school campus. The officers hosted a training seminar with a guest speaker from Arizona State University, Mr. Thomas Bogart, and set out to engage student leadership from their school's other student organizations to help promote participation.

Their planning resulted in Chino Valley High School's first "Anti-Bully Day", held on November 20, 2012, which featured anti-bullying presentations prepared by student leadership teams in English classes across campus. Students were emotionally impacted as they heard real life stories and played games designed to demonstrate that we are all alike. Their hope is that the experiences will make a positive difference in the choices students make every day when deciding whether to bully or tolerate others.

For more information about FCCLA in Arizona, please visit <http://www.azfccla.org/>.



Government Relations Update

The Arizona Legislature opened its 2013 regular session on January 14 and ADE's government relations team has been busy keeping tabs on legislation that may impact K-12 education.

Key pieces of legislation include a bill to facilitate the transition from the AIMS test to the PARCC exams (HB2047), a bill that impacts the timeline for the dismissal of teachers due to poor classroom performance (HB2500), and a bill to eliminate the English Language Learners task force and shift its responsibilities to the state board of education (HB2425).

In addition, the department has introduced several bills to facilitate more streamlined agency operations. HB2071, for example, would allow the Department to begin to accept credit cards for certification transactions, which will provide an important convenience for our certified professionals.

This session, ADE is making its bill tracking publicly available on its website at www.azed.gov/policy. The weekly reports are provided as PDFs for viewing.

For more information or to share your thoughts, please contact the ADE government relations team at policyinbox@azed.gov.

State Board Update

At its January 28 meeting, the State Board of Education unanimously elected Yuma County Schools Superintendent, Tom Tyree, to serve as its president and Greg Miller, the board's charter school representative, to serve as its vice president in 2013.

Tyree and Miller are both experienced public education administrators and their leadership will be key as the Board implements many important education reforms, including Arizona's Common Core Standards, the new teacher/principal evaluation system, and Move On When Reading.

For more information, please contact the State Board of Education office by phone at 602.542.5057 or by e-mail at StateBoardInbox@azed.gov.



March 2013 Events

Day	Event
4	Grades K-6: Practical Strategies for Making Math More Accessible to Our Elementary Students
5	Leadership Training: On the Mark with the School Safety Program
	Raising Student Civic Literacy in the Common Core Era Grades – 6-12
	Can't You See Me? or TBI-The Invisible Disability (TBI 101) (Yuma)
5-6	Phase I ACCS Teachers – 2-Day Teacher Training
5-7	Phase II: ELA – The Close Reading Routine: Building Connected Lessons
7	Phase I AZ Mathematics Common Core Standards – 1-Day Administrator Training
	TBI 202: Assets, Assessment and Analysis: Behaviors and Their Management after Brain Injury and Neurological Insult
	Text Dependent Questions in the Elementary Classroom (Webinar)
11-12	Phase II: ELA – Formative Assessment 2-Day Training
12	K-3 Differentiated Literacy Instruction
13	New Emergency Response Plan Guidance and Tabletop Exercise (Tucson)
	Phase II: ELA – Administrator 2-Day Training
	School-Based Threat Assessment Workshop
18	TBI 303: Contemporary Issues in Brain Injury and Neurological Impairments
19	Educators Evaluating Quality Instructional Products (EQIP Rubric) – English Language Arts
	Educators Evaluating Quality Instructional Products (EQIP Rubric) – Mathematics (Phoenix)
19-21	Phase I AZ ELA Common Core Standards – 3-Day Trainer of Trainers Leadership Institute
20	TBI 202: Assets, Assessment and Analysis: Behaviors and Their Management after Brain Injury and Neurological Insult (Florence)
21	Text Complexity Webinar
22	Writing a Secondary IEP Transition Using Best Practice Workshop (Bullhead City)
25-26	Argumentation in Scientific Classroom Discourse Communities: Implementation of Arizona’s Common Core ELA Standards for Science and Technical Subjects (Part 2)
27	TBI 202: Assets, Assessment and Analysis: Behaviors and Their Management after Brain Injury and Neurological Insult (Sierra Vista)