

Minutes
State Board of Education
Monday, October 29, 2012

The Arizona State Board of Education held a regular meeting at the Arizona Department of Education, 1535 West Jefferson Street, Room 417, Phoenix, Arizona. The meeting was called to order at 9:03 am.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

ROLL CALL

Members Present:

Ms. Hamilton
Ms. Klein
Mr. Moore
Mr. Miller
Ms. Ortiz-Parsons
Dr. Rottweiler
Vice President Tyree
President Molera

Members Absent:

Dr. Hart
Mr. Jacks

PERSON
RESPONSIBLE

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

ROLL CALL

Mr. Yanez

1. BUSINESS REPORTS

A. President's Report

Nothing to report

Mr. Molera

B. Superintendent's Report

1. 2012 Arizona Blue Ribbon Schools
2. 2012 Arizona History Teacher of the Year, Barbara Hatch

Supt. Huppenthal

Superintendent Huppenthal presented the 2012 National Blue Ribbon Schools awards to three Arizona schools. This prestigious national award is administered by the U.S. Department of Education and recognized 307 schools across the nation as 2012 *National Blue Ribbon Schools* for their overall academic excellence. Arizona's three awardees were recognized as "Exemplary High Performing", which means they were among the state's highest performing schools on state assessments or nationally-normed tests. Jan Evans, Brad Tobin, Deanne Tobin, Mark Fithe accepted the award on behalf of Challenger Basic School from Gilbert. Mary Richards and Alyson Barber accepted the award on behalf of Cooper Canyon Elementary School in the Paradise Valley School District. Colleen Nichols accepted the award on behalf of Manzanita Elementary School in the Catalina Foothills School District.

Superintendent Huppenthal recognized Barbara Hatch as the 2012 "Arizona History Teacher of the Year". The Gilder Lehrman Institute of American History annually recognizes outstanding K-12 American history teachers across the country, and they have named Barbara Hatch their 2012 Arizona History Teacher of the Year. Ms. Hatch is the founder of the Veterans Heritage Project (VHP) and a history teacher at Cactus Shadows High School in the Cave Creek Unified District. VHP creates opportunities for high school students to interview veterans and captures in writing their patriotic stories of service to America. These essays are then compiled by VHP student members into a published volume of stories and sent to the Library of Congress to be preserved in history. Superintendent Huppenthal also presented Ms. Hatch with a \$1,000 award. A certificate

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of recognition and an archive of books and historical resources that will be presented in her name to her school's library.

Superintendent spoke about some field visits to schools within the Tucson Unified School District. He also went to the Tohono-O'odham Reservation and talked about that visit and the great challenges they have recruiting teachers in these rural area. He stated it was wonderful seeing dedicated people doing enormously positive and phenomenal work and we want to support them in every conceivable way that we can so they can strive to excel.

Ms. Ortiz-Parson attended the National Association of School Board's of Education in Chicago and spoke about her experience stating the biggest thing everyone was concerned with is the implementation of Common Core.

Jacob Moore thanked Superintendent Huppenthal for all his dedication and hard work pertaining to the tribal issues all around the state of Arizona. The Native American Teaching Certificate workshop was held on October 8th. The purpose for this meeting was to help tribes understand the process for setting up their program and establish their own system for proficiency. There were approximately 150 people that participated and there was great enthusiasm for the program.

D. Director's Report

Mr. Yanez

1. Update regarding K-3 reading funds

Mr. Yanez gave the Board an update regarding K-3 reading funds. First, for the A & B schools, those schools that are performing at a higher level should be receiving their funds and that was confirmed a couple of weeks ago. Regarding the approval process for the C, D & F's of schools or LEA and those with a high percentage of students that are in the 'falls far below' category, the process has begun for procuring qualified evaluators / meeting specialists to begin the process of reviewing all of those plans. His hope is to get 10 or so qualified individuals so we can work through the approximately 300 plans that need to be approved. He has also engaged the Department of Education in terms of developing an improved online system for the submittal of these plans going forward. The intent is once LEAs submit this data in regard to what their plan looks like, it will be stored here at the department so from year to year school's can go online, look at their plan and if no changes, they can confirm that their plan is the same as previous year. The system would also aggregate all of the school site plans into a single site plan instead of that being done at the District level which will make things a lot easier next year. He also had conversation with the research department in developing a rubric to help guide the approval process. His hope is to have some plans approved by the next board meeting. This will probably be an ongoing board item for several months.

2. Update regarding West Ed Board of Directors Meeting

Mr. Yanez updated the board regarding the October 17th West Ed Board of Directors Meeting. It was a very impressive group of individuals and stated he was glad he was able to attend. The focus for next year is:

- increasing college and career readiness
- strengthening educator effectiveness
- accelerating achievement among English learners
- strengthening school climate and student achievement and low performing schools

Mr. Yanez spoke with Department staff regarding possible changes in AZ Learns moving forward. He wants to make sure this is on everyone's radar and will work with Board leadership to make sure there is input on that process. Some of the changes are in regarding to the waiver application but also looking at a college career readiness index that would be incorporated into the formula but nothing specific, very preliminary. Mr. Yanez requested that the minutes for

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September 24, 2012 be held and asked that Item 4F-2, Ash Fork Joint Unified School District No. 31 Non-Compliance with the Uniform System for Financial Records (USFR) be removed from the General Session Agenda. A preliminary notice from the Auditor General's office was received stating Ash Fork Joint Unified School District No. 31 has submitted their audit as required and are now in compliance. Mr. Yanez also spoke about the Innovation Grants. The window has closed and we are reviewing the 21 completed applications and assuring which ones meet the minimum criteria and which ones failed to meet minimum criteria. Once that is established, committee will convene to make those determinations which should be available for announcement at the December 3rd Board Meeting.

2. CONSENT AGENDA

- A. Consideration to approve Arizona State Board of Education minutes for August, 27, 2012 Mr. Yanez

- B. Consideration to approve the following contract abstracts: Ms. Welborn
 - 1. 2013 IDEA – Paraprofessional Tuition Assistance
 - 2. 2012 Migrant Education Program – Summer School Allocations
 - 3. 2012-2013 Migrant Education Program, Additional Allocations and Identification and Recruitment of Migrant Students
 - 4. Approval of FY 2013 21st Century Community Learning Centers Grant

- C. Consideration to accept funding related to the USDA Team Nutrition Training Grant Ms. Szafranski

- D. Consideration to appoint Nancy Creighton Brown to the Career Ladder Advisory Committee Dr. Butterfield

- E. Consideration to grant professional preparation program approvals for the following, pursuant to R7-2-604 and R7-2-604.01: Dr. Butterfield
 - 1. Bachelors of Arts in Education programs submitted by Arizona State University
 - 2. Doctorate in School Psychology submitted by Capella University
 - 3. Northern Arizona University Masters of Arts in Teaching Science in Secondary Education
 - 4. Master of Arts in Educational Leadership submitted by Ottawa University
 - 5. Master of School Psychology submitted by Ottawa University

- F. Consideration to appoint the following individuals to the Special Education Advisory Panel (SEAP): Ms. Denning
 - 1. Amy Vanderluit
 - 2. David Kendall Grant
 - 3. Edward O-Neill
 - 4. Gene Yarbrough

- G. Consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to deny Jared Finkel's application for teacher certification as being substantively incomplete, pursuant to A.R.S. § 15-534.01(B) Mr. Easaw

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- H. Consideration to permanently revoke any and all teaching certificates held by Christina M. Carbone, pursuant to A.R.S. § 15-550 Mr. Easaw
- I. Consideration to accept voluntary surrender of the teaching certificates held by the following individuals: Mr. Easaw
1. Anthony Eugene Rife
 2. Don E. Walraven-Fuller
 3. Michael D. White
 4. Vonda Kay Martinez (Douros)
 5. Rebecca L. Kelley

Mr. Miller made a motion to approve the consent agenda with the exception of the September 24, 2012 minutes. Superintendent Huppenthal seconded the motion. Motion was approved unanimously.

3. CALL TO THE PUBLIC

No call to the public

4. GENERAL SESSION

- A. Presentation and discussion regarding the Arizona Education Learning and Accountability System. The Board may take action to approve the expenditure of funds, pursuant to A.R.S. § 15-249. Mr. Masterson

Jolene Newton, IT Program Director spoke on behalf of Mr. Masterson. She gave the following update:

STATUS UPDATE

As discussed at the August meeting, ADE IT prepared a quarterly progress report the first quarter of FY 2013. The report was delivered as prescribed with a progress report from two independent, third parties that are not affiliated with state government (industry members of the Arizona Ready IT Work Group).

Project status updates

Outline path to begin execution of long-term, cost-effective statewide data system

The AELAS Business Case project team completed the follow-up work needed to give better coverage of very small and small districts. Efforts have moved into product and industry research as well as cost/benefit analysis for each of the AELAS components (i.e. LEA and ADE systems, private cloud, etc.). The team is analyzing the data findings from their research to formulate their recommendations, AELAS design and budget projections. The final report is being compiled and is on target for delivery at the end of October.

Begin to ensure accurate student payments

The SAIS Phase I Replacement team met with School Finance to map its processes, identify core functions and areas needing substantial improvement. The team is now analyzing those processes and is prioritizing the plan to fix School Finance processes that are broken. The objective is to fix problems within the payment process to ensure all payments made to LEAs are traceable and accurate. The team is also analyzing the 27 applications that use SAIS data to ensure changes are sustainable system wide.

Create reliable, integrated technology services

A project kick off meeting was held with the Online Certification vendor and internal ADE team members. In addition to the meetings to understand how each program area interacts with certification and their needs for the online system, ADE IT worked through the technical requirements needed to safely and securely operate on the ADE network.

Provide LEAs access to full picture view of ADE student data

The revamped outreach campaign for the Student-Teacher-Course Connection team has yielded positive results – LEAs that are now working towards completion of the program represent 95% of Arizona’s student population. The STC team’s increased focus on targeted outreach and proactive communication has yielded significant improvement in overall LEA response and participation. LEAs submitting complete Spring 2012 student-teacher-course data increased from one to 41. The Identity Management Solution team is moving to a method that will provide LEAs secure access to ADE student-level data using their own Student Information Systems. The team is using practices developed by the Georgia Department of Education as a model, and is now testing the method that provides access to ADE student-level data using their own Student Information Systems. Work is also underway to develop the process that will allow LEAs to manage their own access to ADE programs and applications.

The SLDS team, using the Georgia Department of Education’s model demonstrated at the last Board meeting, completed development of the dashboards and website for the pilot at Senita Valley Elementary School in Vail District. These dashboards will be tested in October and are on track for launch in November. The team will gather requirements for additional pilots in Kingman and Yuma in December or January. The team is also partnering with the Dell Foundation to use their Ed-Fi standard data model for the first generation of ED3S (Education Data-Driven Decision System). Ed-Fi was developed to improve K-12 student achievement by standardizing, integrating and communicating data to educators and other parties through web-based dashboards and reports. Using Ed-Fi’s framework will help bring a variety of dashboards to more districts more quickly.

Provide tools for teachers to grow student success

The Teacher Observation Data Collection Tool project team delivered their pilot three weeks early. This upgraded system allows the principals/peer evaluators of the MCESA REIL program (13 districts) to enter their teacher observation data into the ADE custom-built solution for another year using a new and improved Learning Observation Instrument. Observation and Evaluation RFP negotiations were completed October 1, with contract finalization and Notice to Proceed expected later this month. This system will provide principal, superintendent and special education teacher observation data to be entered into an electronic system for school year 2012-13. These tools are being used to pilot the statewide opt-in opportunities for LEAs as part of the overall AELAS program.

Data Governance Commission: Pursuant to Arizona Revised Status A.R.S. § 15-249.01, the purpose of the commission is to (1) identify, examine, and evaluate the needs of public institutions who provide instruction to pupils in preschool, kindergarten, grades one through twelve and postsecondary programs in Arizona; (2) provide recommendations on technology spending; and (3) provide analyses and recommendations.

Status Update

At the October 19, 2012 meeting, ADE IT presented an update on the AELAS Business Case, ongoing progress on the Identity Management Solution and the SLDS Vail pilot. ADE IT requested approval to use the federated identity management approach for LEA access to ADE data. Finally, approval was requested for adoption of the Common Education Data Standards (CEDS) for internal data use and adoption of the Ed-Fi physical data model for external data use. It is anticipated that statewide LEA implementation would be completed by the 2014/2015 school year. ADE IT will work with LEAs on implementation Ed-Fi data extraction tools.

Additionally, ADE IT made the following requests of the Data Governance Commission:

- SAIS Phase I Replacement \$ 450,000
 - Instructional Improvement System \$ 550,000
 - Improve internal ADE programs \$ 500,000
- TOTAL \$ 1,500,000

Mr. Miller spoke about his concern with the state procurement system process and the saving comparison or lack of and hopes costs can be kept down.

Mr. Molera asked how much money would be request beyond what is requested today since this is a pilot program. Ms. Nelson said specifics aren't available right now but there will be an additional request for funds which will most likely come through the legislature.

Mr. Huppenthal asked whether or not they were on track and within budget. Ms. Nelson state they were within budget.

Mr. Huppenthal made a motion to authorize the requested expenditures related to the ADE data system modernization, pursuant to A.R.S. § 15-249. Mr. Miller seconded the motion. Motion passed unanimously.

- B. Presentation and discussion regarding implementation plans for the assessments related to the Partnership for Assessment of Readiness for College and Careers (PARCC)

Ms. Alley

Ms. Alley spoke about the following key issues:

- **Transitioning the High School Competency Exam system**

An advisory committee has met three times since August 28, 2012 to discuss high school transition strategies in Arizona. The committee has developed two proposals that are being submitted to the State Board for discussion to address issues surrounding the high school exit criteria as Arizona transitions from AIMS to PARCC. Answers to the following questions still need to be addressed:

- What assessment(s) will be used for English Language Arts?
- What assessment(s) will be used for Mathematics?
- Which cohort of students will be required to meet new criteria?
- How long will High School AIMS be administered to students in earlier cohorts?

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The reasoning behind Proposal 1 are :

- We need continued student accountability with no gap.
- Students might not take the test seriously if it didn't affect their graduation.
- Cohort 2018 should be sufficiently familiar with common core standards (opportunity to learn)

The elements of Proposal 1 are:

- Current AIMS HS graduation requirements will remain in place through 2016.
- Class of 2017 will take a Common Core AIMS for graduation requirement (Current AIMS items that are aligned to Common Core)
- A sampling of 10th grade students will take PARCC assessments
- First class held to the new HS graduation requirements is the class of 2018 (current 7th graders)
 - Graduation requirement: Pass HS ELA/literacy 2 and Algebra I end of course/Year 1 Integrated Sequence or higher
 - HS 9th grade students in 2015 and 2016 who participated in Algebra 1 prior to entering HS will have multiple options: (1) Take Algebra I or Year I IS Assessment; (2) Take end of course assessment of enrolled mathematics course (Geometry or Algebra II).
 - There will be no retest for ELA/literacy I assessment; it will be used as an indication of who needs remediation in order to be successful on the ELA/literacy II assessment.
 - Students who do not pass the ELA/literacy II assessment may retake that assessment OR pass the ELA/literacy III assessment.
- Phased augmentation—for ELA/literacy the end-of-year assessment can be retaken and the performance-based assessment can be augmented.
- The state would offer reciprocity for:
 - Cambridge, ACT, SAT, etc. (current reciprocity)
 - Third party license, credential, or certification (CTE)
 - Smarter Balanced Assessments (and equivalent)
 - Non-Common Core state assessments (e.g., Texas or Alaska)

The consequences and positives and negatives of Proposal 1:

+ No gap in student accountability

+ Maintenance of graduation requirement will have less impact on student motivation and therefore on accountability systems.

+ Maintains high stakes so that tests are taken seriously by students, and teachers receive accurate feedback to inform instruction.

+ Student achievement data can be used in teacher evaluations—taking away the high stakes associated with assessment will impact how achievement data can be used.

-Students may not have had sufficient opportunity to learn the higher level skills and content of the ACCS at the expected level.

-There is no clear understanding regarding the impact on graduation rate with changes to a new assessment system.

-Legal challenges may occur if we arbitrarily set a “must pass” line and students fail to meet those proficiency standards.

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Reasoning behind Proposal 2:

- Without fundamentally changing the investment in our instruction and framework, are you making fundamental programmatic change and therefore can you hold a student's diploma in jeopardy?

The elements of Proposal 2:

- Suspend the high stakes test requirement for graduation until we have three solid years of PARCC data and have had a chance to look at shifts in instruction in alignment with higher expectations.
- Affects cohorts 2017, 2018, 2019
- Course requirements will be the only requirement for graduation for those three years.
- College and Career Readiness certificate or endorsement on diploma will be given based on PARCC College and Career Readiness determination.
- Move On When Ready would remain in place.
- Implement proposal I for Cohort 2020 forward.

The consequences and positives and negatives of Proposal 2:

+ Students would have opportunity to learn (instructional shifts).

+ Districts would have the opportunity to move forward with the PARCC assessment implementation while taking time to thoughtfully consider the corresponding instructional components, practices, and questions that need to be addressed and answered in regard to the graduation exam requirement.

-Resulting lack of student motivation might negatively impact district, school and teacher accountability determinations

-Data may not be accurate if the assessments are not high stakes

-Teachers won't know how successful their instructional shift is if there is a lack of motivation to perform on the part of the students.

Other suggestions and recommendations:

- Cut scores should be evaluated and established after PARCC's first administration and standard setting.
- Phased augmentation (similar to AIMS in 2006), dependent on cut scores established on HS assessments, could be utilized.
 - 25% for three years
 - 15% for three years
 - 5% thereafter
- Include PARCC assessment scores in course grade
- Move one when reading/when ready—must pass both ELA/literacy and mathematics assessments each year in order to move on prior to high school (3-8).

Mr. Yanez spoke to the Board regarding the slide presentation and clarified some of the points in the slide presentation. He stated that either proposal will likely require legislative action.

President Morales stated he would like to do a Study Session on this and asked Ms. Alley to gather specific questions the Board should study and address. He asked her to invite outside individuals to attend whom Ms. Alley thinks would be helpful in participating and giving the Board feedback in the Study Session. Ms. Hamilton suggested that Ms. Alley invite math teachers to participate in the Study Session as well.

Superintendent Huppenthal asked about the pass rate for Mathematics. Ms. Alley believes it is around 60%. There was a change in math expectations and therefore there was a drop in those test scores in mathematics. Superintendent Huppenthal talked about common core and ACT test scores.

Mr. Molera asked a question regarding the grading systems. Ms. Alley stated we have to give students the ability to plan for their exit criteria. Mr. Yanez talked about Algebra 1 and how it is being redefined. Superintendent talked about this issue and the challenge that may arise when these standards are rolled out. Mr. Moore stated in looking at the two proposal there is a huge challenge in what we intend to accomplish when we transition to this new system.

Ms. Alley talked about working and listening with Higher Ed and what the colleges are going to require on the assessment and how it will be as an indicator for their college courses. She talked about students that are already in the pipeline and how they would continue with AIMS and maintain AIMS for the retake population probably through 2019. She talked about reciprocity with Smarter Balances and PARCC. Looking at states that have not adopted Common Core or not participating and where there are a large number of students transfers to Arizona, there will have to be some sort of reciprocity.

Mr. Miller asked that during the study session she make sure discussion is held regarding property right, i.e., the high school diploma being the property right of the student.

Presentation Only. No action required by the Board.

C. *Presentation, discussion and consideration to set proposed achievement levels for the following assessments related to Board Examination Systems and the Grand Canyon Diploma:

**Dr. Burke
Dr. Francis**

- 1. ACT Quality Core Biology**
- 2. Cambridge IGCSE Biology**
- 3. ACT Quality Core U.S. History**
- 4. Cambridge IGCSE World History**

Dr. Francis spoke about the Move on when Ready Initiative. She talked about how they will be following these students into college and tracking and analyzing their results. She stated that high school today is based on a model that is really 50 years old and is not designed fundamentally to prepare students for college. She stated we need to prepare all students for some kind of post secondary education and this is a concern and at the heart of the MOWR initiative.

The Arizona Move On When Ready (MOWR) initiative is a high school education reform designed to increase student academic achievement to national and international levels, and to prepare all students for college and careers. The Move On When Ready legislation passed in 2010 and 2011 provide 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, 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 set to national and internationally benchmarked academic standards that are designed to prepare students for success in college and careers. The first Grand Canyon High School Diplomas may be awarded as early as the 2012-2013 academic year.

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) convened a technical advisory committee to establish pass points on the lower division biology and history examinations offered by ACT QualityCore and Cambridge International Examinations.

Superintendent Huppenthal made a motion to approve the item, as presented. Ms. Ortiz-Parson, seconded.

Motion was approved unanimously.

D. Presentation, discussion and consideration to approve the adoption of National Evaluation Systems (NES) Subject Knowledge Exams

Dr. Butterfield

Ms. Butterfield spoke regarding the NES Subject Knowledge Exams. At the September 24th Board meeting a presentation was provided to be considered for adoption. That presentation reflected how these proficiency tests do the following:

Align to the Arizona Professional Teaching Standards and our Arizona K12 Academic Standards, including the Common Core. That they provide applicants year round testing at Pierson Testing Centers throughout the year. Provide online practice tests as well as comprehensive feedback system on the test takers performance. They provide immediately results and provide institutions of higher education direct access to candidates test results.

The Professional Knowledge NES exams that you approved in February are also very well received by the field.

Rather than revising several exams, we recommend using National Evaluation Systems (NES) Subject Knowledge Exams. These exams, which are developed by our testing vendor, are aligned to the national InTASC and Common Core standards; therefore, they also align to Arizona’s Professional Teaching and K-12 standards. Additionally, these are the advantages to using the National Evaluation Systems (NES) Subject Knowledge Exams:

- **Computer –Based Test Sites.** This allows applicants to have year-round testing dates by appointment at Pearson VUE Test Centers. Currently there are 13 of these centers in Arizona with additional sites forthcoming, seven centers in our border states, over 200 nationwide, plus selected sites worldwide.
- **Fees:** Computer-Based Subject tests are offered at \$95 per test compared to the current paper based test at \$115 per test.
- **Practice Tests:** The NES Practice Tests provide full-length on-line practice tests; comprehensive feedback on the test-taker performance; interactive diagnostic score reporting; and sample test questions with rationales.
- **Electronic Score Reports:** The applicant will be able to access, download and print the score report at no charge. Score reports will be securely posted for 45 days.
- **Pearson VUE Test Centers:** Applicants can take a virtual tour of the Pearson VUE testing center to get a sense of the environment in which the test will be taken.
- **Results Analyzer:** Higher education will have direct access to candidate test result data.

Mr. Miller made a motion to adopt the NEW subject knowledge exams for the purpose of meeting the teacher certification requirements as prescribed by A.R.S. § 15-531. Vice President Tyree seconded the motion. Motion passed unanimously.

E. Presentation and update regarding the development of the Next Generation Science Standards

Ms. Hrabluk

Lacey Wieser, Director of K12 Science updated the Board on the development of the Next General Science Standards and highlighted the following:

- First Public draft released in May
- Achieve, Inc. collected feedback by survey; the ADE posted smaller survey on the ADE web page to collect targeted feedback
- Lead states met in:
 - June to address College and Career Readiness (CCR)
 - July and August via webinars to review public feedback
 - Late August to address engineering, CCR, and content issues
 - Mid-September to address Nature of Science, engineering, and content issues
- Lead State Draft review September 21- October 5

Second Public draft will be released late November

- NGSS writers reviewed the comments and recommendations from states, public, and college and career readiness committees.
- Most areas saw a reduction in content.

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- Two areas, middle and high school Earth and space sciences and life sciences saw a net increase in performance expectations (PEs).
 - Content was reduced but some PEs were split for clarity.

She stated a survey went out to the National Science Education Leadership Association as well as the Arizona Science Teachers Association and asked people to then distribute. It also went out to the Science Foundation Arizona. President Molera said he would like to see more depth of response about how people feel about this since there were only 23 people from across the state that responded to the survey. Ms. Wieser said they plan to release the survey again and promote it a little bit better for the November draft. Member Hamilton stated she would like Ms. Wieser to solicit input from teachers directly.

Presentation and discussion only – No action required.

- F. Presentation, discussion and consideration to determine non-compliance with the Uniform System for Financial Records (USFR) and to withhold state funds, pursuant to A.R.S. § 15-272(B) for the following districts:
 1. Clifton Unified School District No. 3
 2. Ash Fork Joint Unified School District No. 31

Mr. Ellel

Jordan Ellel spoke to the board regarding the non-compliance pertaining to these items. Ash Fork Joint Unified School District No. 31 has been removed from the agenda as they have submitted their audit to the Auditor General's office.

Mr. Jordan spoke to the Board regarding Clifton Unified School District No. 3. Non-compliance issues. They have been before the board previously for issues of non-compliance dating back to July, 2008. The initial reason this came back before the Board this year is because there was not an audit report that was submitted on time for the previous fiscal year which was due on March 31, 2012. Since that time the district did submit the outstanding audit report. The Auditor General's office did review the audit report and determined there are still some items that are not in compliance. Shannon Hillard, the District's Business Manager stated it's going to take some time as there is a lot of turnover and a lot of issues identified that need to be corrected and it's going to be at least a year until these issues can be addressed. According to the decision matrix of the State Board, because the item was tabled previously, it suggests a 5% withholding of State monies. Shannon Hillard spoke to the Board regarding the District's financial dilemma. She is an outside consultant and was hired January 2, 2012. She has been in school finance for more than 30 years.

Ms. Hillard stated there is an ending budget balance of \$88,000 that will go to the over expenditure. She is making sure the people at the District are getting the right training needed to get their financials turned around. Mr. Jack Day is the new principal coming from Phoenix Elementary and together are working hard to get the District turned around and on track.

Ms. Klein asked when the audit will be done. Ms. Hillard stated it's been hard to find an audit company to work with them. She stated there will no longer be any biannual audits, that they are doing annual audits from here on out. She stated they have

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submitted their 2010 audit but have not submitted their 2011/2012 audit. There are still some deficiencies and outstanding issues that are not in compliance with the 2010 audit and are working on correcting those. Mr. Yanez gave the Board clarification as to the two reasons a school can become non-compliant. Failure to submit audits which is on the front end and on the review end, internal deficiencies. This school district has both. Ms. Hillard talked about what they are currently working on and how they are making improvements to make the District compliant.

Mr. Huppenthal moved to find the Clifton Unified School District in non-compliance with the USFR and to withhold 5% of the district's state aid until the Auditor General verifies that the deficiencies have been corrected and that the district is back in compliance. Mr. Miller seconded the motion. Motion passed unanimously.

- G. Presentation, discussion and consideration to accept the recommendation of the Professional Practices Advisory Committee to suspend the teaching certificate held by Kendra R. Mikkelson

Mr. Easaw

Mr. Easaw addressed the board and spoke about a minimum two year suspension of teaching certificate held by Kendra R. Mikkelson from the date of board action due to her use of illegal drugs. Ms. Mikkelson did not attend the State Board Meeting. On March 16, 2010 the Glendale Police Department contacted the Laveen Elementary School District and advised that during the execution of a search warrant at a resident found Ms. Mikkelson at that residence. Upon questioning by Police, she admitted that she uses illegal drugs. In an interview with the District HR Director, she admitted to her use of illegal drugs, a drug screening test showed several illegal drugs in her system and Ms. Mikkelson resigned her position with the school district on that same day. The PPAC found that she had acted unprofessionally by using illegal substances and by having those substances in her system while on school property. The PPAC unanimously recommended a minimum two year suspension of certification with the condition that the suspension continue beyond that two year period until such time Ms. Mikkelson provides adequate proof of rehabilitation to the State Board. President Molera asked if the two year suspension begins from the date of Board action. Mr. Easaw stated yes, the suspension begins from the date of the Board's action, October 29, 2012.

Mr. Moore made motion to accept the Findings of Fact, Conclusions of Law and Recommendation of the PPAC to suspend the certificates held by Kendra Mikkelson for two years with the condition that the suspension continue until Ms. Mikkelson provides proof of drug abuse treatment and rehabilitation. Mr. Miller seconded the motion. Motion passed unanimously.

- H. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to revoke the certificates held by Paul M. Hotaling

Mr. Easaw

Paul M. Hotaling holds a Substitute Certificate valid from January 22, 2007, through April 3, 2013. He was not present for the Board Meeting.

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During 2009, while employed as a Substitute Teacher at Lake Havasu Charter School, Mr. Hotaling befriended a 16-year-old female student. Mr. Hotaling communicated with the student via text message, Facebook, and Myspace; took the student to dinner; and engaged in sexual activity with her on at least two occasions. On November 19, 2009, Mr. Hotaling was arrested and charged with Sexual Conduct with a Minor. On or about February 24, 2011, Mr. Hotaling pled guilty to misdemeanor assault. The charge of Sexual Conduct with a Minor was dismissed. He received a sentence of 29 days in the county jail.

On September 11, 2012, the Professional Practices Advisory Committee (“PPAC”) held a hearing on a complaint to impose disciplinary action against Mr. Hotaling’s certificate. Mr. Hotaling was not present at the hearing. The PPAC found that Mr. Hotaling engaged in immoral and unprofessional conduct.

By a vote of 4 to 0, the PPAC recommended that the State Board of Education revoke any and all certificates held by Paul M. Hotaling.

Dr. Rottwieller made a motion to accept the Findings of Fact, Conclusions of Law and Recommendations of the PPAC to revoke the certificates held by Paul Hotaling. Vice President Tyree seconded the motion. Motion passed unanimously.

- I. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee for the proposed settlement agreement in the matter of Lisa J. Epstein

Mr. Easaw

Lisa J. Epstein holds a Standard Elementary Education, K-8 certificate valid from July 23, 2007 through September 14, 2013.

On May 20, 2011, Kyrene School District (“District”) notified the Investigative Unit for the State Board of Education (“Board”) of Ms. Epstein’s arrest by the Chandler Police Department for misdemeanor theft. This was after multiple computer inventory audits revealed that the district issued laptop computer assigned to Ms. Epstein was missing. Despite being questioned several times, Ms. Epstein denied knowledge of the whereabouts of the computer. Subsequently, a search warrant was served on Ms. Epstein’s home and the laptop was located. On July 26, 2011, Ms. Epstein pled no contest to misdemeanor theft in the Chandler Municipal Court. Ms. Epstein agreed to pay \$1,500 in restitution for the laptop and accepted one year of monitored probation. On June 5, 2012, the Investigative Unit notified Ms. Epstein of the intent of the State Board of Education to file a complaint seeking disciplinary action against her teaching certificate. After discussing the matter with Ms. Epstein, a settlement agreement was proposed.

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The Professional Practices Advisory Committee (“PPAC”) reviewed the settlement agreement on September 11, 2012. The terms of the settlement agreement include the following:

- A suspension of certification for a one-year period from the date the State Board of Education accepts the settlement agreement.

The PPAC voted 4 to 0 to approve the Settlement Agreement for a Suspension against any and all teaching certificates held by Ms. Epstein and that it be maintained as part of her permanent record.

Mr. Tyree made a motion to accept the recommendation of the PPAC to approve the proposed settlement agreement to suspend the teaching certificated held by Lisa Epstein. Ms. Ortis-Parson seconded the motion. Mr. Miller opposed. Motion passed.

- J. Presentation, discussion and 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 Alrick Gladden

Mr. Easaw

Alrick Gladden applied for a Reciprocal teaching certificate on June 21, 2012. On his Arizona application for certification, he answered “yes” to the following questions.

1. Have you ever had any professional certificate or license, revoked or suspended?
2. Have you ever received a reprimand or other disciplinary action involving any professional certification or license?
3. Have you ever been arrested for any offense for which you were fingerprinted?

The following is from the April 23, 2012, State Board agenda summary:

On July 11, 2011, Mr. Gladden submitted an application for certification and answered “no” to the question: Have you ever had any professional certificate or license, revoked or suspended. A review of Mr. Gladden’s teaching record showed that on February 12, 2004, his Ohio teaching certificate was revoked. On April 23, 2012, the Arizona State Board of Education denied his application for being substantively incomplete.

The Ohio State Board of Education resolution, dated February 12, 2004, reads: “Resolved that the State Board of Education permanently revoked Alrick Gladden’s one-year long-term Substitute teaching license based upon his 2003 conviction for assault, 1997 conviction for assault and battery in Virginia, 1990 conviction for fraud and his failure to indicate his 1990 and 1997 convictions on his application....”

Alrick Gladden was notified that his application required a review by the Professional Practices Advisory Committee (“PPAC”) of the State Board of Education (“State Board”).

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On September 11, 2012, the PPAC conducted a review of Alrick Gladden's application. During the review Mr. Gladden disclosed that he moved from Ohio to North Carolina, has been teaching there since that time, with no issues.

The PPAC found the following mitigating factors:

- Holds a North Carolina Teaching certificate and it was renewed
- Letters of recommendation, with an especially powerful letter from Ellen Cecil, former correctional officer co-worker.
- He was found "not guilty" of assault in 1997, per records from the Virginia Chesapeake District court dated 07/02/1997.
- Length of time that has lapsed since the incidents
- Currently working for the Department of Corrections

The PPAC found no aggravating factors.

By a vote of 4 to 0, the PPAC recommended that the State Board grant Alrick Gladden's application for certification.

Mr. Moore made a motion to accept the Findings of Fact, Conclusions of Law and Recommendations of the PPAC to grant the application for certification for Alrick Gladden. Mr. Miller seconded the motion. Motion passed unanimously.

K. Presentation and discussion regarding proposed amendment to the Teacher and Principal Evaluation Framework to include performance classifications as prescribed in A.R.S. § 15-203

Mr. Yanez

Mr. Yanez addressed the board regarding follow-up to action taken by the Board last month and spoke regarding the two amendments that were presented. One had to do with multiple observations to at least two and the other had to do with the developing performance classifications. With respect to the amended changing multiple to at least two, the entire framework was changed so that every time it refers to multiple observations it has been changed to the verbiage of "at least two".

The main reason this item is back on this agenda is because after the board action Mr. Yanez has received a number of questions from the field, as has the ADE, regarding how to implement the changes to the developing category. These changes state that the developing classifications may be appropriate for new or newly reassigned teachers but for all others teachers it shall be limited to two years. He presented four questions to the Board.

First, as the developing classification is written right now, it would be up to the local LEA or charter school to determine whether or not a teacher who would fall in that developing classification is moved up or down. Mr. Yanez's response to the field has been that the language adopted by the Board does not provide specific direction and the ultimate determination is, therefore, left to the district or charter.

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The second issue has to do with establishing a definition for a new or newly reassigned teacher. The question is what is defined as a new or newly reassigned teacher. What is the term of that expectation? Is it two years, is it three years? Or if it is something that is left to the field, it will be implemented very differently across the state.

Third, is the limit on consecutive developing classifications applies only to teachers and not just principals.

Fourth, as written, the limit on the developing classification does not have to be consecutive. So if a teacher that has been teaching for 20 years and you're labeled developing the first year and the second year and then the 18th year, that 18th year you could not be developing. Something would have to be done in that year. I didn't know if the intent was consecutive years or two times in a career. Clarification needs to be made in regard to evaluations, whether it is two consecutive years or whether it is two in a career. We might need to provide some clarification to the framework itself so that there is some consistence in how it rolls out. Ms. Klein stated you wouldn't want people in that category two years in a row. Ms. Hamilton spoke about two year consecutive, if a teacher is developing for two years and if they moved back into developing, what happens then. Does this framework allow for teachers that want to change. Mr. Tyree asked do you really have to give someone two years. Discussion was held regarding this matter. Ms. Hamilton talked about the developing category and asked if a teacher is developing for two years and they move into effective for two years, what will happen if they move back into the developing category. If you taught for 7 years in one grade level and then wanted to go into another grade or another area, does this framework allow you to be developing more than one or two times by nature of your new job? Vice President Tyree asked if this does require that you give someone two years to fall into a category? If a person falls into that category or the one below that, a performance plan would need to be put in place. Ms. Klein stated the problem is that we are short a category. We are trying to retrofit this to account for the people who really are new and are developing as opposed to those who are underperforming that may not be yet ineffective. Ms. Hamilton asked if the Board could reword the language in the ineffective category. Mr. Yanez stated he didn't think the language locks the schools in for what they do with developing. In regard to changing the language, yes, the Board can amend the language. When HB2823 passed, there were certain requirements put on LEAs and as long as we don't run afoul on what those requirements are, then it's doable. After much discussion, President Morela asked that we get specific items that the Board needs to address so each member can each do their own due diligence and make a quality decision.

Discussion only – No action taken. Tabled until January meeting.

- L. 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

Mr. Molera

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Ms. Klein asked that we add PARCC updates to the agenda as a permanent monthly agenda item and asked for implementation budget updates for both the department level and field level pertaining to PARCC.

President Morera asked if PPAC reforms will be addressed at the November. Mr. Yanez stated that he had a meeting with Ms. Klein and stated they are waiting for some input from attorneys working in the field. Once we have their input, we will put something together and present to the Board.

No action required.

5. ADJOURN

Vice President Tyree made a motion to adjourn. Motion seconded by Mr. Miller. Meeting adjourned at 12:34pm.