



Arizona State Board of Education

NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically.

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

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session for discussion or consultation for legal advice from the Board's attorneys concerning any items on this agenda and/or for discussion or consideration of records exempt by law from public inspection, including the receipt of information that is specifically required to be maintained as confidential by state or federal law.

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 18th day of August, 2014.

Arizona State Board of Education

By: _____

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

Christine Thompson
Executive Director
(602) 542-5057

AGENDA

ARIZONA STATE BOARD OF EDUCATION

Monday, August 25, 2014
9:00 AM

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

AGENDA
ARIZONA STATE BOARD OF EDUCATION
August 25, 2014
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9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE,
AND ROLL CALL

1. BUSINESS REPORTS

- A. President's Report
- B. Superintendent's Report
- C. Board Member Reports
- D. Executive Director's Report

2. CONSENT AGENDA

- A. Consideration to approve Arizona State Board of Education minutes for June 23, 2014, Regular Meeting
- B. Consideration to approve the following contract abstracts:
 - 1. 21st Century Community Learning Center Grant
 - 2. Migrant Education Program – Portable Assisted Study Sequence Study (PASS)
 - 3. Migrant Education Program FY2014 – Chandler Unified School District
 - 4. McKinney-Vento Homeless Education Assistance
- C. Receipt of the report regarding 2014 AIMS and AIMS A Results
- D. Receipt of the report regarding statewide outcome of 2014 A-F Letter Grades
- E. Consideration to appoint and/or reappoint members to the Special Education Advisory Panel (SEAP)
- F. Consideration to grant extensions of Educator Preparation Program approvals relating to R7-2-604 through R7-2-604
- G. Consideration to grant professional preparation program approvals for Grand Canyon University – Masters of Education in Educational Administration, pursuant to R7-2-604(A)

3. CALL TO THE PUBLIC

4. GENERAL SESSION

- A. Consideration to determine non-compliance with the USFR for the following school districts and to withhold State funds pursuant to A.R.S. §15-272(B):
 - 1. Topock Elementary School District No. 12
 - 2. Red Mesa Unified School District No. 27
- B. Presentation and discussion regarding rulemaking procedures for proposed amendments to Board rules R7-2-604 through R7-2-604.04 regarding professional preparation programs
- C. Presentation, discussion, and consideration to approve the Arizona Department of Education (ADE), the fiscal agent for the post-grant governance of National Center and State Collaborative (NCSC), to receive funds from state partners, related to the Alternative Statewide Assessment
- D. Presentation regarding the Board's responsibility to supervise and control the certification of teachers, including the disciplinary process
- E. Presentation, discussion and consideration to accept the proposed negotiated settlement agreements to suspend teaching certificates held by the following individuals:
 - 1. Delphine Wood
 - 2. Amy L. Lantz
- F. 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

5. ADJOURN

EXECUTIVE SUMMARY

Issue: Contract Abstracts

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.	See Attached List	To create learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program	\$18,249,028.89	PL x Elementary and Secondary Education Act Index 54441 & 44441	September 30, 2019	Highly Effective Schools, Cindy Trejo, Angela Denning, Robert Gold
2.	2014-2015 Migrant Education Program- Portable Assisted Study Sequence	To enable credit deficient migrant and non-migrant students to accumulate credits toward graduation from specially designed competency-based courses that are aligned to AZ academic standards.	\$115,000.00	Title 1, Part C of the No Child Left Behind Act of 2001, Education of Migratory Children Index 32138	August 31, 2015	Bob Gold, Ralph Romero, Raquel Alvara
3.	2014-2015 Migrant Education Program-	To fund Chandler Unified School District's Administration of the Migrant Hotline Service, which improves access to migrant	\$2,600.00	Title 1, Part C of the No Child Left Behind Act of 2001, Education of	August 31, 2015	Bob Gold, Ralph Romero, Raquel Alvara

Contact Information:
 Lisa Welborn, Procurement Specialist

(This information is to be in a header)

(Item# will be assigned at agenda review)

EXECUTIVE SUMMARY

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
	Chandler Unified School District	education programs and other services form Migrant families, through a nationwide 800 number.		Migratory Children Index 32138		
4.	McKinney-Vinto	Requires states to allocate McKinney funds to LEAs to assist them in developing educational and support programs on behalf of homeless children and youth.	1,067,791.70	McKinney-Vinto Homeless Education Assistance Improvements Act reauthorized by PL 107-110 Index 52155	September 30, 2015	Robert Gold, Dr. Ann Hart Frank Migali
5.	===	=====	===	===	===	===

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 attachments.

EXECUTIVE SUMMARY

Issue:	Consideration to approve the contract between the State Board and awarded Lead Educational Agencies for 21 st Century Community Learning Center funds.
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Action/Discussion Item

Contract Abstract**Background and Brief Explanation of Contract****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:

Contract Amount

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 25, 2014 – September 30, 2019

Previous Contract History:

During Arizona Department of Education FY 2014 (US DOE Federal FY 2013) a total of \$21,552,524.84 in 21st CCLC funding was budgeted for grant recipients with programs in 208 schools.

Number Affected (Students, Teachers, Public, as appropriate) Students: 31,600
Teachers: 3000

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 (21st CCLCs) 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:

Contact Information:

Cindy Trejo, Director 21st CCLC Grants, Cindy.Trejo@azed.gov 520 628 6790

Bob Gold, Associate Superintendent of Highly Effective Schools, Robert.Gold@azed.gov
602 542 4288

EXECUTIVE SUMMARY

- 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 contract between the State Board and the awarded Lead Education Agencies for competitive funding as described in these materials.

21st Century Community Learning Centers Grants - Cycle XII

LEA	School	FY 2015 Year 1 Amount Awarded	FY 2016 Year 2 Amount Awarded	FY 2017 Year 3 Amount Awarded	FY 2018 Year 4 Amount Awarded	FY 2019 Year 5 Amount Awarded	Total Dollar Amount Awarded
Washington Elementary School District	Mountain View Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Washington Elementary School District	Lakeview Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Roosevelt Elementary District	Maxine O Bush Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Roosevelt Elementary District	V H Lassen Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Imagine Charter Elementary at Camelback In	Imagine Camelback Elementary	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Yuma Elementary District	Fourth Avenue Junior High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Yuma Elementary District	Gila Vista Jr High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Navajo Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Mission Manor Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Roosevelt Elementary District	Bernard Black Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Roosevelt Elementary District	John R Davis School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Glendale Elementary District	Bicentennial South School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Yuma Elementary District	James B Rolle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Drexel Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Raul Grijalva Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Supai Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Genesis Program Inc.	Genesis Academy	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Washington Elementary School District	Cactus Wren Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Challenger Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Dysart Unified District	El Mirage School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Washington Elementary School District	Ocotillo School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Flowing Wells Unified District	Robert Richardson Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Billy Lane Lauffer Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Empower College Prep	Empower College Prep	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Sierra Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Deer Valley Unified District	Sunrise Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00

Washington Elementary School District	Orangewood Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Peoria Unified School District	Ira A Murphy	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Douglas Unified District	Paul H Huber Jr High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Kingman Unified School District	White Cliffs Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Washington Elementary School District	Washington Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Friendly House Inc.	Friendly House Academia Del Pueblo Elem	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Miller Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Washington Elementary School District	Cholla Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Washington Elementary School District	Shaw Butte School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Rivera Elementary	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Glendale Elementary District	Desert Garden Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Paradise Valley Unified District	Palomino Primary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Douglas Unified District	Ray Borane Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Chinle Unified District	Chinle Junior High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Santa Clara Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Vesey Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Dysart Unified District	Parkview Elementary	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Safford Engineering/Technology Magnet Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Isaac Elementary District	Moya Elementary	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Mayer Unified School District	Mayer Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Maxwell Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Flagstaff Unified District	Lura Kinsey Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Yavapai Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Ingleside Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Flowing Wells Unified District	Laguna Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Deer Valley Unified District	Constitution Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Deer Valley Unified District	Mirage Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Pima Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Yuma Elementary District	Desert Mesa Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00

Flowing Wells Unified District	Homer Davis Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Dietz Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Success School	Arizona Charter Academy	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Center for Academic Success Inc.	Center for Academic Success #5	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Yuma Elementary District	C W Mcgraw Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Marana Unified District	Roadrunner Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Imagine Elementary at Tempe Inc.	Imagine Tempe	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Yuma Elementary District	R Pete Woodard Jr High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Robins Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Glendale Elementary District	Harold W Smith School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Youth Development/ACE Charter High	Alternative Computerized Education (ACE) Charter High	76,800.00	76,800.00	76,800.00	57,600.00	50,000.00	338,000.00
Pima Prevention Partnership dba Pima Partn	Pima Partnership Academy	67,320.00	67,320.00	67,320.00	50,490.00	50,000.00	302,450.00
Washington Elementary School District	Acacia Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Kingman Unified School District	Kingman Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Coronado High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Fowler Elementary District	Western Valley Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Union Elementary District	Dos Rios Elementary	118,937.03	118,937.03	118,937.03	89,202.77	59,468.52	505,482.38
Deer Valley Unified District	Mountain Shadows Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Center for Academic Success Inc.	Center for Academic Success The #3	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Amphitheater Unified District	Amphitheater High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Tonalea Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Edkey Inc. - Sequoia Village School	Sequoia Village School	108,800.00	108,800.00	108,800.00	81,600.00	54,400.00	462,400.00
Scottsdale Unified District	Hohokam Traditional School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Arcadia Neighborhood Learning Center	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Pima Prevention Partnership	Arizona Collegiate High School	50,160.00	50,160.00	50,160.00	50,160.00	50,160.00	250,800.00
Tucson Unified District	Robison Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Flowing Wells Unified District	Centennial Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Creighton Elementary District	William T Machan Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Dysart Unified District	Luke School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00

Isaac Elementary District	Pueblo Del Sol Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Imagine Charter Elementary at Desert West	Imagine Desert West Elementary	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Apollo Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Cragin Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tolleson Elementary District	Sheely Farms Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Willcox Unified District	Willcox Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Glendale Elementary District	William C Jack School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Scottsdale Unified District	Tavan Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Roosevelt Elementary District	T G Barr School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Kestrel Schools Inc.	Kestrel High School	50,100.00	50,100.00	50,100.00	50,100.00	50,100.00	250,500.00
Amphitheater Unified District	Amphitheater Middle School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sunnyside Unified District	Los Amigos Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Colorado River Union High School District	Mohave High School	60,000.00	60,000.00	60,000.00	50,000.00	50,000.00	280,000.00
Roosevelt Elementary District	Cloves C Campbell Sr Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Paradise Valley Unified District	Indian Bend Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Marana Unified District	Thornsdale Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Washington Elementary School District	John Jacobs Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Maricopa Unified School District	Saddleback Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Pendergast Elementary District	Desert Horizon Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Franklin Phonetic Primary School Inc.	Franklin Phonetic Primary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Tucson Unified District	Borton Primary Magnet School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Cortez Park Charter Middle School Inc.	Cortez Park Charter Middle School Inc.	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Prescott Unified District	Miller Valley School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Avondale Elementary District	Desert Thunder	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Nadaburg Unified School District	Desert Oasis Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Glendale Elementary District	Sunset Vista	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Mohave Accelerated Learning Center	Mohave Accelerated Learning Center	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Page Unified District	Lake View Elementary Primary	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Fort Thomas Unified District	Fort Thomas High School	73,974.90	73,974.90	73,974.90	55,481.18	50,000.00	327,405.88

Education Options Foundation	AOI Program	119,350.00	119,350.00	119,350.00	89,512.50	59,675.00	507,237.50
Amphitheater Unified District	Marion Donaldson Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
CPLC Community Schools dba Hiaki High School	Hiaki High School	50,400.00	50,400.00	50,400.00	50,000.00	50,000.00	251,200.00
Sahuarita Unified District	Sopori Elementary School	85,120.00	85,120.00	85,120.00	63,840.00	50,000.00	369,200.00
Douglas Unified District	Sarah Marley School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Edkey Inc. - Sequoia Ranch School	Children First Academy - Phoenix	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Avondale Elementary District	Avondale Middle School	95,040.00	95,040.00	95,040.00	71,280.00	50,000.00	406,400.00
AIBT Non-Profit Charter High School - Phoenix	RCB Medical Arts Academy	119,233.80	119,233.80	119,233.80	89,425.35	59,616.90	506,743.65
Glendale Elementary District	Melvin E Sine School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Murphy Elementary District	Arthur M Hamilton School	119,374.48	119,374.48	119,374.48	89,530.86	59,687.24	507,341.54
Paradise Valley Unified District	Palomino Intermediate School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Isaac Elementary District	Joseph Zito Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Arizona Agribusiness & Equine Center Inc	AAEC - SMCC Campus	98,400.00	98,400.00	98,400.00	73,800.00	50,000.00	419,000.00
Eloy Elementary District	Eloy Junior High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Fowler Elementary District	Tuscano Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Glendale Elementary District	Isaac E Imes School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Bullhead City School District	Fox Creek Jr High School	117,040.00	117,040.00	117,040.00	87,780.00	58,520.00	497,420.00
Sunnyside Unified District	Elvira Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Gila Bend Unified District	Gila Bend Elementary	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Peoria Unified School District	Santa Fe Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Cholla Academy	Westland School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Deer Valley Unified District	Esperanza Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Peoria Unified School District	Alta Loma School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Open Doors Community School Inc.	Open Doors Community School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Sahuarita Unified District	Sahuarita High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Edkey Inc. - Sequoia Ranch School	Children First Academy - Tempe	119,918.00	119,918.00	119,918.00	89,938.50	59,959.00	509,651.50
Beaver Creek Elementary District	Beaver Creek School	115,840.00	115,840.00	115,840.00	86,880.00	57,920.00	492,320.00
Paradise Valley Unified District	Sunset Canyon School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Douglas Unified District	Joe Carlson Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00

Bullhead City School District	Bullhead City Jr High School	118,992.00	118,992.00	118,992.00	89,244.00	59,496.00	505,716.00
Bullhead City School District	Sunrise Elementary	110,200.00	110,200.00	110,200.00	82,650.00	55,100.00	468,350.00
Colorado River Union High School District	River Valley High School	60,000.00	60,000.00	60,000.00	50,000.00	50,000.00	280,000.00
Avondale Elementary District	Lattie Coor	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Education Options Foundation	Ed Options High School	50,100.00	50,100.00	50,100.00	50,100.00	50,100.00	250,500.00
Eloy Elementary District	Curiel School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Paradise Valley Unified District	North Canyon High School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Murphy Elementary District	Alfred F Garcia School	119,374.48	119,374.48	119,374.48	89,530.86	59,687.24	507,341.54
Douglas Unified District	Faras Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Morristown Elementary District	Morristown Elementary School	119,945.30	119,945.30	119,945.30	89,958.98	59,972.65	509,767.53
Liberty Traditional Charter School	Liberty Traditional Charter School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Glendale Union High School District	Washington High School	115,200.00	115,200.00	115,200.00	86,400.00	57,600.00	489,600.00
Douglas Unified District	Stevenson Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Excalibur Charter Schools Inc.	Avalon Elementary	91,562.00	91,562.00	91,562.00	68,671.50	50,000.00	393,357.50
Fort Thomas Unified District	Fort Thomas Elementary School	97,846.90	97,846.90	97,846.90	73,385.18	50,000.00	416,925.88
Nadaburg Unified School District	Nadaburg Elementary School	120,000.00	120,000.00	120,000.00	90,000.00	60,000.00	510,000.00
Total		18,249,028.89	18,249,028.89	18,249,028.89	13,746,561.67	9,321,462.55	77,815,110.88

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Yuma Union High School District for the 2014-2015 Migrant Education Program-Portable Assisted Study Sequence (PASS).

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. This is a continuation grant to fund Yuma Union High School for the administration of the migrant student credit accrual program Portable Assisted Study Sequence (PASS).

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:
Yuma Union High School District

Contract Amount

Total not to exceed \$115,000.00

Source of Funds

Authorizing Legislation: Title I, Part C of the No Child Left Behind Act of 2001, Education of Migratory Children, Index No. 32138

Responsible Unit at the Department of Education

Highly Effective Schools
Division Associate Superintendent: Bob Gold
Deputy Associate Superintendent, Migrant Education Program, Latino Outreach, and International Coordination: Ralph Romero

Contact Information:

Ralph Romero, Deputy Associate Superintendent for Migrant Education Program, Latino Outreach, and International Coordination
Bob Gold, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on August 31, 2015.

Previous Contract History

Yuma Union High School District, Migrant Education Program has operated the PASS Program for the last thirteen years of the current authorization of the Elementary and Secondary Education Act.

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

An estimated 1,000 migrant students will benefit from the Migrant Education PASS Program.

Method of Determining Contract Amount(s)

Funds provide staff to operate the program and for the updating of the curriculum.

Evaluation Plan

The Arizona Department of Education staff keeps close communication with the LEA staff and program administrator. Department staff receives PASS program service information which is used to evaluate the production and efficiency of the program. An on-site visit will be conducted as necessary to ensure that the program is meeting the needs of the population being served. A written annual report of the number of students served is submitted at the end of August.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and Yuma Union High School District for 2014-2015 Migrant Education Program-Portable Assisted Study Sequence (PASS) as described in these materials.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Chandler Unified School District for the 2014-2015 Migrant Education Program - Migrant Hotline.

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.

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

Total not to exceed \$2,600.00

Source of Funds

Authorizing Legislation: Title I, Part C of the No Child Left Behind Act of 2001, Education of Migratory Children, Index No. 32138

Responsible Unit at the Department of Education

Highly Effective Schools
Division Associate Superintendent: Bob Gold
Deputy Associate Superintendent, Migrant Education Program, Latino Outreach, and International Coordination: Ralph Romero

Contact Information:

Ralph Romero, Deputy Associate Superintendent for Migrant Education Program, Latino Outreach, and International Coordination
Bob Gold, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on August 31, 2015.

Previous Contract History

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

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 2014-2015 Migrant Education Program - Migrant Hotline.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and 29 Local Educational Agencies for Homeless Education Services.

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
Peoria Unified School District	\$25,000.00
Phoenix Elementary School District	\$25,000.00

Contact Information:

Frank Migali, State Coordinator for Homeless Education
 Bob Gold, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

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

Index No.: 52155

Responsible Unit at the Department of Education

Division Associate Superintendent: Robert Gold
Deputy Associate Superintendent: Dr. Ann Hart
Program Contact: Frank Migali

Dates of Contract

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

Previous Contract History

This is the eleventh 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.

Issue: Overview of 2013 - 2014 AIMS and AIMS A Results

Action/Discussion Item

Information Item

Background and Discussion

This report will highlight the 2014 AIMS and AIMS A results for Mathematics, Reading, Writing, and Science. Included is a look at key trend lines across years for all grades and a specific review of Grade 3 Reading results by performance level.

READING – From a statewide view, the trend line of the percentage of students that passed AIMS Reading over the years has been a steady climb upwards from 2008 through 2014. Statewide, there is a strong positive relationship with percent passing in reading and time. Yet when we look at the trend line by grade level since 2007, every tested grade level fluctuated in percent passing on AIMS Reading over the years. In 2014, however, grades 3, 5, 7 and 10 had a higher percent passage rate than in previous years with Grades 7 and 10 having the highest pass rate of 86%. Grade 6 remained the same (80%) for the past three years while grades 4 and 8 went down in percent passing in 2014.

When reviewing the AIMS Reading performance levels for 2014 compared to 2013 we see an increase in the *Meets the Standards* level and a slight decrease in *Falls Far Below the Standards*. Conversely, there was a slight decrease in *Exceeds* and *Approaches the Standards* in 2014. There were a total of 2206 Grade 3 students in the *Falls Far Below the Standards* performance level this past year. The number of Grade 3 students that were retained in 2014 due to the *Move on When Reading* state initiative was 602 students which is approximately 27% of all the students in the *Falls Far Below the Standards* performance level; 1604 students were exempt from retention. Had the law been enacted the past three years the number of students retained would have been nearly doubled.

MATHEMATICS - Although there was a statewide upward trend in the past, the percentage of students that passed AIMS Mathematics in 2014 was the same as in 2013 (61%).

When reviewing percent passing by grade level we saw a similar trend line to AIMS Reading, since 2010 the percentage of students that passed AIMS Mathematics fluctuated from year to year. In 2014, Grade 3 had the highest percent passing rate (70%) across all tested grades by 6 percentage points. Grades 3, 8 and 10 showed an increase in percent passing rates

Contact Information:

Dr. Carrie L. Giovannone, Deputy Associate Supt of Research and Evaluation
Dr. Jennifer Johnson, Deputy Associate Superintendent of Programs and Policy

while grades 4, 6 and 7 showed a decrease in 2014. Grade 5 actually stayed the same (63%) for the past three years.

SCIENCE – In 2014, all tested grades (i.e., 8, 9 and 10) decreased in pass rates for AIMS Science while Grade 4 was the only grade to increase from 2013. Grade 10 continues to show a downward trend line since 2010 of 39% passing AIMS Science in 2014. This is the second year Grade 9 students were permitted to take the AIMS Science assessment so when comparing their percent passing to last year's results, they showed a slight decrease in percent passing (61%) than the previous year.

WRITING – In 2014, Grade 10 showed a large increase in the percentage of students that passed the AIMS Writing assessment. At a pass rate of 75%, Grade 10 is greater than 20 percentage points higher than the other tested grades (i.e., Grades 5, 6 and 7). Grade 7 has remained consistent across the years with a pass rate of 52% since 2012 while Grade 5 decreased to 52% in 2014 on AIMS Writing.

GRADE 10 – When looking at the percentage passing rates of Grade 10 students across content areas, they increased the pass rate of all content areas except in science. The highest pass rate was on AIMS Reading with an 86% and second highest on AIMS Writing with a 75% pass rate.

Recommendation to the Board

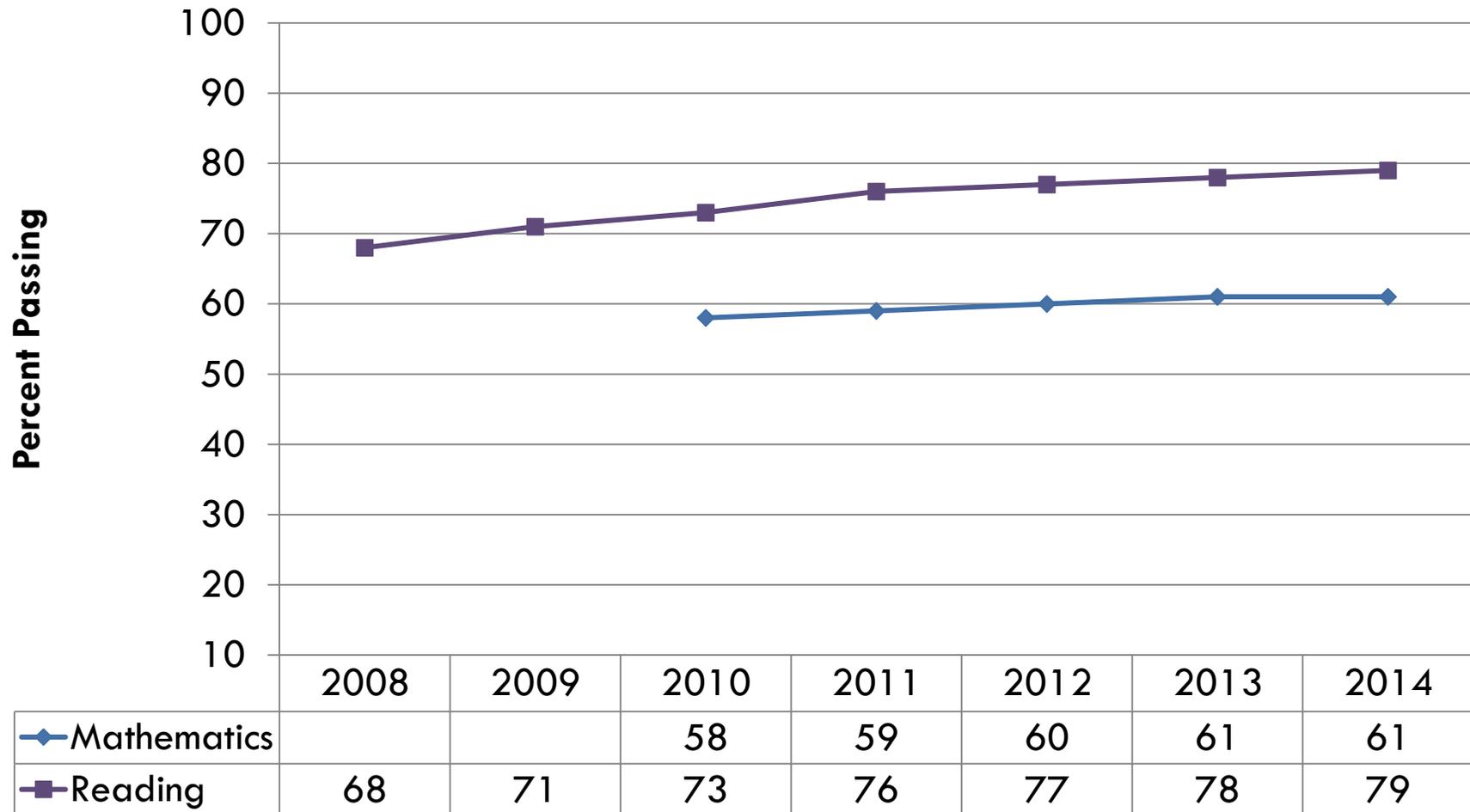
This item is presented to the Board for information only; therefore, no action is requested.



2014 AIMS AND AIMS A RESULTS

Arizona Department of Education - Research & Evaluation Division

Mathematics & Reading - Percent of All Students Passing AIMS & AIMS A



*In 2010, a new AIMS Mathematics assessment was administered, breaking the trend line across years

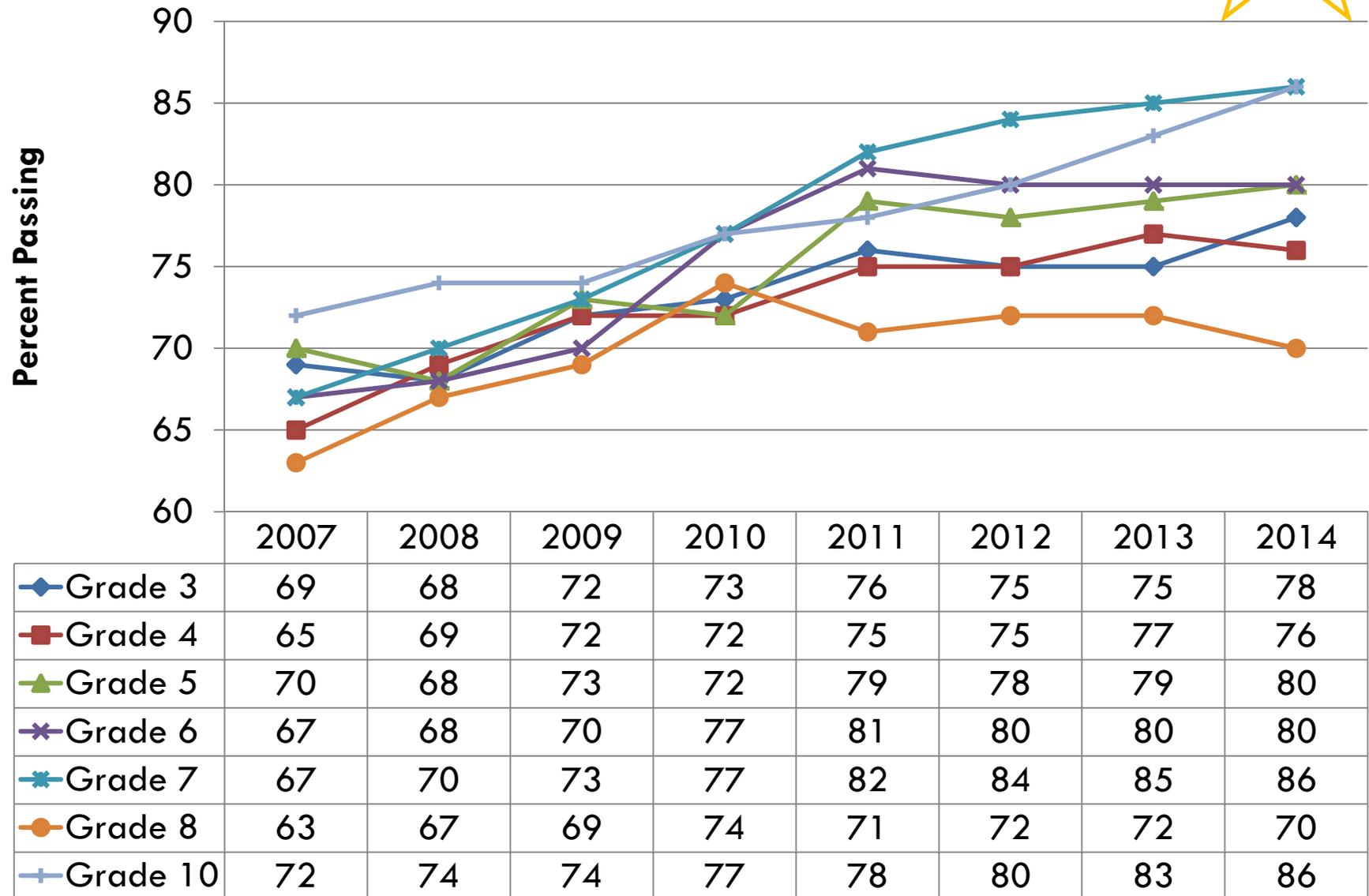
AIMS & AIMS A



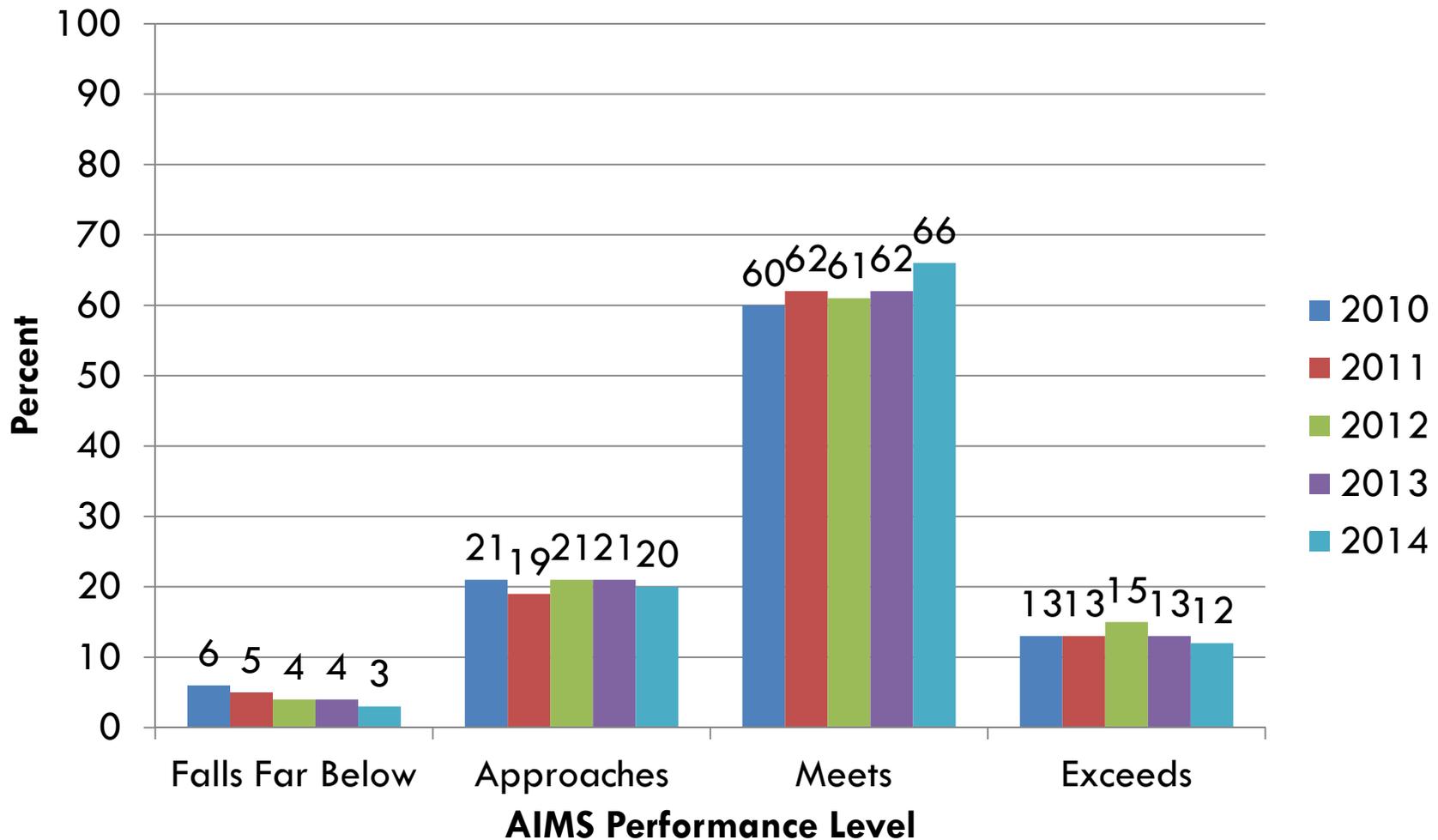
Reading



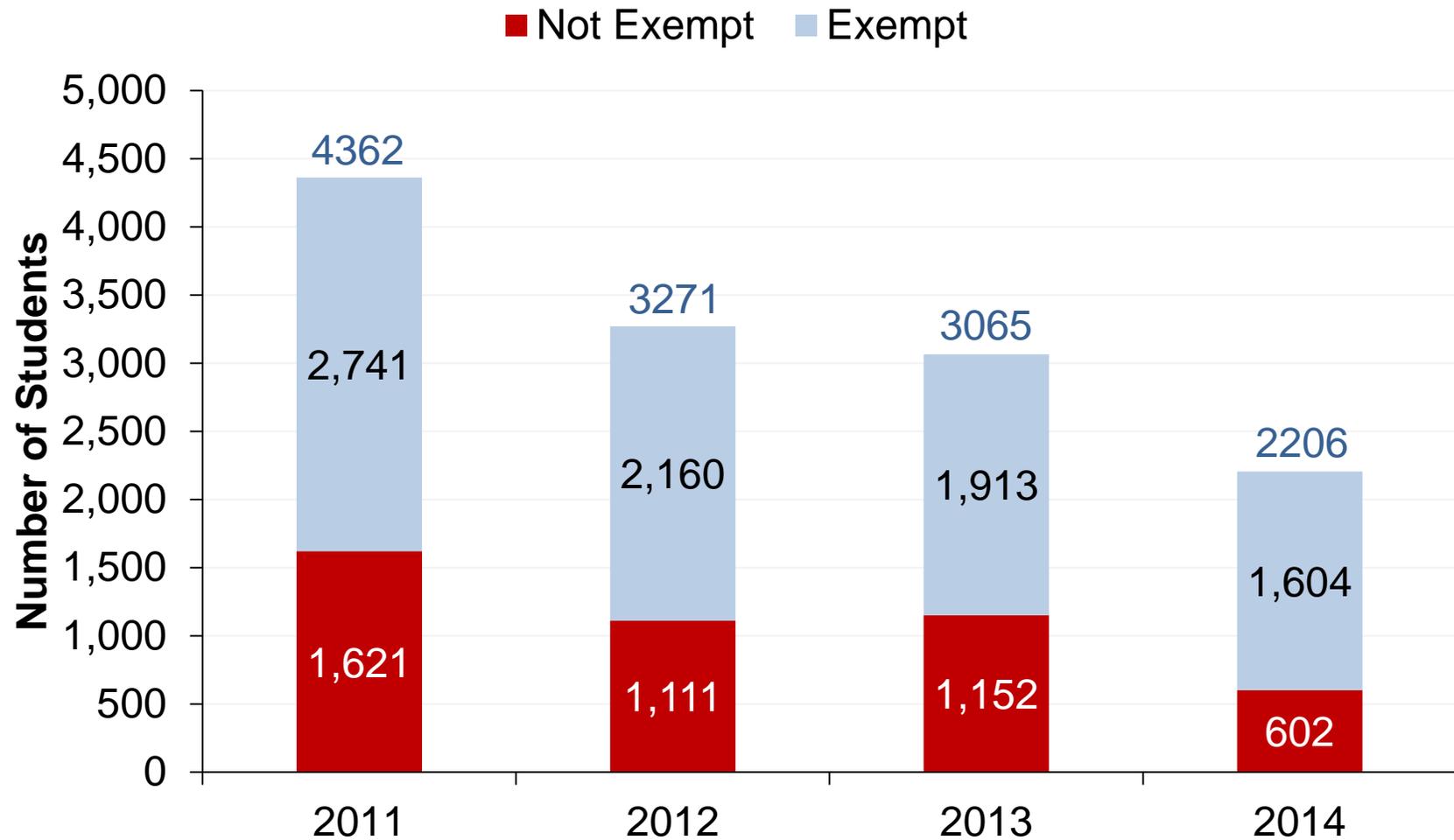
Reading - Percent of Students Passing AIMS & AIMS A



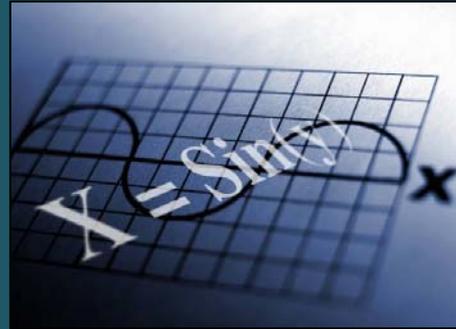
Reading - Percent of Grade 3 Students in each Performance Level on AIMS & AIMS A



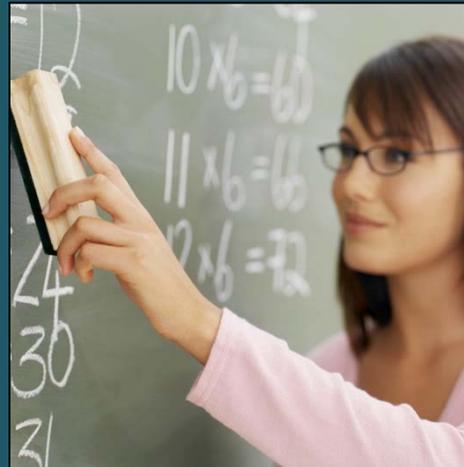
Number of Grade 3 Students Scoring Falls Far Below on AIMS Reading



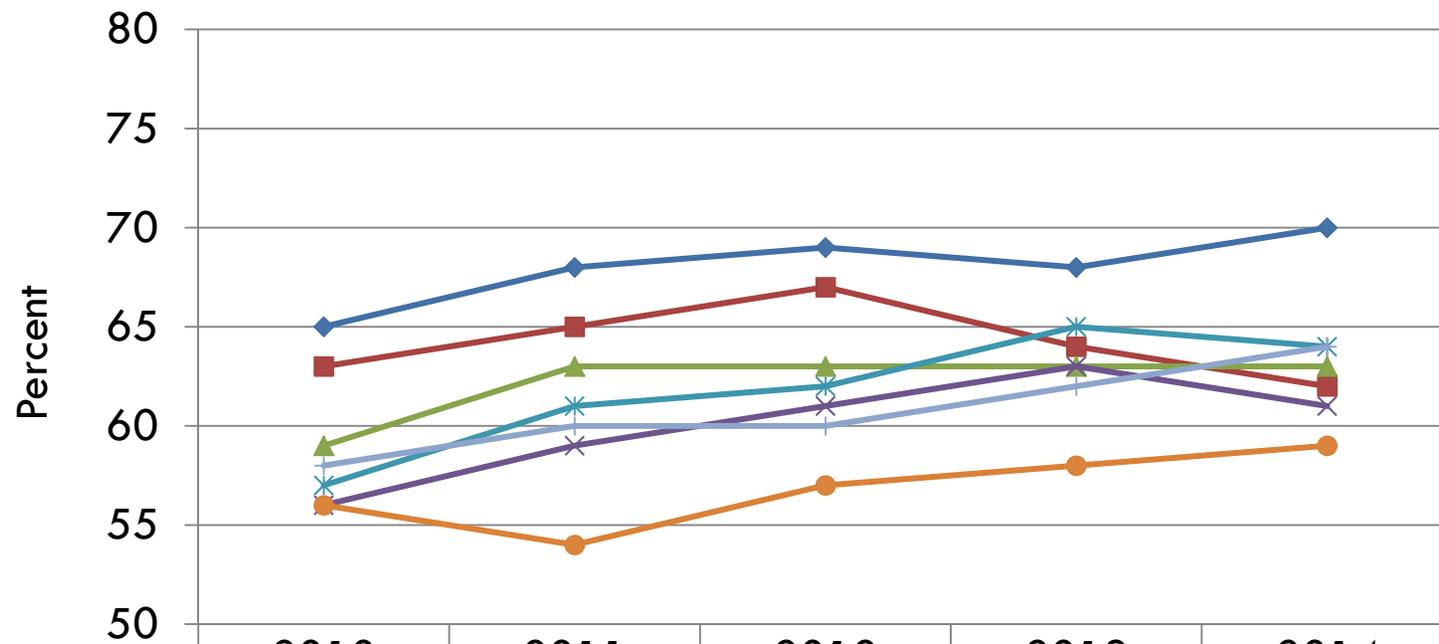
AIMS & AIMS A



Mathematics

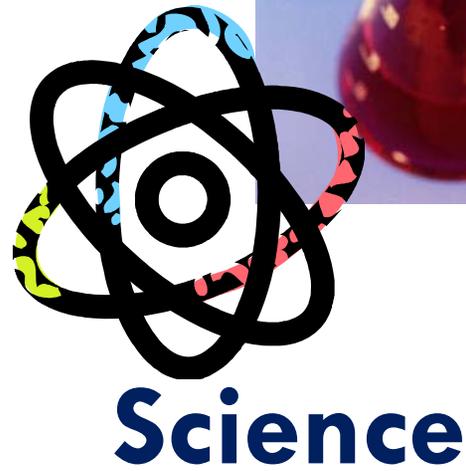


Mathematics- Percent of Students Passing AIMS & AIMS A

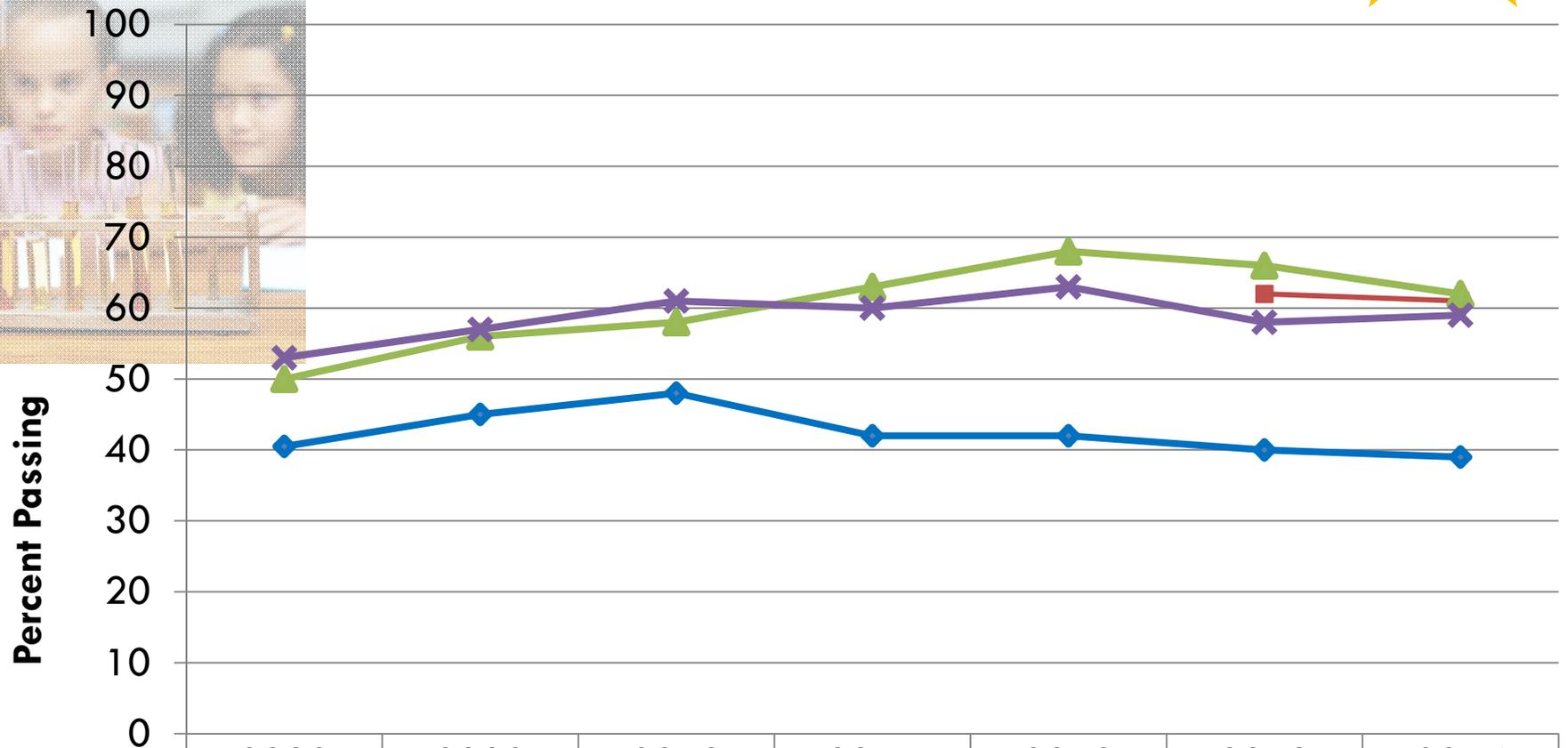


	2010	2011	2012	2013	2014
◆ Grade 3	65	68	69	68	70
■ Grade 4	63	65	67	64	62
▲ Grade 5	59	63	63	63	63
✕ Grade 6	56	59	61	63	61
* Grade 7	57	61	62	65	64
● Grade 8	56	54	57	58	59
+ Grade 10	58	60	60	62	64

AIMS & AIMS A

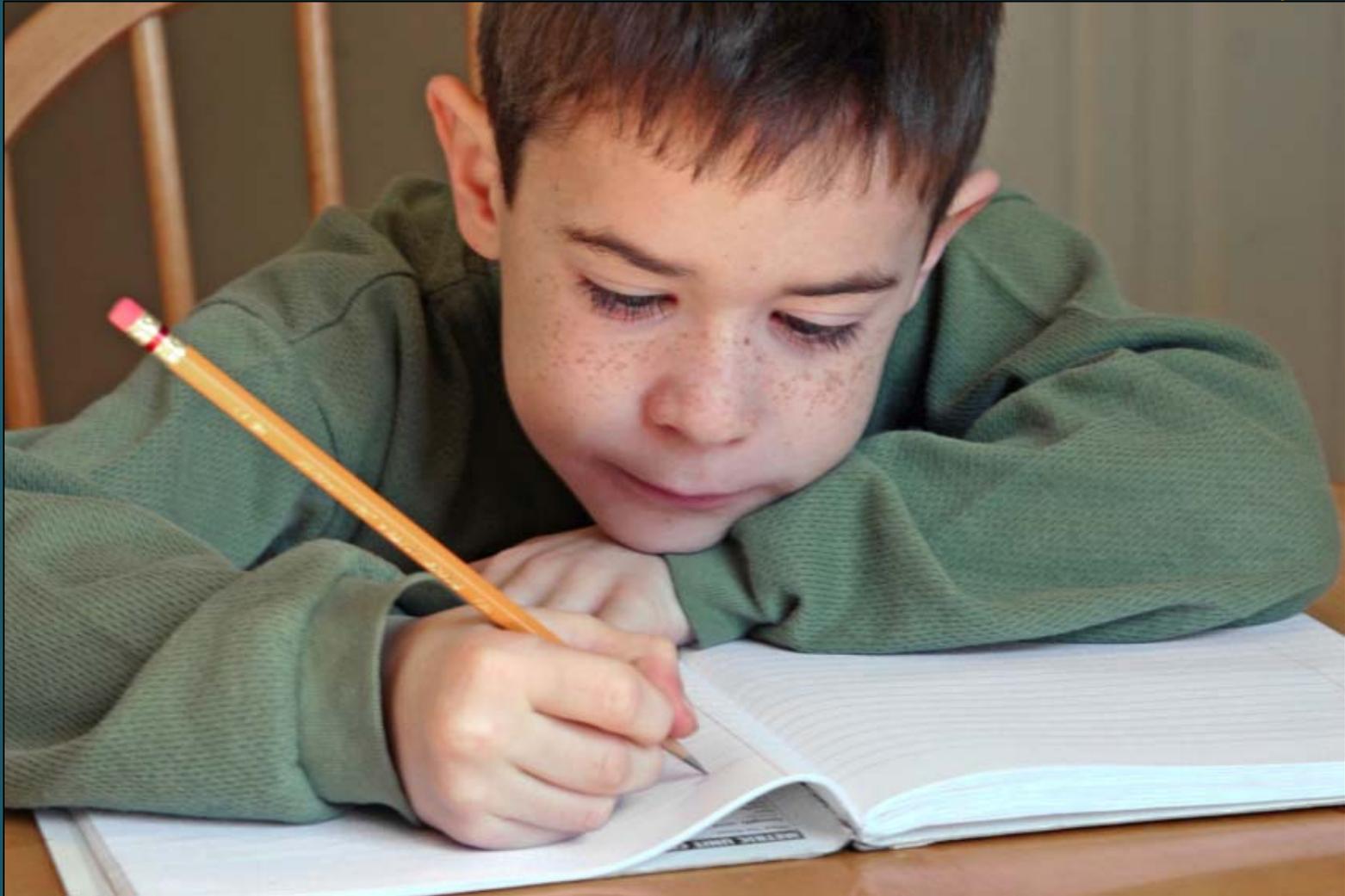


Science - Percent of Students Passing AIMS & AIMS A

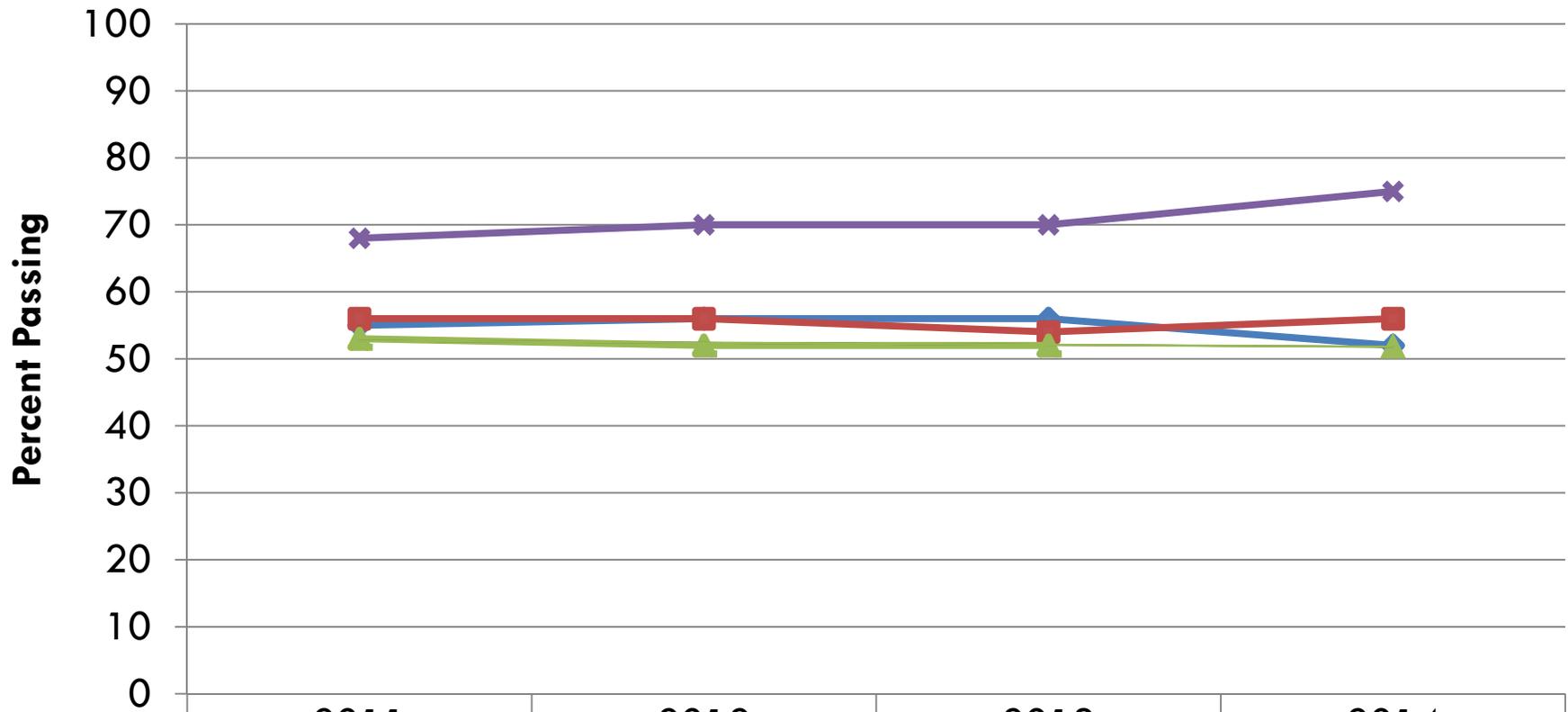


	2008	2009	2010	2011	2012	2013	2014
◆ Grade 10	41	45	48	42	42	40	39
■ Grade 9						62	61
▲ Grade 8	50	56	58	63	68	66	62
✖ Grade 4	53	57	61	60	63	58	59

AIMS Writing



Writing - Percent of Students Passing AIMS



	2011	2012	2013	2014
◆ Grade 5	55	56	56	52
■ Grade 6	56	56	54	56
▲ Grade 7	53	52	52	52
✦ Grade 10	68	70	70	75

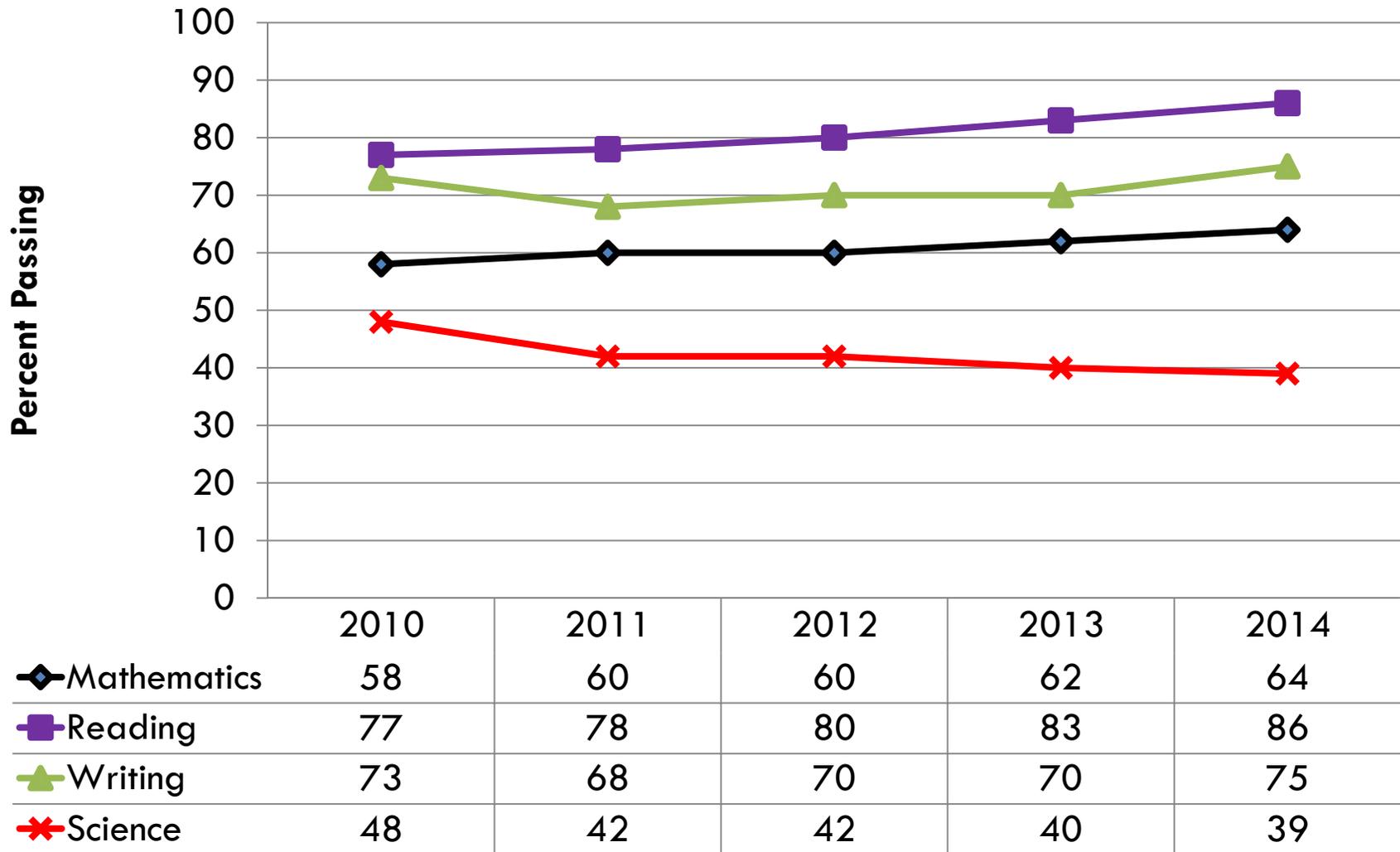
AIMS & AIMS A



Grade 10



Grade 10 - Percent Passing AIMS & AIMS A Mathematics, Reading, Writing, and Science





Thank you

Dr. Carrie L. Giovannone
Deputy Associate Superintendent
Research & Evaluation

R&E@azed.gov

602-542-5325

EXECUTIVE SUMMARY

Issue: Report regarding statewide outcome of 2014 A-F Letter Grades.

Action/Discussion Item

Information Item

Background and Discussion

ARS §15-241 requires the Department, subject to final adoption by the State Board, to compile annual achievement profiles for public schools and issue a corresponding A-F classification. Statute requires that the profiles include measures of academic progress, achievement on statewide assessments and results of ELL tests.

In 2013, the Board conceptually approved the use of a College and Career Readiness Index – including both graduation rates and College and Career Ready Indicators in the achievement profiles. The Board adopted the use of graduation rates in the 2014 achievement profiles; the College and Career Ready Indicators have not yet been brought to the Board for final adoption.

2014 Achievement profiles and corresponding letter grades have been released by the Department. In summary, 20% of the schools in Arizona increased by at least one letter grade while 17% of schools decreased by at least one letter grade. Up to 70 schools may receive an F letter grade after receiving a third consecutive D or D-ALT letter grade this year. Schools labeled “F” in 2013 which remained in operation in 2014 received D or D-ALT letter grades with the exception of one school which was able to increase the number of points to earn a “C”. Changes to the 2014 accountability system impacted high schools and alternative schools.

Over 100 schools carry a “Pending” label at this time; most of these schools are online schools, extremely small schools, and/or schools where data are not ready for processing a final determination. In prior fiscal years, smaller online schools and extremely small schools were excluded from accountability and labeled “Not Rated”. The Department is currently piloting methods of including these schools as outlined in the ESEA Flexibility Request.

Review and Recommendation of State Board Committee

Not Applicable.

Recommendation to the Board

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

Contact Information:

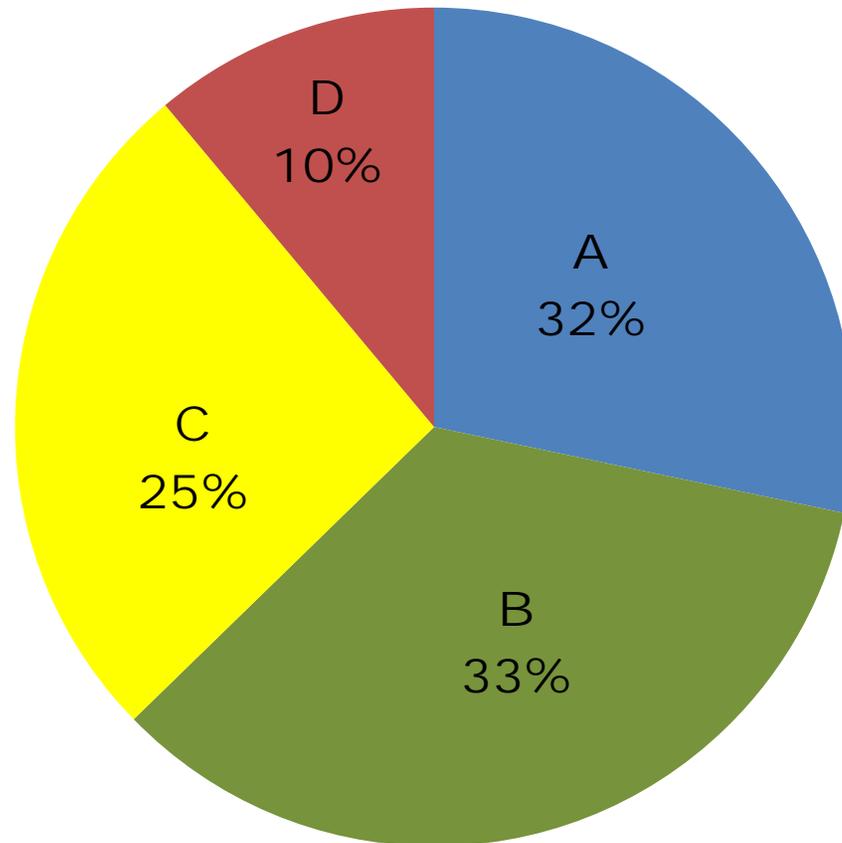
Yovhane Metcalfe, Ph.D., Chief Accountability Officer

Leila Williams, Ph.D., Associate Superintendent, High Quality Assessments & Adult Education



2014 A-F LETTER GRADES
ARIZONA DEPARTMENT OF EDUCATION

2014 School Letter Grades*

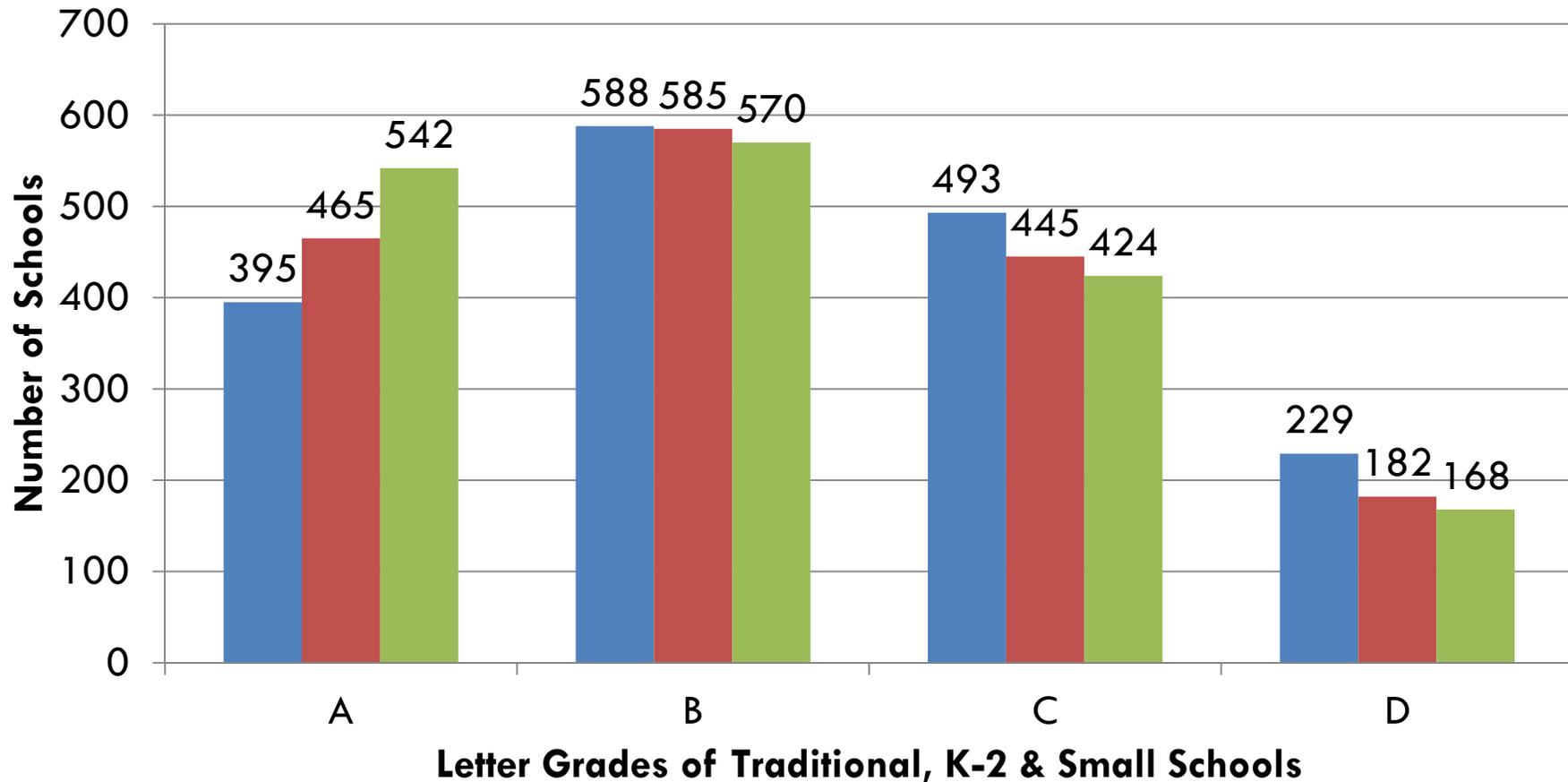


*Traditional, K-2, & Small Schools only. An appeals process currently underway determines final "F" letter grades.

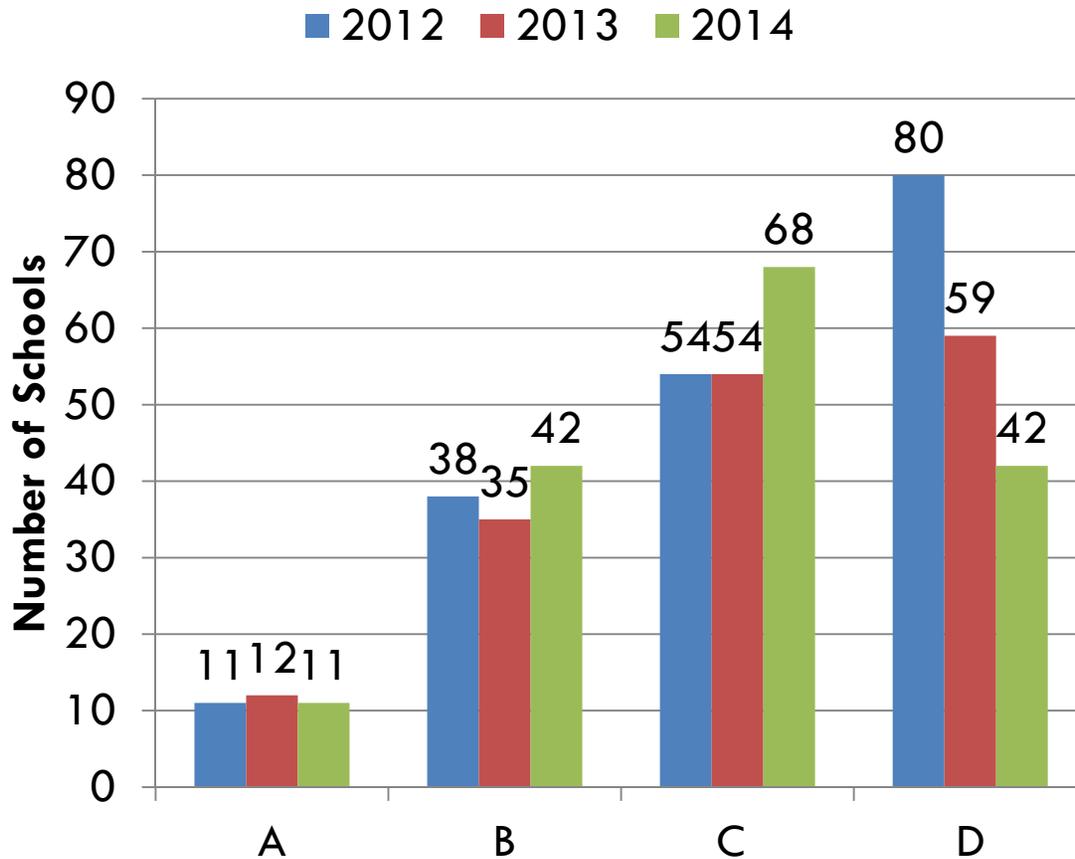
Three Years of Letter Grades



■ 2012 ■ 2013 ■ 2014

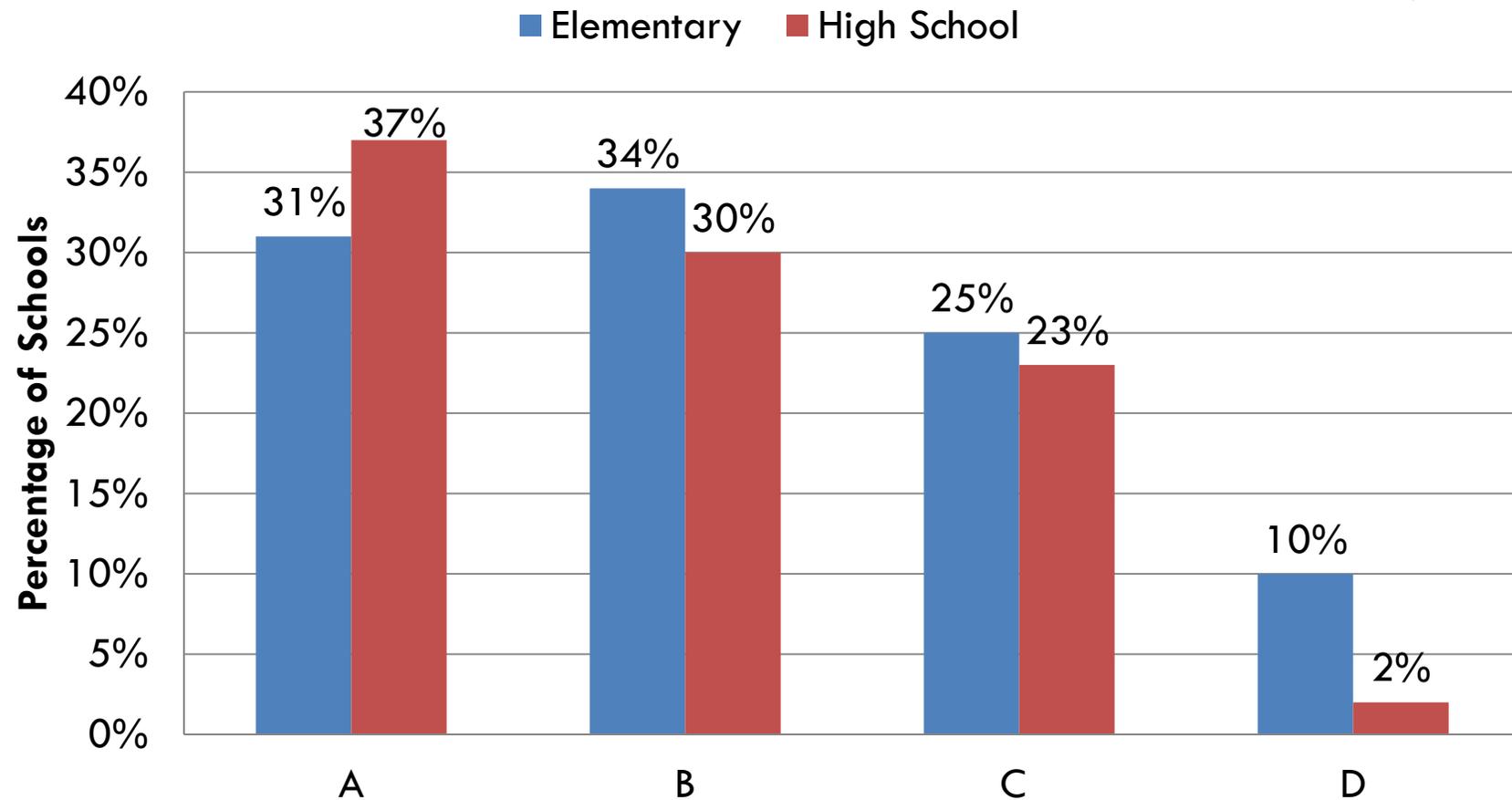


Three Years of Letter Grades - Alternative Schools



- 150 schools received alternative school status in 2014.
- Implementation of criteria to qualify for alternative school status may have led to a reduced number of qualifying schools.

2014 Letter Grades: Elementary & High Schools

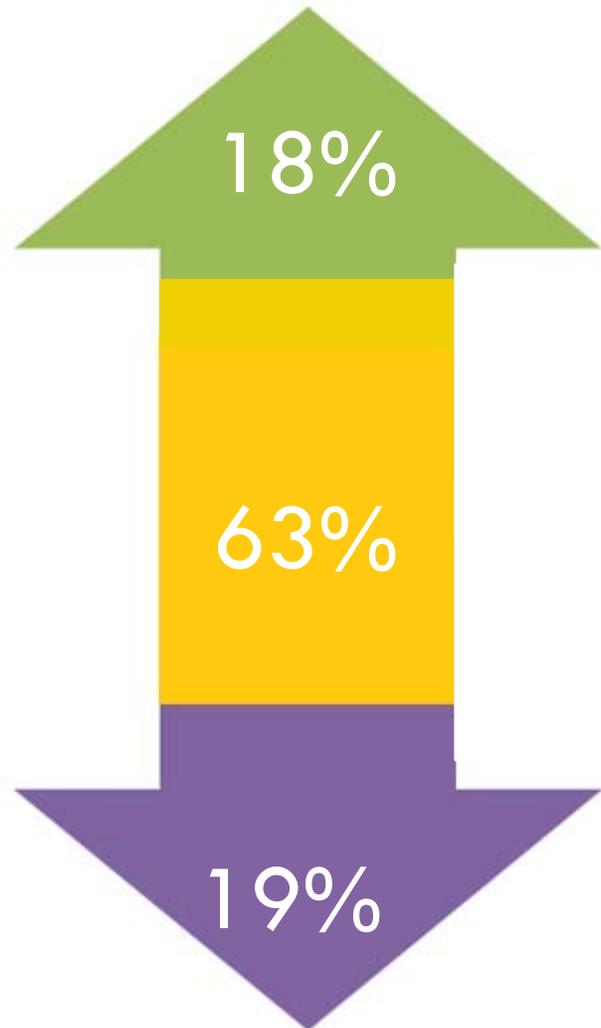


2014 Letter Grade Movement



ELEMENTARY SCHOOLS

HIGH SCHOOLS



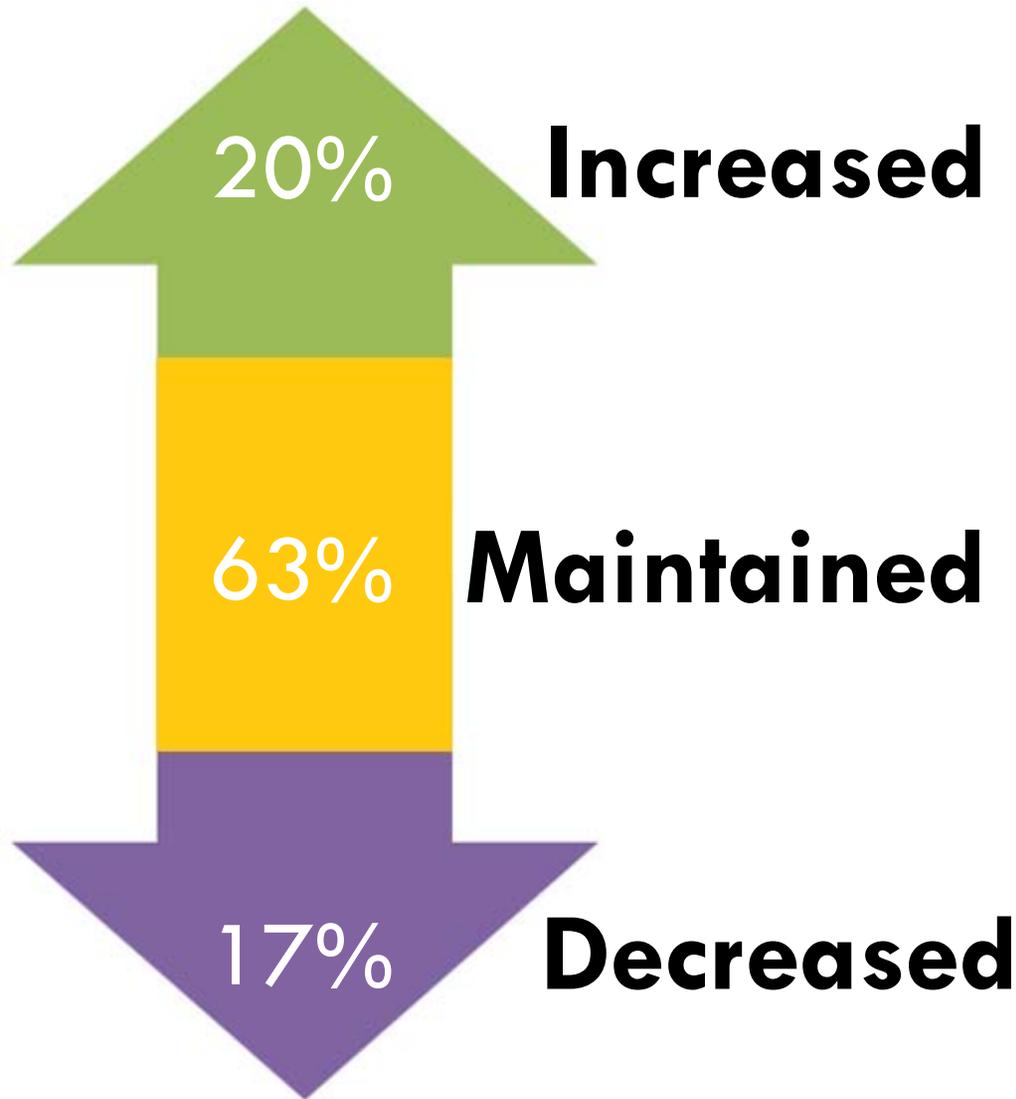
Increased

Maintained

Decreased



2014 Letter Grade Movement – All Schools



2013 to 2014 Letter Grade Highlights



63%
Maintained
letter grades

302 Schools
improved
ONE letter
grade

38 Schools
improved
TWO letter
grades

Increase in Total Points



CCRI Graduation Rate

- Traditional high schools earned an average of five points over the prior year versus a one point gain for non-high schools.
- Alternative high schools earned an average of six points over the prior year.
 - 2014 is the first year a distribution based scale was not used to label alternative schools.

ELL Points

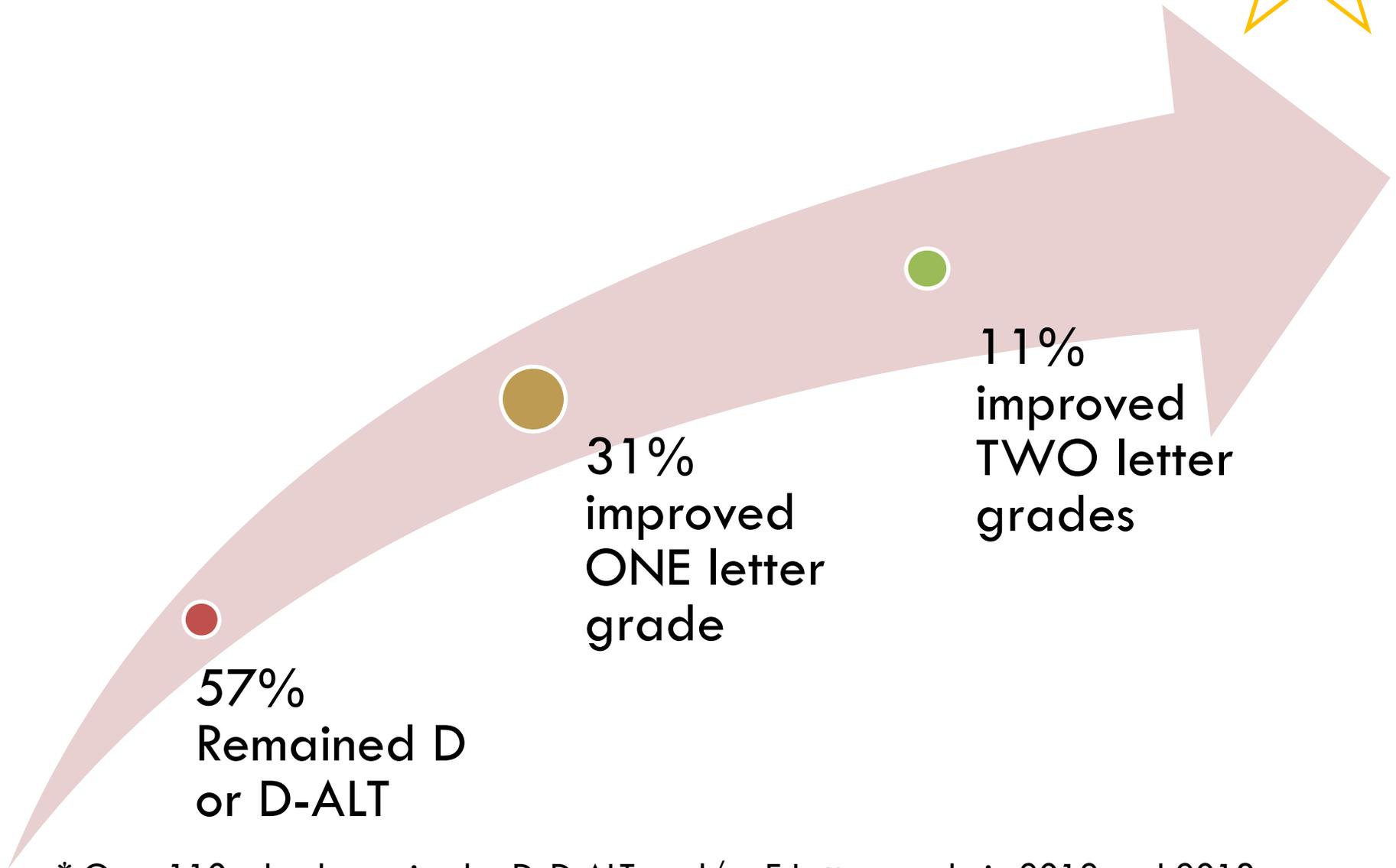
- 63% of eligible schools earned 3 ELL points which is a 21% gain over the prior year.
- Statewide reclassification increased from 24% to 30% in FY2014.

2013 to 2014 Average Change



	Percent Passing	Median Student Growth	Growth Points	Total Points
Alternative Schools	+1% point	+2	+2	+8
Traditional Non-High Schools	No Change	No Change	No Change	+2
Traditional High Schools	No Change	+1	No Change	+5
Statewide	No Change	No Change	No Change	+3

Struggling* Schools: 2014 Performance



* Over 110 schools received a D, D-ALT, and/or F Letter grade in 2012 and 2013.

EXECUTIVE SUMMARY

Issue: Special Education Advisory Panel – Panel applications for consideration

Action/Discussion Item Information Item

Background and Discussion

The Individuals with Disabilities Education Act (IDEA) and Arizona Revised Statute requires states to maintain an advisory panel to provide the SEA with policy guidance relating to special education for children with a disability (34 CFR 300.167 – 300.169 & ARS 15-235F&G). Membership on the Special Education Advisory Panel (SEAP) is composed of individuals involved in or concerned with the education of children with disabilities and enumerates individuals who can fulfill the required roles (34 CFR 300.168). Additionally, IDEA specifically requires that a majority of the members of the panel must be individuals with disabilities or parents of children with disabilities. Several of our members fulfill a specific role on the panel and are a parent of a child with a disability to meet the majority requirement. The duties of the panel include advising the SEA about the unmet educational needs of children with a disability, commenting on rules and regulations, advising the SEA on evaluations and reporting data to the US Department of Education (34 CFR 300.169).

Review and Recommendation of State Board Committee

The SEAP Co-Chairs, Vice Chair and State Director of Special Education, Angela Denning have reviewed all submitted applications from individuals who are interested in serving a term on SEAP.

The Special Education Advisory Panel recommends to the State Board of Education that the following individuals be appointed to the Special Education Advisory Panel for the designated term:

Candidate Name	Required Role for SEAP	Appointment Date	Appointment Expiration Date
Amy Breitzman	ADMINISTRATORS OF PROGRAMS FOR CHILDREN WITH DISABILITIES	7/1/14	6/30/17
Ron Denne, Jr	INDIVIDUALS WITH DISABILITIES	7/01/14	6/30/17
Wendi Howe	PARENTS OF CHILDREN WITH DISABILITIES	7/01/14	6/30/17
Sophia Lenny	PARENTS OF CHILDREN WITH DISABILITIES	7/01/14	6/30/17

Contact Information: *Angela M. Denning, Deputy Associate Superintendent/ESS
 Robert Gold, Associate Superintendent/HES*

EXECUTIVE SUMMARY

Kathleen Puckett	REPRESENTATIVES OF INSTITUTIONS OF HIGHER LEARNING THAT PREPARE SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	7/01/14	6/30/17
Judith Shideler	TEACHERS	7/01/14	6/30/17
Martha Ann Spencer	REPRESENTATIVE FROM THE STATE JUVENILE DETENTION AGENCY	7/01/14	6/30/17

The Special Education Advisory Panel recommends to the State Board of Education that the following individuals be reappointed to the Special Education Advisory Panel for the designated term:

Candidate Name	Required Role for SEAP	Appointment Date	Appointment Expiration Date
Susan Douglas	REPRESENTATIVE OF PUBLIC CHARTER SCHOOLS	7/01/14	6/30/17
Gena Garland	REPRESENTATIVE FROM THE STATE ADULT CORRECTIONS AGENCY	7/01/14	6/30/17
Amanda Heyser	PARENTS OF CHILDREN WITH DISABILITIES	7/01/14	6/30/17
Leanne Murrillo	INDIVIDUALS WITH DISABILITIES	7/01/14	6/30/17
Edward O'Neill	REPRESENTATIVES OF STATE AGENCIES INVOLVED IN THE FINANCING OR DELIVERY OF RELATED SERVICES TO CHILDREN WITH DISABILITIES	7/01/14	6/30/17

Recommendation to the Board

It is recommended that the State Board approve the members as discussed in these materials.

EXECUTIVE SUMMARY

*STATE OF ARIZONA
 SPECIAL EDUCATION ADVISORY PANEL TO THE STATE BOARD OF EDUCATION
 School Year 2014/2015*

PARENTS OF CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Amanda Heyser	7/01/14	6/30/17
Wendi Howe	7/01/14	6/30/17
Sophia Lenny	7/01/14	6/30/17
Kimberly A. Peaslee	7/01/12	6/30/15
Lisa Soeby	9/01/13	6/30/16
Christopher Tiffany	10/01/12	6/30/15
Nancy K. Williams*	7/01/12	6/30/15
INDIVIDUALS WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Ron Denne Jr.	7/01/14	6/30/17
Ashley Hafner	10/01/12	6/30/15
Leanne Murrillo	7/01/14	6/30/17
TEACHERS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Lara Bruner	9/01/13	6/30/16
Judith Shideler	7/01/14	6/30/17
REPRESENTATIVES OF INSTITUTIONS OF HIGHER LEARNING THAT PREPARE SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Kathleen Puckett	7/01/14	6/30/17
STATE AND LOCAL EDUCATION OFFICIALS, INCLUDING OFFICIALS WHO CARRY OUT ACTIVITIES UNDER SUBTITLE B OF TITLE VII OF THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT (42 U.S.C. 11431 ET.SEQ.)	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
M. Diane Bruening, Ed.D.	7/01/12	6/30/15
ADMINISTRATORS OF PROGRAMS FOR CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Amy M. Breitzman*	7/1/14	6/30/17
REPRESENTATIVES OF STATE AGENCIES INVOLVED IN THE FINANCING OR DELIVERY OF RELATED SERVICES TO CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Edward O'Neill	7/01/14	6/30/17

EXECUTIVE SUMMARY

REPRESENTATIVE OF PUBLIC CHARTER SCHOOLS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Susan Douglas	7/01/14	6/30/17
REPRESENTATIVE OF PRIVATE SCHOOLS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Kristina Blackledge*	9/01/13	6/30/16
REPRESENTATIVES OF A VOCATIONAL, COMMUNITY, OR BUSINESS ORGANIZATION CONCERNED WITH THE PROVISION OF TRANSITION SERVICES TO CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Laura Schweers	7/01/13	6/30/16
REPRESENTATIVE FROM THE STATE CHILD WELFARE AGENCY RESPONSIBLE FOR FOSTER CARE	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Patricia L. Carey*	10/01/12	06/30/15
REPRESENTATIVE FROM THE STATE JUVENILE DETENTION AGENCY	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Martha Ann Spencer	7/01/14	6/30/17
REPRESENTATIVE FROM THE STATE ADULT CORRECTIONS AGENCY	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Gene Garland	7/01/14	6/30/17

Total Membership - 22

Parents or Individuals with a Disability - 13

* Also fulfills "Parents of Children with Disabilities" or "Individuals with Disability" category requirement.

** Also fulfills "Teacher" category requirement.

EXECUTIVE SUMMARY

Issue: Consideration to Grant Extensions of Professional Preparation Program Approvals Relating to R7-2-604 - R7-2-604.04.

Action/Discussion Item Information Item

Background and Discussion

State Board Rules R7-2-604 through R7-2-604.04 relate to the review and approval process for Board approved professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to state certification.

The Board initiated rule-making procedures at the June 23, 2014 meeting to revise these rules. Professional preparation program approvals identified in the table below will expire prior to the completion of the rule-making process and should be extended so their renewal may be considered under the revised rules.

Review and Recommendation of a State Board Committee

Not applicable

Recommendation to the Board

It is recommended that the Board grant extensions of professional preparation programs set to expire in the months of August 2014 through October 2014 (identified in the table below) to January 31, 2015.

Professional Preparation Programs Set to Expire August - October 2014		
Institution	Title of Program	Expiration Date
Arizona Christian University	Bachelor of Sciences in Elementary Education	August 31, 2014
Arizona Christian University	Bachelor of Sciences in Music Education	August 31, 2014
Arizona Christian University	Bachelor of Sciences in Secondary Education	August 31, 2014
Capella University	Master of Science in Human Services-Specialization in School Counseling (CACREP)	August 31, 2014
Argosy University	EdS/EdD in Educational Administration: Advanced Certification (Superintendent)	September 22, 2014

Contact Information:

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section
 Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

Professional Preparation Programs Set to Expire August - October 2014		
Institution	Title of Program	Expiration Date
Argosy University	EdS/EdD in Educational Administration: Initial Certification (Principal)	September 22, 2014
Argosy University	Master of Arts in Initial Educational Administration (Principal)	September 22, 2014
Argosy University	School Psychologist: Education Specialist	September 22, 2014
Argosy University	School Psychology: Doctor of Psychology	September 22, 2014
Grand Canyon University	Bachelor of Science in Elementary Education	September 22, 2014
Grand Canyon University	Bachelor of Science in Secondary Education	September 22, 2014
Grand Canyon University	Bachelor of Arts in History, Secondary Education	September 22, 2014
Grand Canyon University	Master of Education in Elementary Education	September 22, 2014
Grand Canyon University	Master of Education in Secondary Education	September 22, 2014
Arizona State University - School of Letters and Sciences	School Counseling	October 22, 2014
Capella University	Doctor of Philosophy in Education-Specialization in Leadership in Educational Administration	October 22, 2014
Capella University	Doctorate in School Psychology	October 22, 2014
Capella University	Master of Science in Education-Specialization in Leadership in Educational Administration	October 22, 2014
Capella University	Master of Science in Psychology-Specialization in School Psychology and Specialist Certificate in School Psychology	October 22, 2014
Pima Community College	Post Baccalaureate Teacher Certification Program, Elementary Education	October 22, 2014
Pima Community College	Post Baccalaureate Teacher Certification Program, Secondary Education	October 22, 2014

EXECUTIVE SUMMARY

Professional Preparation Programs Set to Expire August - October 2014		
Institution	Title of Program	Expiration Date
Pima Community College	Post Baccalaureate Teacher Certification Program, Special Education Cross-Categorical	October 22, 2014
Arizona State University - Mary Fulton Teachers College	Bachelor of Arts in Education, Elementary Education	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Bachelor of Arts in Education, Early Childhood Education	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Bachelor of Arts in Education, Secondary Education	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Master in Elementary Education with Arizona Certification (MAC)	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Masters in Elementary Education with Arizona Intern Teaching Certificate (INMAC)	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Masters in Secondary Education with Arizona Certification (MAC)	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Masters in Secondary Education with Arizona Intern Teaching Certificate (INMAC)	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Masters in Special Education (Cross-Categorical) with Arizona Certification [Dual Certification in Elementary Education (MAC)]	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Masters in Special Education (Cross-Categorical) with Arizona Intern Teaching Certificate [Dual Certification in Elementary Education (INMAC)]	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Masters of Education-in Early Childhood Education	October 24, 2014
Arizona State University - Mary Fulton Teachers College	Masters with Arizona Certification-Teacher Education for Arizona Mathematics and Science (TEAMS)	October 24, 2014

EXECUTIVE SUMMARY

Professional Preparation Programs Set to Expire August - October 2014		
Institution	Title of Program	Expiration Date
Northern Arizona University	Masters Teaching Science with Certification	October 29, 2014
Ottawa University	Masters of Arts in Education: School Psychology	October 29, 2014

EXECUTIVE SUMMARY

Issue: Consideration to Grant Professional Preparation Program Approval in Administration to the Grand Canyon University, Master of Education in Educational Administration
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Action/Discussion Item

Information Item

Background and Discussion

Arizona State Board rule R7-2-604(A) states:

The Board shall evaluate and may approve the professional preparation programs which request Board approval. Rules R7-2-604 and R7-2-604.01 apply to all professional preparation programs in teacher, administrator, school guidance counseling, and school psychology programs that lead to certification. The Board may grant approval not to exceed five years.

The Grand Canyon University Master of Education in Educational Administration professional preparation program was initially approved in June, 2009.

Grand Canyon University submitted the following documentation to the Arizona Department of Education:

- *Program Components*
- *Field Experience and Capstone Experience*
- *Assessment Plan*
- *Program Matrix*

The professional preparation program review for the Grand Canyon University Master of Education in Educational Administration was conducted in June, 2014. Based upon its findings, the team is satisfied the requirements have been met and recommends State Board approval until February 2017.

Recommendation to the Board

It is recommended that the Board approve the Grand Canyon University, Master of Educational Administration as a professional preparation program until February 2017.

Contact Information:

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section
Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

Issue: Non-Compliance with the USFR for Topock Elementary School District No. 12 and to Withhold State Funds Pursuant to A.R.S. §15-272(B)

 Action/Discussion Item Information Item**Background and Discussion**

Under Arizona law school districts must spend and account for public funds in accordance with the Uniform System of Financial Records (USFR). Jointly developed by the Arizona Department of Education and the Arizona Auditor General's Office (Auditor General), the USFR incorporates finance-related laws and regulations as well as generally accepted accounting principles. The Auditor General is responsible for assessing whether school districts are in compliance with the USFR, and notifying the Department of Education when they are not. See A.R.S. §15-271(E). Based on the Auditor General's reports, the State Board of Education may direct the Superintendent of Public Instruction to withhold any portion of state funds from school districts or charter schools that are out of compliance with the USFR. See A.R.S. §15-272(B). State funds will be withheld until the Auditor General reports that the school has come into compliance with the USFR. See A.R.S. §15-272(B).

Districts must submit an annual or biennial financial statement audit report and USFR Compliance Questionnaire within 9 months after the end of the fiscal year. See A.R.S. §15-914. The Auditor General has reported that Topock Elementary School District No. 12 is out of compliance with the USFR based upon on their failure to submit their annual reports for the 2 years ended June 30, 2013, and their USFR Compliance Questionnaires for the year ended June 30, 2013 that were due on March 31, 2014. The District's governing board was notified of this requirement and was provided an additional 90-days to submit the documents before the Auditor General notified the State Board of Education of their noncompliance.

Topock Elementary School District No. 12 was notified via fax and certified letter sent July 29, 2014 of this review before the State Board of Education.

Copies of the Auditor General's Reports may be downloaded from the Arizona Auditor General's website at www.auditorgen.state.az.us.

Contact Information:

Christine M. Thompson, Executive Director, Arizona State Board of Education
Jordan Ellei, Assistant Attorney General, Office of the Attorney General

EXECUTIVE SUMMARY

Recommendation to the Board

Determine that Topock Elementary School District No. 12 is out of compliance with the USFR for fiscal year ending June 30, 2012 and 2013 based on the reports of the Auditor General and move to direct the Superintendent of Public Instruction to withhold a portion of state funds from Topock Elementary School District No. 12 until the Auditor General reports that they are in compliance with the USFR.



Arizona State Board of Education

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Phoenix, Arizona 85007
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FAX (602) 542-3046
www.azed.gov/state-board-education
stateboardinbox@azed.gov

VIA FAX AND CERTIFIED MAIL

July 29, 2014

Mr. John Warren
Superintendent
Topock Elementary School District No. 12
P.O. Box 370
Topock, AZ 86436

RE: Topock Elementary School District No. 12 Compliance with the Uniform System of Financial Records ("USFR").

Dear Superintendent Warren:

Please be advised that the State Board of Education will consider the status of Topock Elementary School District No. 12 compliance with the Uniform System of Financial Records ("USFR") at its regular monthly meeting to be held on Monday, August 25, 2014, at 9:00AM at the Arizona Department of Education, 1535 West Jefferson, Room 122, Phoenix, Arizona. If the Board determines that Topock Elementary School District No. 12 is in non-compliance with the USFR, the Board may take appropriate enforcement action including, but not limited to, directing the Superintendent of Public Instruction to withhold state funds from the school. See A.R.S. §15-272.

This matter is being brought to the Board's attention in response to the Auditor General's letter on this subject issued July 1, 2014. The letter stated that the District has not submitted its audit reports for the 2 years ended June 30, 2013, and the Uniform System of Financial Records (USFR) Compliance Questionnaire for the year ended June 30, 2013, that were due by March 31, 2014.

Board Members: President Thomas Tyree Vice President Greg Miller Reginald Ballantyne III
Amy Hamilton Dr. Ann Hart Roger Jacks
Jaime Molera Jacob Moore Cheryl Rogers Dr. James Rottweiler
Superintendent of Public Instruction John Huppenthal
Executive Director Christine Thompson



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Page Two
Topock Elementary USFR Noncompliance
July 29, 2014

Please notify the Board if a representative from Topock Elementary School District No. 12 will attend this meeting. You may contact the Board office at (602) 542-5057.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine Thompson", with a long horizontal line extending to the right.

Christine Thompson
Executive Director

cc: Jordan Ellel
Assistant Attorney General
Office of the Attorney General
1275 West Washington
Phoenix, Arizona 85007

Christopher A. Munns
Assistant Attorney General
Office of the Attorney General
Solicitor General's Office
1275 W. Washington
Phoenix, Arizona 85007

Laura Miller
Office of the Auditor General
2910 N. 44th Street, Suite 410
Phoenix, Arizona 85018

Governing Board
Topock Elementary School District No. 12
P.O. Box 370
Topock, AZ

*Board Members: President Thomas Tyree Vice President Greg Miller Reginald Ballantyne III
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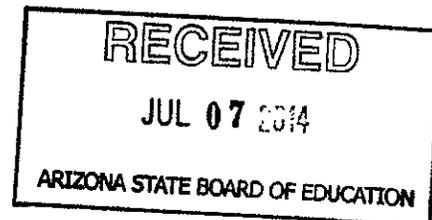
DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

July 1, 2014

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



Subject: Topock Elementary School District No. 12

Dear Mr. Huppenthal:

In July 2013, we requested that the Arizona State Board of Education (Board) take action on Topock Elementary School District No. 12 because the District had not submitted its audit reports for the 2 years ended June 30, 2011, and the Uniform System of Financial Records (USFR) Compliance Questionnaire for the year ended June 30, 2011.

We received the District's reports and questionnaire mentioned above. However, to date, we have not received the District's audit reports for the 2 years ended June 30, 2013, and the USFR Compliance Questionnaire for the year ended June 30, 2013, that were due by March 31, 2014. Therefore, the District still has not complied with the USFR and state law in regard to report submission, and we request that the Board take appropriate action as prescribed by A.R.S. §15-272 as a result of the District's continued noncompliance with the USFR.

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

Sincerely,


Debbie Davenport
Auditor General

cc: Governing Board
Mr. John Warren, Superintendent
Mr. Ed Marquez, Business Manager
Topock Elementary School District No. 12
The Honorable Michael File, Mohave County School Superintendent
Ms. Christine Thompson, Executive Director
Arizona State Board of Education
Ms. Stacey Morley, Executive Director of Policy Development and Government Relations
Arizona Department of Education

Dear Ms. Thompson,

We acknowledge receipt of our audit non-compliance letter. The district has been working diligently with Roger Walters of the Auditor Generals Office to ensure compliance. We are currently in the process of completing our biennial audit for fiscal years 2012 and 2013. A request for quote was submitted to the Auditor Generals Office prior to March 31st. The district notified the Auditor Generals Office and the audit firm of potential fraudulent activity in June 2013, resulting in delay of the completion of the biennial audit for fiscal years 10 and 11. This in turn resulted in a delay of payment for the biennial audit. To complete the fiscal 12 and 13 audits would have required the district to pay for two audits in the same year, which coupled with the possible fraudulent activity would have created an unrecoverable financial hardship.

In communicating this with the Auditor General's Office we were advised to enter into a contract with an audit firm to have the biennial audit completed expeditiously in fiscal year FY 15 which we are currently in the process of. The firm completed their field visit today and we anticipate the audit to be completed by October. An RFP will be submitted to the AG's office by the deadline of March 31st which will put the district in compliance.

Respectfully,

John Warren

Superintendent

Topock ESD #12

**UNIFORM SYSTEM OF FINANCIAL RECORDS (USFR)
NON-COMPLIANCE – SUMMARY**

DISTRICT:

Topock Elementary School District No. 12

BASIC FINANCIAL/PERFORMANCE INFORMATION:

Total State Aid:	\$331,859.00
Students Enrolled:	132
Number of Schools:	1
Student/Teacher Ratio:	14.6
Classroom Dollars:	54.9% of per pupil funding spent in classroom
2013-14 A-F Grade:	B

ADMINISTRATIVE STATUS:

The District appeared before the Board on March 23, 2009, August 22, 2011, and September 24, 2012 for determination of noncompliance with the USFR for failing to correct internal control deficiencies first identified in a Report from the Office of the Auditor General in October 2007. The subsequent status review in July 2008 had revealed that the District was still not in compliance with the USFR.

At the September 24, 2012 meeting, the Board found the school in non-compliance with the requirements of the USFR and authorized a 5% withholding of the District's state aid until compliance is verified by the Auditor General.

While the District supplied the reports that were delinquent as of September 2012, the District has not supplied audit reports for fiscal years 2012 and 2013 nor the USFR Compliance Questionnaire for fiscal year 2013 which were to be submitted to the Auditor General by March 31, 2014.

SUMMARY OF AUDITOR GENERAL'S FINDINGS:

At this time, the District has failed to submit its reports for 2012 and 2013. The District is only required to submit biannual reports, so these reports were due together on March 31, 2014. The Auditor General's office will not perform another status review until: (1) the past-due reports and questionnaire have been submitted; (2) the District notifies the Board that it has substantially corrected its internal control deficiencies; and (3) the Board requests that the Auditor General perform another status review. At that time, the Auditor General will contact the District to discuss in detail what action the

District has taken to correct its internal control deficiencies and whether another status review is warranted.

DATE DISTRICT ANTICIPATES FINDINGS WILL BE SATISFACTORILY ADDRESSED:

The District has entered into a contract with an audit firm to have the biennial audit completed and the field visit has been completed. The District anticipates the audit to be completed by October 2014.

ADDITIONAL USFR COMPLIANCE ISSUES:

None

RECOMMENDED ACTION: (REFER TO DECISION MATRIX)

The Board previously found the District in continuing non-compliance and authorized a withholding of 5% of the District's state aid.

The Board should move to find the District in noncompliance with the USFR and to withhold an additional 3% of the District's state aid until the Auditor General verifies that the deficiencies have been met and that the District is back in compliance.

**UNIFORM SYSTEM OF FINANCIAL RECORDS (USFR)
NON-COMPLIANCE – DECISION TABLE**

	<u>District Status</u>	<u>Recommended Action</u>
1	The Auditor General's Office verifies that the district is out of compliance at time of Board meeting. The District does not present credible evidence that the deficiencies will be remedied prior to the next Board meeting.	Move to find the district in noncompliance with the USFR and to withhold 3% of the district's state aid until the Auditor General verifies that the deficiencies have been met and that the district is back in compliance.*
2	The Auditor General's Office verifies that the district is out of compliance at time of Board meeting. The district provides evidence that all deficiencies have been remedied and is ready for the Auditor General to verify compliance.	Move to find that the district is in noncompliance with the USFR, but to table any action pending the results of the Auditor General's status review. <i>(Board staff will request that the Auditor General's Office conduct a follow-up status review. The results of this review would not be available for several months.)</i>
3	The Board tables action to withhold funds under scenario no. 2 and the Auditor General's status review confirms that the district remains out of compliance with the USFR.	Move to find the district in noncompliance with the USFR and to withhold 5% of the district's state aid until the Auditor General verifies that the deficiencies have been met and that the district is back in compliance.*
	The district is out of compliance due to prior year deficiencies and is already subject to withholdings.	Move to find the district in noncompliance with the USFR and to withhold an additional 3% of the district's state aid until the Auditor General verifies that the deficiencies have been met and that the district is back in compliance.*
4	- AND - The Auditor General's Office verifies that the district is again out of compliance for the current fiscal year.	
5	Pursuant to A.R.S. § 15-272, upon a finding of noncompliance, the Board reserves the right to withhold up to ten percent of the portion of state monies to a school district for each violation from the date of the determination until such time as the auditor general reports compliance with the USFR.*	

**Pursuant to A.R.S. § 15-272(D), a district shall not be eligible to recover withheld funds if the district remains out of compliance through the end of the fiscal year following the fiscal year when the initial determination of noncompliance was made.*

The recommended actions described in this table are not binding. The Board may take action not prescribed in this table due to unique or unforeseen circumstances.



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This matter is being brought to the Board's attention in response to the Auditor General's letter on this subject issued July 1, 2014. The letter stated that the District has not submitted its audit reports for the 2 years ended June 30, 2013, and the Uniform System of Financial Records (USFR) Compliance Questionnaire for the year ended June 30, 2013, that were due by March 31, 2014.

Board Members: President Thomas Tyree Vice President Greg Miller Reginald Ballantyne III
Amy Hamilton Dr. Ann Hart Roger Jacks
Jaime Molera Jacob Moore Cheryl Rogers Dr. James Rottweiler
Superintendent of Public Instruction John Huppenthal
Executive Director: Christine Thompson



Arizona State Board of Education

1535 W. Jefferson St., Bin 11

Phoenix, Arizona 85007

(602) 542-5057

FAX (602) 542-3046

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Page Two

Topock Elementary USFR Noncompliance

July 29, 2014

Please notify the Board if a representative from Topock Elementary School District No. 12 will attend this meeting. You may contact the Board office at (602) 542-5057.

Sincerely,

Christine Thompson
Executive Director

cc: Jordan Ellel
Assistant Attorney General
Office of the Attorney General
1275 West Washington
Phoenix, Arizona 85007

Christopher A. Munns
Assistant Attorney General
Office of the Attorney General
Solicitor General's Office
1275 W. Washington
Phoenix, Arizona 85007

Laura Miller
Office of the Auditor General
2910 N. 44th Street, Suite 410
Phoenix, Arizona 85018

Governing Board
Topock Elementary School District No. 12
P.O. Box 370
Topock, AZ

Board Members: President Thomas Tyree Vice President Greg Miller Reginald Ballantyne III
Amy Hamilton Dr. Ann Hart Roger Jacks
Jaime Molera Jacob Moore Cheryl Rogers Dr. James Rottweiler
Superintendent of Public Instruction John Huppenthal
Executive Director: Christine Thompson



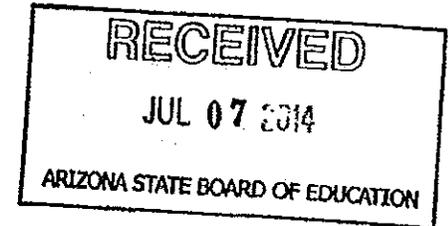
DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

July 1, 2014

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



Subject: Topock Elementary School District No. 12

Dear Mr. Huppenthal:

In July 2013, we requested that the Arizona State Board of Education (Board) take action on Topock Elementary School District No. 12 because the District had not submitted its audit reports for the 2 years ended June 30, 2011, and the Uniform System of Financial Records (USFR) Compliance Questionnaire for the year ended June 30, 2011.

We received the District's reports and questionnaire mentioned above. However, to date, we have not received the District's audit reports for the 2 years ended June 30, 2013, and the USFR Compliance Questionnaire for the year ended June 30, 2013, that were due by March 31, 2014. Therefore, the District still has not complied with the USFR and state law in regard to report submission, and we request that the Board take appropriate action as prescribed by A.R.S. §15-272 as a result of the District's continued noncompliance with the USFR.

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

Sincerely,


Debbie Davenport
Auditor General

cc: Governing Board
Mr. John Warren, Superintendent
Mr. Ed Marquez, Business Manager
Topock Elementary School District No. 12
The Honorable Michael File, Mohave County School Superintendent
Ms. Christine Thompson, Executive Director
Arizona State Board of Education
Ms. Stacey Morley, Executive Director of Policy Development and Government Relations
Arizona Department of Education

Dear Ms. Thompson,

We acknowledge receipt of our audit non-compliance letter. The district has been working diligently with Roger Walters of the Auditor Generals Office to ensure compliance. We are currently in the process of completing our biennial audit for fiscal years 2012 and 2013. A request for quote was submitted to the Auditor Generals Office prior to March 31st. The district notified the Auditor Generals Office and the audit firm of potential fraudulent activity in June 2013, resulting in delay of the completion of the biennial audit for fiscal years 10 and 11. This in turn resulted in a delay of payment for the biennial audit. To complete the fiscal 12 and 13 audits would have required the district to pay for two audits in the same year which coupled with the possible fraudulent activity would have created an unrecoverable financial hardship.

In communicating this with the Auditor General's Office we were advised to enter into a contract with an audit firm to have the biennial audit completed expeditiously in fiscal year FY 15 which we are currently in the process of. The firm completed their field visit today and we anticipate the audit to be completed by October. An RFP will be submitted to the AG's office by the deadline of March 31st which will put the district in compliance.

Respectfully,

John Warren

Superintendent

Topock ESD #12

Finances by Fund	July 1, 2012 Balance	Revenues	Transfers	Expenditures		June 30, 2013 Balance
				Budget	Actual	
Maintenance & Operations (M&O)	\$111,281	\$783,510	(\$448)	\$836,219	\$828,121	\$66,222
Cism St-CSF & Ins Imp Funds-IIF	\$81,275	\$69,940	\$0	\$86,352	\$108,457	\$42,768
Unrestricted Capital Outlay	\$66,584	\$3,007	\$0	\$68,312	\$68,005	\$1,586
Soft Capital Allocation	\$0	\$40,188	\$0	\$58,479	\$39,110	\$1,078
Emergency Deficiencies Correction	\$0	\$0	\$0	\$0	\$0	\$0
Building Renewal	\$3,595	\$32,484	\$0	\$7,540	\$34,550	\$1,529
New School Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Adjacent Ways	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
School Plant	\$0	\$0	\$0	\$0	\$0	\$0
Federal Projects	\$56,472	\$194,416	\$0	\$456,173	\$235,773	\$15,116
State Projects	\$0	\$0	\$0	\$1,000	\$0	\$0
Food Services	\$70,954	\$78,247	\$0	\$112,650	\$142,480	\$6,721
Other	\$17,370	\$2,000	\$448	\$37,328	\$0	\$19,818
Total	\$407,531	\$1,203,792	\$0	\$1,664,053	\$1,456,496	\$154,827
Bond Building	\$0	\$0	\$0	\$0	\$0	\$0
Intergovernmental Agreements	\$0	\$0	\$0	\$0	\$0	\$0
Indirect Costs	\$1,392	\$0	(\$1,392)	\$0	\$0	\$0

Revenues Received By Source	Local	County	State	Federal	Total Rev
M&O, CSF, & IIF	\$610,461	\$43,614	\$299,375	\$0	\$853,450
Unrestricted Capital Outlay	\$3,007	\$0	\$0	\$0	\$3,007
Soft Capital Outlay	\$40,188	\$0	\$0	\$0	\$40,188
School Facilities	\$0	\$0	\$32,484	\$0	\$32,484
Adjacent Ways	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0
Other: See Definitions for Description	\$2,286	\$0	\$0	\$272,377	\$274,663
Total By Source	\$655,942	\$43,614	\$331,859	\$272,377	\$1,203,792
Percentage Of Total Revenues	46.18%	3.62%	27.57%	22.63%	100.00%

Special Education Expenditures	Budget	Actual
Autism	\$0	\$0
Emotional Disability	\$0	\$0
Hearing Impairments	\$0	\$0
Other Health Impairments	\$0	\$0
Specific Learning Disability	\$33,050	\$3,081
Mild, Moderate Sev *	\$0	\$0
Multiple Disabilities	\$0	\$0
Multiple Disabilities with SSI **	\$0	\$0
Orthopedic Impairment	\$3,000	\$0
Preschool Severe Delay	\$0	\$0
Developmental Delay	\$0	\$0
Speech/Language Impairment	\$8,828	\$3,080
Traumatic Brain Injury	\$0	\$0
Visual Impairment	\$0	\$0
Subtotal	\$44,878	\$6,161
Gifted	\$1,000	\$0
ELL Prog (Inc. Costs/Comp. Ins.)	\$0	\$0
Remedial Education	\$0	\$0
Vocational Tech Ed	\$0	\$0
Career Education	\$0	\$0
Total	\$45,878	\$6,161

* Intellectual Disability; ** Severe Sensory Impairment

Miscellaneous Data as of 6/30/2013	
Bonds Outstanding	\$0
Land & Improvements	\$0
Building & Improvements	\$0
Furniture, Equip, Vehicles	\$0
Construction in Progress	\$0

Fall 2012 Enrollment	153	Number of Schools	1
----------------------	-----	-------------------	---

Gifted Program Duplicated Counts								
KG	1	2	3	4	5	6	7	
0	0	0	0	0	0	0	0	0
8	K-8	9	10	11	12	9-12	K-12	
0	0	0	0	0	0	0	0	0

Gifted Program Actual Expenditures	Tax Rates		Valuation
	K-8	\$0	Primary 2.1500
9-12	\$0	Secondary 0.0000	\$0
		S.R.P. and/or GPLET	\$0

Avg Daily Membership	Total Resident	Attending Resident	Other Attending	Total Attending
10-11 Elem	132.795	131.795	5.345	137.140
10-11 HS	0.000	0.000	0.000	0.000
10-11 Total	132.795	131.795	5.345	137.140
11-12 Elem	127.828	127.358	6.120	133.478
11-12 HS	0.000	0.000	0.000	0.000
11-12 Total	127.828	127.358	6.120	133.478
12-13 Elem	122.708	122.708	9.055	131.763
12-13 HS	0.000	0.000	0.000	0.000
12-13 Total	122.708	122.708	9.055	131.763

Certified Staff	Certified FTE	Students Per Staff	Classified Staff	Classified FTE	Students Per Staff
Admins	1.00	153.00	Managers	2.00	76.50
Teachers	7.00	21.86	Teacher Aides	8.30	18.43
Others	0.00	0.00	Others	4.25	36.00
Subtotal	8.00	19.13	Subtotal	14.55	10.52
Total FTE		22.55	Total Students Per Staff		6.78

Year End Teacher FTE	9.00
Year End Teacher Salaries	\$385,423
Superintendent's Salary	\$88,900

See data definitions beginning on page I-1

Topock Elementary School District

Mohave County

Efficiency peer groups 11 and T-11, Achievement peer group 19

Legislative district(s): 5

District size, location:

Very small, Rural

Students attending:

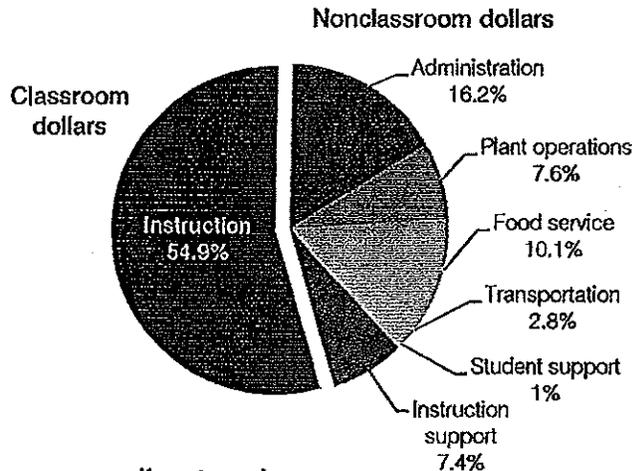
132

Number of schools:

1

OPERATIONAL EFFICIENCY

Spending by operational area



5-year spending trend

Total spending per pupil increased by 10 percent. Spending in the classroom varied year to year, increasing overall from 52.4 to 54.9 percent. Spending on most nonclassroom areas also varied year to year, as is common for very small districts. Overall, spending on administration decreased substantially and spending on food service increased substantially.

Cost measures relative to peer averages

Operational area	Measure	District	Peer average	State average
Administration	Cost per pupil	\$1,686	\$2,572	\$746
	Students per administrator	44	30	67
Plant operations	Cost per square foot	\$3.97	\$6.59	\$6.03
	Square footage per student	199	343	153
Food service	Cost per meal equivalent	\$1.92	\$4.93	\$2.58
Transportation	Cost per mile	\$1.53	\$1.64	\$3.55
	Cost per rider	\$287	\$1,184	\$1,015

Per pupil spending by operational area

	District		Peer average	State average	National average
	2012	2013	2013	2013	2011
Total	\$8,940	\$10,402	\$15,203	\$7,496	\$10,658
Classroom dollars	5,245	5,709	7,847	4,031	6,520
Nonclassroom dollars:	3,695	4,693	7,556	3,465	4,138
Administration	1,801	1,686	2,572	746	1,138
Plant operations	1,316	790	2,148	924	1,015
Food service	117	1,046	851	396	412
Transportation	317	294	1,056	369	452
Student support	86	107	548	582	593
Instruction support	58	770	381	448	528

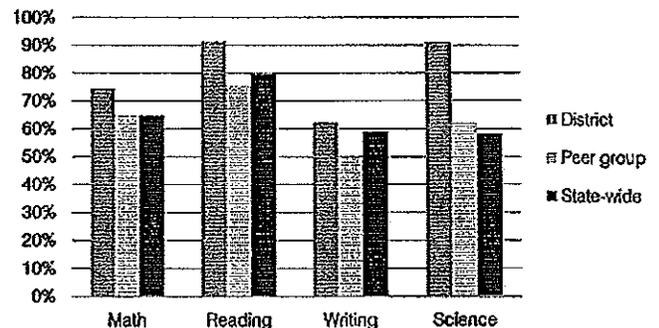
STUDENT ACHIEVEMENT, TEACHER MEASURES, AND FINANCIAL ASSESSMENT

ADE-reported district and school letter grades

District grade: **B**

Grade	Number of schools	Percentage of schools
A	0	0%
B	1	100%
C	0	0%
D	0	0%
F	0	0%
Not rated	0	0%

Students who met state standards (AIMS)

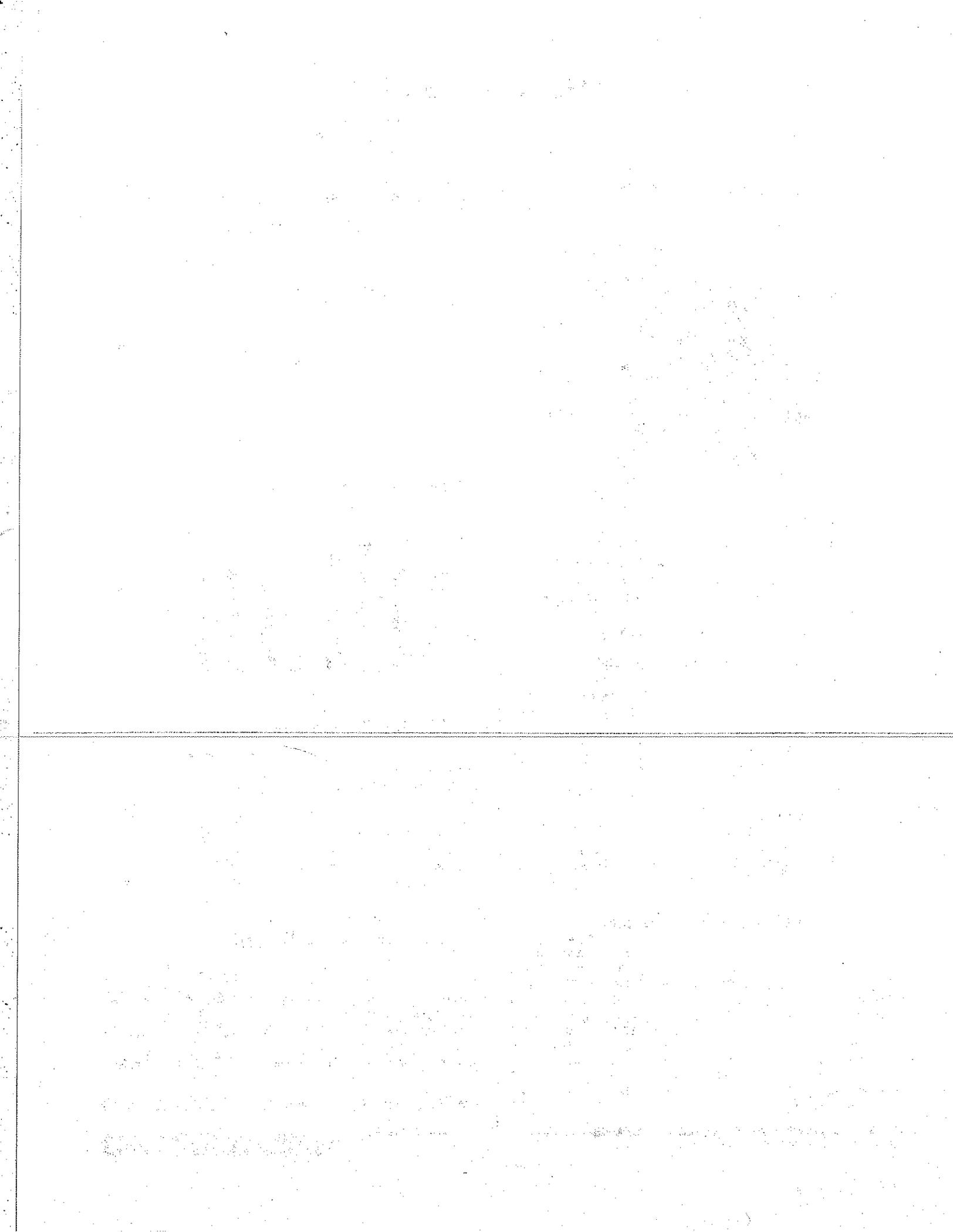


Student and teacher measures

Measure	District	Peer average	State average
Attendance rate	94%	95%	94%
Graduation rate (2012)	N/A	N/A	N/A
Poverty rate (2012)	33%	30%	25%
Students per teacher	14.6	13.9	18.3
Average teacher salary	\$36,239	\$41,809	\$45,264
Amount from Proposition 301	\$6,876	\$3,665	\$3,784
Average years of teacher experience	8.4	12.3	10.9
Percentage of teachers in first 3 years	29%	12%	19%

Financial stress assessment

Overall financial stress level:	High
Measure: 2011 through 2013	Assessment
Number of students attending district	Steady
Spending exceeded operating/capital budgets	Operating and capital
Spending increase election results	No election held
Operating reserve percentage (max. 4%), trend	0% Varying
Years of capital reserve held	1 to 3 years
Current financial and internal control status	Noncompliant
Stress level	Low Moderate High



EXECUTIVE SUMMARY

Issue: Non-Compliance with the USFR for Red Mesa Unified School District No. 27 and to Withhold State Funds Pursuant to A.R.S. §15-272(B)
--

 Action/Discussion Item Information Item**Background and Discussion**

Under Arizona law school districts must spend and account for public funds in accordance with the Uniform System of Financial Records (USFR). Jointly developed by the Arizona Department of Education and the Arizona Auditor General's Office (Auditor General), the USFR incorporates finance-related laws and regulations as well as generally accepted accounting principles. The Auditor General is responsible for assessing whether school districts are in compliance with the USFR, and notifying the Department of Education when they are not. See A.R.S. §15-271(E). Based on the Auditor General's reports, the State Board of Education may direct the Superintendent of Public Instruction to withhold any portion of state funds from school districts or charter schools that are out of compliance with the USFR. See A.R.S. §15-272(B). State funds will be withheld until the Auditor General reports that the school has come into compliance with the USFR. See A.R.S. §15-272(B).

Districts must submit an annual or biennial financial statement audit report and USFR Compliance Questionnaire within 9 months after the end of the fiscal year. See A.R.S. §15-914. The Auditor General had reported that Red Mesa Unified School District No. 27 was out of compliance with the USFR based upon their review of the District's audit reports and the USFR Compliance Questionnaire for the year ended June 30, 2010. The Auditor General received and reviewed the District's audit reports and USFR Compliance Questionnaires for the years ended June 30, 2011 and 2012, neither of which indicated that the District had made improvements to allow it to substantially comply with the USFR.

In October 2013, district management represented to the Auditor General that they had made significant progress in correcting the deficiencies cited in their June 30, 2012 audit reports and USFR Compliance Questionnaire. The Auditor General performed a status review as of December 19, 2013, to determine whether the District had made improvements to substantially comply with the USFR. Based upon their review of the District's records and procedures and interviews with personnel, the Auditor General determined that the District still had not complied with the USFR. Therefore, on July 3, 2014, the Auditor General notified the State Board of Education of this noncompliance.

Contact Information:

Christine M. Thompson, Executive Director, Arizona State Board of Education
Jordan Ellef, Assistant Attorney General, Office of the Attorney General

EXECUTIVE SUMMARY

Red Mesa Unified School District No. 27 was notified via fax and certified letter sent July 29, 2014 of this review before the State Board of Education.

Copies of the Auditor General's Reports may be downloaded from the Arizona Auditor General's website at www.auditorgen.state.az.us.

Recommendation to the Board

Determine that Red Mesa Unified School District No. 27 is out of compliance with the USFR for fiscal year ending June 30, 2011, 2012 and 2013 based on the reports of the Auditor General and move to direct the Superintendent of Public Instruction to withhold a portion of state funds from Red Mesa Unified School District No. 27 until the Auditor General reports that they are in compliance with the USFR.



Arizona State Board of Education

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Phoenix, Arizona 85007
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VIA FAX AND CERTIFIED MAIL

July 29, 2014

Tommie C. Yazzie, Ed.D, Superintendent
Red Mesa Unified School District No. 27
HC61 Box 40 / Hwy 160 MP 448
Teec Nos Pos, AZ 86514

RE: Red Mesa Unified School District No. 27 Noncompliance with the Uniform System of Financial Records ("USFR")

Dear Superintendent Yazzie:

Please be advised that the State Board of Education will consider the status of Red Mesa Unified School District No. 27 noncompliance with the Uniform System of Financial Records ("USFR") at its regular monthly meeting to be held on Monday, August 25, 2014, at 9:00AM at the Arizona Department of Education, 1535 West Jefferson, Room 122, Phoenix, Arizona. If the Board determines that Red Mesa Unified School District No. 27 is in noncompliance with the USFR, the Board may take appropriate enforcement action including, but not limited to, directing the Superintendent of Public Instruction to withhold state funds from the School. See A.R.S. §15-272.

This matter is being brought to the Board's attention in response to the Auditor General's letter on this subject issued July 3, 2014. The letter stated that the District has made significant progress in correcting deficiencies cited in the June 30, 2012 audit reports and USFR Compliance Questionnaire. Based upon a status review dated December 19, 2013, it was determined that the District still had not complied with the USFR.

Board Members: President Thomas Tyree Vice-President Greg Miller Reginald Ballantyne III
Amy Hamilton Dr. Ann Hart Roger Jacks
Jaime Molera Jacob Moore Cheryl Rogers Dr. James Rottweiler
Superintendent of Public Instruction John Huppenthal
Executive Director Christine Thompson



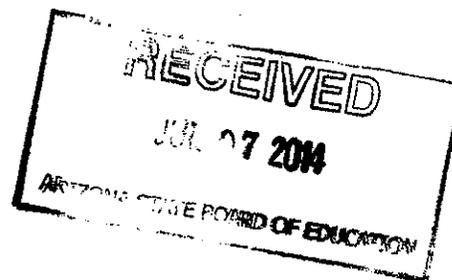
DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

July 3, 2014

The Honorable John Huppenthal
Superintendent of Public Instruction
Arizona Department of Education
Executive Officer
Arizona State Board of Education
1535 W. Jefferson St.
Phoenix, AZ 85007



Subject: Red Mesa Unified School District No. 27

Dear Mr. Huppenthal:

Enclosed is a copy of our June 2014 *Red Mesa Unified School District Status Review* report, finding the District in continued noncompliance with the *Uniform System of Financial Records (USFR)*. This report summarizes the District's most significant deficiencies and our recommendations.

We previously notified the District that it had not complied with the USFR based on our review of the District's audit reports and USFR Compliance Questionnaire for the year ended June 30, 2010. The District was given 90 days to correct its deficiencies.

We subsequently received and reviewed the District's audit reports and USFR Compliance Questionnaires for the years ended June 30, 2011 and 2012, neither of which indicated that the District had made improvements to allow it to substantially comply with the USFR.

In October 2013, district management represented to us that they had made significant progress in correcting the deficiencies cited in their June 30, 2012 audit reports and USFR Compliance Questionnaire. We performed a status review as of December 19, 2013, to determine whether the District had made improvements to substantially comply with the USFR. Based on our review of the District's records and procedures and interviews with personnel, we determined that the District still had not complied with the USFR. Therefore, we request that the Arizona State Board of Education take appropriate action as prescribed by Arizona Revised Statutes §15-272.

The Honorable John Huppenthal
July 3, 2014
Page 2

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

Sincerely,


Debbie Davenport
Auditor General

Enclosure

cc: Governing Board

Dr. Tommie Yazzie, Superintendent

Ms. Michele Scott, Business Manager

Red Mesa Unified School District No. 27

The Honorable R. Barry Williams, Apache County School Superintendent

Ms. Christine Thompson, Executive Director

Arizona State Board of Education

Ms. Stacey Morley, Executive Director of Policy Development and Government Relations

Arizona Department of Education

**UNIFORM SYSTEM OF FINANCIAL RECORDS (USFR)
NON-COMPLIANCE – SUMMARY**

DISTRICT:

Red Mesa Unified School District No. 27

BASIC FINANCIAL/PERFORMANCE INFORMATION:

Total State Aid:	\$4,727,464.00
Students Enrolled:	698
Number of Schools:	5
Student/Teacher Ratio:	11.8
Classroom Dollars:	38.6% of per pupil funding spent in classroom
2013-14 A-F Grade:	D

ADMINISTRATIVE STATUS:

The Auditor General's Office has previously notified the District that it had not complied with the USFR based on a review of the District's audit report and USFR Compliance Questionnaire for the year ended June 30, 2010. Subsequent reviews of the District's audit reports for 2011 and 2012 revealed that the District had not made improvements to show that it substantially complied with the USFR.

In October 2013, the District represented that it had made significant progress in correcting the deficiencies that had been previously identified. The Auditor General's Office performed a status review in December 2013 that revealed that the District still has not complied with the USFR.

SUMMARY OF AUDITOR GENERAL'S FINDINGS:

The Auditor General's findings are detailed in the attached Status Review Report from June 2014. The most significant findings are as follows:

1. The District must improve its property control system to protect district property and ensure that all items are properly identified, inventoried, and accounted for on the property control lists;
2. The District must strengthen controls over competitive purchasing, credit and p-cards, and expenditure authorization;
3. The District must strengthen controls over cash and bank accounts to protect district and student monies; and

4. The District must follow the Arizona Department of Education's student membership and attendance guidelines to ensure that only eligible students are included in student counts reported to state and federal agencies.

The Auditor General's office will not perform another status review until: (1) the District notifies the Board that it has substantially corrected its internal control deficiencies; and (2) the Board requests that the Auditor General perform another status review. At that time, the Auditor General will contact the District to discuss in detail what action the District has taken to correct its internal control deficiencies and whether another status review is warranted.

DATE DISTRICT ANTICIPATES FINDINGS WILL BE SATISFACTORILY ADDRESSED:

The District has not provided information to allow a determination of when the internal control deficiencies will be addressed.

ADDITIONAL USFR COMPLIANCE ISSUES:

None

RECOMMENDED ACTION: (REFER TO DECISION MATRIX)

The Board should move to find the District in noncompliance with the USFR and to withhold **3%** of the District's state aid until the Auditor General verifies that the deficiencies have been met and that the District is back in compliance.

**UNIFORM SYSTEM OF FINANCIAL RECORDS (USFR)
NON-COMPLIANCE – DECISION TABLE**

	<u>District Status</u>	<u>Recommended Action</u>
1	The Auditor General's Office verifies that the district is out of compliance at time of Board meeting. The District does not present credible evidence that the deficiencies will be remedied prior to the next Board meeting.	Move to find the district in noncompliance with the USFR and to withhold 3% of the district's state aid until the Auditor General verifies that the deficiencies have been met and that the district is back in compliance.*
2	The Auditor General's Office verifies that the district is out of compliance at time of Board meeting. The district provides evidence that all deficiencies have been remedied and is ready for the Auditor General to verify compliance.	Move to find that the district is in noncompliance with the USFR, but to table any action pending the results of the Auditor General's status review. <i>(Board staff will request that the Auditor General's Office conduct a follow-up status review. The results of this review would not be available for several months.)</i>
3	The Board tables action to withhold funds under scenario no. 2 and the Auditor General's status review confirms that the district remains out of compliance with the USFR.	Move to find the district in noncompliance with the USFR and to withhold 5% of the district's state aid until the Auditor General verifies that the deficiencies have been met and that the district is back in compliance.*
	The district is out of compliance due to prior year deficiencies and is already subject to withholdings.	Move to find the district in noncompliance with the USFR and to withhold an additional 3% of the district's state aid until the Auditor General verifies that the deficiencies have been met and that the district is back in compliance.*
4	- AND - The Auditor General's Office verifies that the district is again out of compliance for the current fiscal year.	
5	Pursuant to A.R.S. § 15-272, upon a finding of noncompliance, the Board reserves the right to withhold up to ten percent of the portion of state monies to a school district for each violation from the date of the determination until such time as the auditor general reports compliance with the USFR.*	

**Pursuant to A.R.S. § 15-272(D), a district shall not be eligible to recover withheld funds if the district remains out of compliance through the end of the fiscal year following the fiscal year when the initial determination of noncompliance was made.*

The recommended actions described in this table are not binding. The Board may take action not prescribed in this table due to unique or unforeseen circumstances.



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VIA FAX AND CERTIFIED MAIL

July 29, 2014

Tommie C. Yazzie, Ed.D, Superintendent
Red Mesa Unified School District No. 27
HC61 Box 40 / Hwy 160 MP 448
Teec Nos Pos, AZ 86514

RE: Red Mesa Unified School District No. 27 NonCompliance with the Uniform System
of Financial Records ("USFR")

Dear Superintendent Yazzie:

Please be advised that the State Board of Education will consider the status of Red Mesa Unified School District No. 27 noncompliance with the Uniform System of Financial Records ("USFR") at its regular monthly meeting to be held on Monday, August 25, 2014, at 9:00AM at the Arizona Department of Education, 1535 West Jefferson, Room 122, Phoenix, Arizona. If the Board determines that Red Mesa Unified School District No. 27 is in noncompliance with the USFR, the Board may take appropriate enforcement action including, but not limited to, directing the Superintendent of Public Instruction to withhold state funds from the school. See A.R.S. §15-272.

This matter is being brought to the Board's attention in response to the Auditor General's letter on this subject issued July 3, 2014. The letter stated that the District has made significant progress in correcting deficiencies cited in the June 30, 2012 audit reports and USFR Compliance Questionnaire. Based upon a status review dated December 19, 2013, it was determined that the District still had not complied with the USFR.

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Superintendent of Public Instruction John Huppenthal
Executive Director: Christine Thompson



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Page Two

Red Mesa USFR Noncompliance

July 29, 2014

Please notify the Board if a representative from Red Mesa Unified School District No. 27 will attend this meeting. You may contact the Board office at (602) 542-5057.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine M. Thompson".

Christine M. Thompson
Executive Director

cc: Jordan Ellel
Assistant Attorney General
Office of the Attorney General
1275 West Washington
Phoenix, Arizona 85007

Christopher A. Munns
Assistant Attorney General
Office of the Attorney General
Solicitor General's Office
1275 W. Washington
Phoenix, Arizona 85007

Laura Miller
Office of the Auditor General
2910 N. 44th Street, Suite 410
Phoenix, Arizona 85018

Governing Board
Red Mesa Unified School District
HC61 Box 40 / Hwy 160 MP 448
Teec Nos Pos, Arizona 86514

Board Members: President Thomas Tyree Vice President Greg Miller Reginald Ballantyne III
Amy Hamilton Dr. Ann Hart Roger Jacks
Jaime Molera Jacob Moore Cheryl Rogers Dr. James Rottweiler
Superintendent of Public Instruction John Huppenthal
Executive Director: Christine Thompson



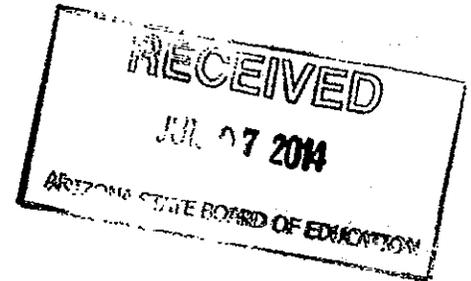
DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

July 3, 2014

The Honorable John Huppenthal
Superintendent of Public Instruction
Arizona Department of Education
Executive Officer
Arizona State Board of Education
1535 W. Jefferson St.
Phoenix, AZ 85007



Subject: Red Mesa Unified School District No. 27

Dear Mr. Huppenthal:

Enclosed is a copy of our June 2014 *Red Mesa Unified School District Status Review* report, finding the District in continued noncompliance with the *Uniform System of Financial Records (USFR)*. This report summarizes the District's most significant deficiencies and our recommendations.

We previously notified the District that it had not complied with the USFR based on our review of the District's audit reports and USFR Compliance Questionnaire for the year ended June 30, 2010. The District was given 90 days to correct its deficiencies.

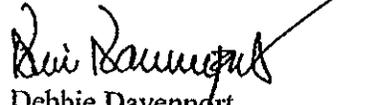
We subsequently received and reviewed the District's audit reports and USFR Compliance Questionnaires for the years ended June 30, 2011 and 2012, neither of which indicated that the District had made improvements to allow it to substantially comply with the USFR.

In October 2013, district management represented to us that they had made significant progress in correcting the deficiencies cited in their June 30, 2012 audit reports and USFR Compliance Questionnaire. We performed a status review as of December 19, 2013, to determine whether the District had made improvements to substantially comply with the USFR. Based on our review of the District's records and procedures and interviews with personnel, we determined that the District still had not complied with the USFR. Therefore, we request that the Arizona State Board of Education take appropriate action as prescribed by Arizona Revised Statutes §15-272.

The Honorable John Huppenthal
July 3, 2014
Page 2

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

Sincerely,


Debbie Davenport
Auditor General

Enclosure

cc: Governing Board

Dr. Tommie Yazzie, Superintendent

Ms. Michele Scott, Business Manager

Red Mesa Unified School District No. 27

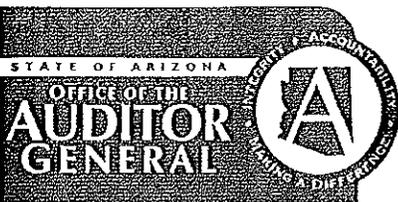
The Honorable R. Barry Williams, Apache County School Superintendent

Ms. Christine Thompson, Executive Director

Arizona State Board of Education

Ms. Stacey Morley, Executive Director of Policy Development and Government Relations

Arizona Department of Education



Red Mesa Unified School District

STATUS REVIEW REPORT

District not in compliance with the USFR

Our Conclusion

Red Mesa Unified School District is responsible for complying with the *Uniform System of Financial Records (USFR)*. Our Office is responsible for determining whether the District has complied with the USFR. Based on our review of the fiscal years 2010, 2011, and 2012 financial audit reports and USFR Compliance Questionnaires, the District was not in compliance for those years.

We subsequently performed a status review to determine whether the District made improvements to comply with the USFR. Based on this review, we determined that, as of December 19, 2013, the District still had not complied with the policies and procedures described in the USFR. We will notify the Arizona State Board of Education of the District's noncompliance with the USFR and request action be taken as prescribed by law. The most significant findings, which are related to property control, expenditures, cash, and student count reporting, are summarized in this report.

We performed a status review of Red Mesa Unified School District to determine if the District had made improvements to comply with the USFR, and we found that it was not in compliance as of December 19, 2013.

Red Mesa Unified School District is responsible for complying with the USFR. Our Office is responsible for determining whether the District has complied with the USFR. Previously, we notified the District that it had not complied with the USFR based on our review of its fiscal year 2010 financial audit reports and USFR Compliance Questionnaire prepared by an independent certified public accounting firm. We subsequently reviewed the District's fiscal years 2011 and 2012 financial audit reports and USFR Compliance Questionnaires and determined the District was still in noncompliance with the USFR.

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

We performed a status review as of December 19, 2013, to determine if the District had made improvements to substantially comply with the USFR. Based on our review of the District's records and procedures and interviews with district personnel, we determined that the District still had not complied with the policies and procedures described in the USFR. We will notify the Arizona State Board of Education of the District's noncompliance with the USFR and request action be taken as prescribed by law.

District should improve controls over property, expenditures, cash, and student count reporting

The most significant findings and recommendations are summarized below.

Property control

The District invests significant resources in acquiring and maintaining district property, including buildings and equipment, so it is essential that this property be properly protected from loss and theft. Maintaining complete and accurate lists of district property is an essential part of protecting it. However, the District did not ensure that its property was controlled and accounted for. Specifically, the District had not performed a physical inventory of equipment within the last 3 years to update its property control lists. In addition, the District did not review capital expenditures to ensure that all equipment purchased was included on its property control lists, and there were items included on the property control lists that the District could not locate. Further, the District did not always clearly tag or mark district property with an identifying number. Finally, for several items that the District tagged, the District did not include accurate tag numbers and descriptions on the property control lists to allow for appropriate tracking.



2014

Recommendation

The District should improve its property control system to protect district property and ensure all items are properly identified, inventoried, and accounted for on the property control lists.

Expenditures

Competitive purchasing—The School District Procurement Rules adopted by the State Board of Education promote open and fair competition among vendors and help ensure that districts receive the best possible value for the public monies they spend. The rules require districts to seek competitive bids or proposals for purchases exceeding \$100,000 and describe limited procedures that a district must follow when it determines that there is only one source for a required good or service. However, the District designated certain vendors as sole-source providers that would not require a competitive purchasing process without always adequately determining that the vendor was a sole source.

Credit cards and purchasing cards (p-cards)—Effective use of credit cards and p-cards can help districts streamline the purchase and payment processes for goods or services and can provide a method for making purchases from vendors that do not accept purchase orders. However, without proper controls, the use of credit cards and p-cards can create greater risk of unapproved and fraudulent transactions. The District did not have proper credit card and p-card controls in place. Specifically, its credit card and p-card policies did not include card holder, single transaction, or monthly purchase limits, which if monitored would reduce the risk of inappropriate payments. In addition, employees did not always sign credit card and p-card receipts to identify who was making the purchase. Further, the District did not always reconcile credit card and p-card receipts to the billing statements and review purchases to ensure they were approved and for allowable district purposes. Finally, the District incurred late fees and finance charges because it did not pay statement balances in a timely manner.

Expenditure authorization—The District spends tax dollars to purchase goods and services; therefore it is essential that the District follow procedures designed to help ensure that all expenditures are appropriate, properly approved, and adequately supported and that sufficient resources exist for all approved expenditures. However, the District did not always prepare purchase orders to authorize purchases before ordering goods or services. In addition, the employees responsible for receiving the goods or services did not always sign receiving documents to support that they determined all items requested were received. Further, the District reported deficit fund balances in three separate funds for a total deficit of \$70,584 as of November 2013, indicating that the District did not always ensure sufficient cash was available before authorizing expenditures.

Recommendation

The District should strengthen controls over competitive purchasing, credit and p-cards, and expenditure authorization.

Cash and bank accounts

Because of the relatively high risk of fraud, theft, or misuse associated with cash transactions, cash must be safeguarded and properly accounted for. However, the District did not have adequate policies and procedures in place to ensure it safeguarded district and student monies and it used its bank accounts as authorized by statute.

Cash receipts—The District did not always adequately document the amount of monies received. Therefore, the District could not ensure it deposited all monies collected. In addition, the District did not deposit district and student monies in a timely manner, increasing the risk that monies could be lost or stolen. For example, the District did not deposit gate receipts from one athletic event for approximately 2 months because the District misplaced them in the safe and did not discover them until auditors inquired about their deposit during this review.

Bank accounts—The District's bank charged the student activities bank account monthly service fees ranging from \$76 to \$106 in the months of September through November 2013. However, bank charges are not authorized to be paid from this bank account. In addition, the District did not investigate the reason for the unusually high bank charges or reimburse the account for the charges. Further, the District did not remit monies in the miscellaneous receipts or food service clearing bank accounts to the County Treasurer at least monthly to ensure that revenues were deposited in the appropriate district accounts and available to pay district expenditures.

Recommendation

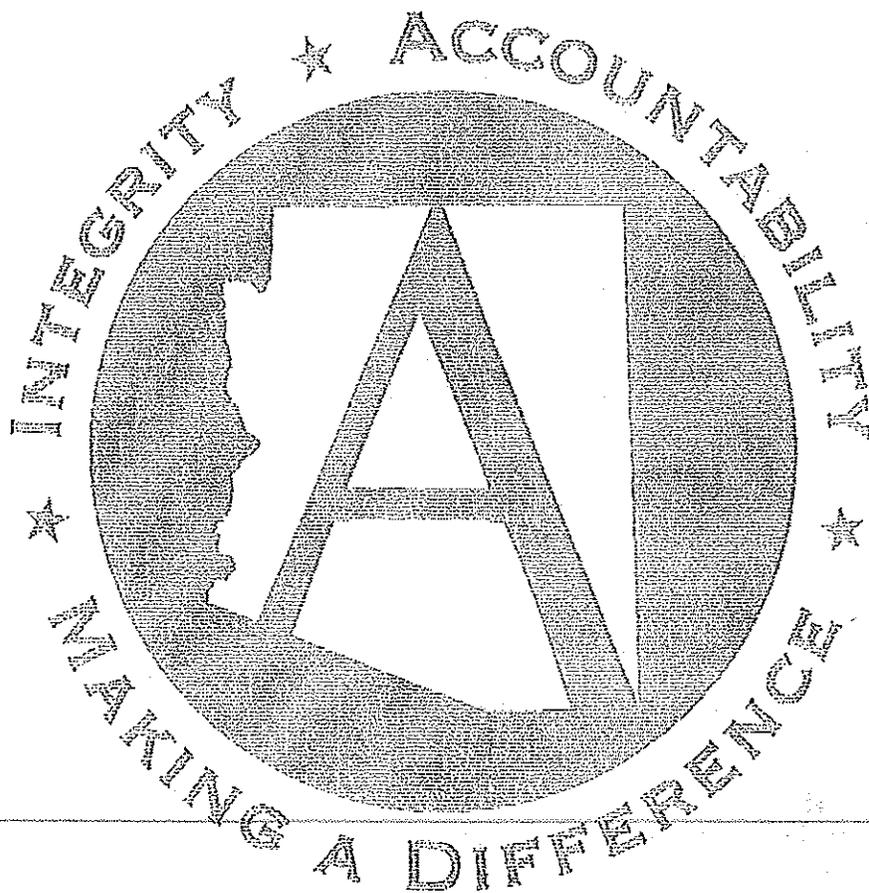
The District should strengthen controls over cash and bank accounts to protect district and student monies.

Student count reporting

The Arizona Department of Education provides transportation funding to the District based on the number of eligible students transported to and from school, and the United States Department of Education provides federal Impact Aid payments to the District based on the number of eligible students attending the District during the year. These agencies rely on student count information that the District reports on the transportation route report and Impact Aid application, respectively, to calculate payment amounts. However, in fiscal year 2013, the District included ineligible students on these reports. The District's transportation route report incorrectly included students who lived less than 1 mile from the District, and the Federal Impact Aid application included several out-of-state students.

Recommendation

The District should follow the Arizona Department of Education's student membership and attendance guidelines and federal Impact Aid guidelines to ensure that only eligible students are included in student counts reported to state and federal agencies.



**Red Mesa Unified
School District**

The Auditor General's reports are available on
our Web site at: www.azauditor.gov
Contact person for this report:
Cris Cable (602) 553-0333

**STATUS REVIEW
REPORT**
June 2014 • Report No. 14-503



Red Mesa Unified School District #27

HC 61 Box 40 * Teec Nos Pos, AZ 86514 * Phone (928) 656-4100 * Fax (928) 656-4106 * <http://www.rmUSD.net>
Dr. Tommie C. Yazzie, Superintendent
tcyazzie@rmUSD.net

July 29, 2014

Christine Thompson
Executive Director
Arizona School Board of Education

Re: August ^{25th}~~23~~, 2014 Meeting

The Representatives from Red Mesa Unified School District No. 27 who will be in attendance at the regular monthly meeting on August 23, 2014 are as following:

Dr. Tommie C. Yazzie, Superintendent
Michele Scott, Business Manager
Minnie John, School Board President

Sincerely,

Dr. Tommie C. Yazzie
Superintendent
Red Mesa Unified School District No. 27
(928) 656-4108
tcyazzie@rmUSD.net

Governing Board

Minnie John
Board President

Sarah Lee
Board Vice President

Timothy Benally
Board Member

Paula James
Board Member

Pearl Ben
Board Member

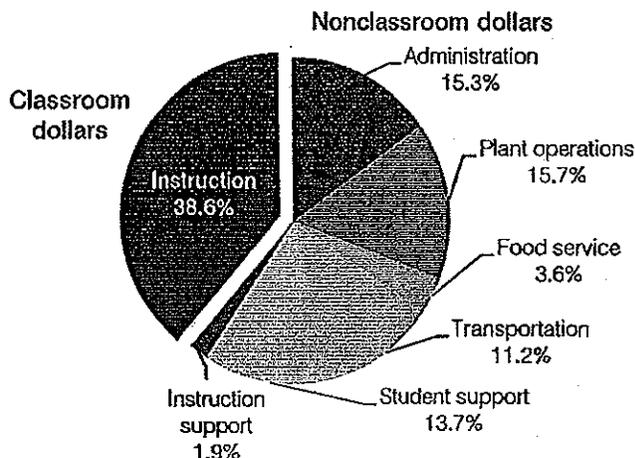
Red Mesa Unified School District

Apache County
 Efficiency peer groups 5 and T-10, Achievement peer group 7
 Legislative district(s): 7

District size, location: Medium, Rural
 Students attending: 698
 Number of schools: 5

OPERATIONAL EFFICIENCY

Spending by operational area



5-year spending trend

Student enrollment decreased by 13 percent, which contributed to the 21 percent increase in total spending per pupil. Spending in the classroom was fairly stable and was 38.6 percent in both fiscal years 2008 and 2013. Overall, spending on student support increased and spending on administration decreased. Spending on other nonclassroom areas varied year to year.

Cost measures relative to peer averages

Operational area	Measure	District	Peer average	State average
Administration	Cost per pupil	\$2,659	\$1,077	\$746
	Students per administrator	27	56	67
Plant operations	Cost per square foot	\$8.32	\$4.83	\$6.03
	Square footage per student	470	260	153
Food service	Cost per meal equivalent	\$3.47	\$3.14	\$2.58
Transportation	Cost per mile	\$3.59	\$1.97	\$3.55
	Cost per rider	\$2,062	\$1,010	\$1,015

Very low Low Comparable High Very high

Per pupil spending by operational area

	District		Peer average	State average	National average
	2012	2013	2013	2013	2011
Total	\$14,489	\$17,354	\$8,465	\$7,496	\$10,658
Classroom dollars	5,783	6,703	4,259	4,031	6,520
Nonclassroom dollars:	8,706	10,651	4,206	3,465	4,138
Administration	1,598	2,659	1,077	746	1,138
Plant operations	2,513	2,716	1,237	924	1,015
Food service	543	618	419	396	412
Transportation	1,554	1,951	535	369	452
Student support	2,112	2,378	630	582	593
Instruction support	386	329	308	448	528

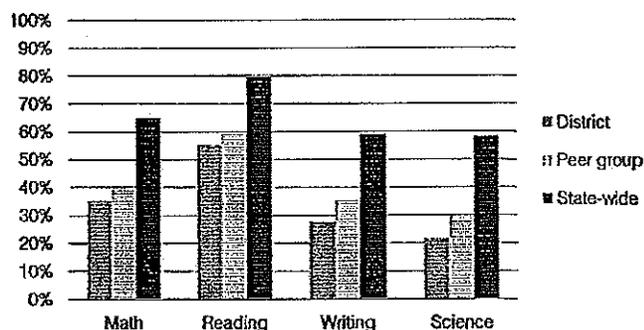
STUDENT ACHIEVEMENT, TEACHER MEASURES, AND FINANCIAL ASSESSMENT

ADE-reported district and school letter grades

District grade: **C**

Grade	Number of schools	Percentage of schools
A	0	0%
B	0	0%
C	3	60%
D	2	40%
F	0	0%
Not rated	0	0%

Students who met state standards (AIMS)



Student and teacher measures

Measure	District	Peer average	State average
Attendance rate	92%	92%	94%
Graduation rate (2012)	56%	69%	77%
Poverty rate (2012)	43%	42%	25%
Students per teacher	11.8	15.1	18.3
Average teacher salary	\$42,427	\$42,614	\$45,264
Amount from Proposition 301	\$4,617	\$3,663	\$3,784
Average years of teacher experience	14.8	12.2	10.9
Percentage of teachers in first 3 years	11%	15%	19%

Financial stress assessment

Overall financial stress level: **Moderate**

Measure: 2011 through 2013	Assessment
Number of students attending district	Large decrease
Spending exceeded operating/capital budgets	No overspending
Spending increase election results	No election held
Operating reserve percentage (max. 4%), trend	3.9%, Steady
Years of capital reserve held	Impact Aid fund reserve
Current financial and internal control status	Noncompliant

Stress level: **Low** Moderate **High**

Finances by Fund	July 1, 2012 Balance	Revenues	Transfers	Expenditures		June 30, 2013 Balance
				Budget	Actual	
Maintenance & Operations (M&O)	\$3,303,064	\$4,815,514	\$0	\$5,296,647	\$5,084,970	\$3,033,608
Cism St-CSF & Ins Imp Funds-IIF	\$555,436	\$305,561	\$0	\$928,862	\$386,942	\$474,055
Unrestricted Capital Outlay	\$76,649	\$422	\$0	\$34,407	\$4,251	\$72,820
Soft Capital Allocation	\$212,073	\$14,827	\$0	\$109,560	\$52,546	\$174,354
Emergency Deficiencies Correction	\$0	\$0	\$0	\$0	\$0	\$0
Building Renewal	\$1	\$1	\$0	\$0	\$0	\$2
New School Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Adjacent Ways	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$1,007,820	\$0	\$0	\$0	\$1,007,820	\$0
School Plant	\$34,754	\$7,615	\$0	\$0	\$0	\$42,369
Federal Projects	\$3,855,021	\$7,467,245	(\$110,240)	\$10,323,774	\$6,841,246	\$4,370,780
State Projects	\$23,537	\$12	\$0	\$0	\$20,804	\$2,745
Food Services	\$0	\$346,078	\$0	\$640,350	\$346,077	\$1
Other	\$697,774	\$216,875	\$0	\$952,302	\$221,171	\$693,478
Total	\$9,766,129	\$13,174,150	(\$110,240)	\$18,285,902	\$13,965,827	\$8,864,212
Bond Building	\$0	\$0	\$0	\$0	\$0	\$0
Intergovernmental Agreements	\$0	\$0	\$0	\$0	\$0	\$0
Indirect Costs	\$11,207	\$287	\$110,240	\$99,500	\$29,302	\$92,432

Revenues Received By Source	Local	County	State	Federal	Total Rev
M&O , CSF, & IIF	\$56,720	\$350,365	\$4,713,990	\$0	\$5,121,075
Unrestricted Capital Outlay	\$422	\$0	\$0	\$0	\$422
Soft Capital Outlay	\$1,083	\$339	\$13,405	\$0	\$14,827
School Facilities	\$0	\$0	\$1	\$0	\$1
Adjacent Ways	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0
Other: See Definitions for Description	\$244,393	\$0	\$68	\$7,793,364	\$8,037,825
Total By Source	\$302,618	\$350,704	\$4,727,464	\$7,793,364	\$13,174,150
Percentage Of Total Revenues	2.30%	2.66%	35.88%	59.16%	100.00%

Special Education Expenditures	Budget	Actual	Gifted Program Duplicated Counts							
			KG	1	2	3	4	5	6	7
Autism	\$0	\$0	0	0	0	2	2	2	0	2
Emotional Disability	\$0	\$0	8	K-8	9	10	11	12	9-12	K-12
Hearing Impairments	\$0	\$16,228	3	11	0	0	0	0	0	11
Other Health Impairments	\$0	\$0								
Specific Learning Disability	\$0	\$0								

Gifted Program Actual Expenditures	Primary	Tax Rates	Valuation
9-12	\$0	0.0000	\$927,969
S.R.P. and/or GPLET			\$0

	Budget	Actual	Avg Daily Membership	Total Resident	Attending Resident	Other Attending	Total Attending
Mild, Moderate Sev *	\$94,298	\$24,342	10-11 Elem	622.043	622.043	0.000	622.043
Multiple Disabilities	\$209,752	\$547,479	10-11 HS	350.688	350.688	0.000	350.688
Multiple Disabilities with SSI **	\$263,411	\$8,114	10-11 Total	972.730	972.730	0.000	972.730
Orthopedic Impairment	\$129,244	\$8,114	11-12 Elem	465.330	465.030	0.000	465.030
Preschool Severe Delay	\$4,936	\$0	11-12 HS	273.923	273.923	0.000	273.923
Developmental Delay	\$0	\$0	11-12 Total	739.253	738.953	0.000	738.953
Speech/Language Impairment	\$3,042	\$0	12-13 Elem	457.456	456.684	0.000	456.684
Traumatic Brain Injury	\$0	\$0	12-13 HS	241.004	241.004	0.000	241.004
Visual Impairment	\$0	\$0	12-13 Total	698.460	697.687	0.000	697.687
Subtotal	\$704,383	\$604,277					
Gifted	\$47,804	\$50,172					
ELL Prog (Inc. Costs/Comp. Ins.)	\$0	\$0					
Remedial Education	\$0	\$0					
Vocational Tech Ed	\$75,214	\$156,961					
Career Education	\$0	\$0					
Total	\$827,401	\$811,410					

* Intellectual Disability; ** Severe Sensory Impairment

Miscellaneous Data as of 6/30/2013					
Bonds Outstanding		\$0	Certified Staff	Certified FTE	Students Per Staff
Land & Improvements		\$0	Admins	6.50	111.85
Building & Improvements		\$0	Managers		5.00
Furniture, Equip, Vehicles		\$802,807	Teachers	56.00	12.98
Construction in Progress		\$0	Teacher Aides		23.50
			Others	4.50	161.56
			Subtotal	67.00	10.85
			Total FTE	181.00	Total Students Per Staff
					4.02

Year End Teacher FTE	59.00
Year End Teacher Salaries	\$2,093,556
Superintendent's Salary	\$105,000

Fall 2012 Enrollment	727	Number of Schools	5
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See data definitions beginning on page I-1

EXECUTIVE SUMMARY

Issue: Presentation and Discussion Regarding Proposed Amendments to R7-2-604 through R7-2-604.04 Related to Professional Preparation Programs

Action/Discussion Item

Information Item

Background and Discussion

ARS§15-203(A)(14) requires the State Board of Education to supervise and control the certification of teachers. The law requires the rules adopted by the Board to “allow a variety of alternative teacher and administrator preparation programs” and outlines specific requirements to be considered. Arizona State Board rules R7-2-604 through R7-2-604.04 outline the requirements of and procedures for programs seeking approval of professional preparation programs.

At its April 30, 2014 meeting, the Board’s Certification Advisory Committee approved the proposed amendments related to professional preparation programs. These proposed amendments allow for inclusion, consistency, clarity, and transparency of processes and criteria for professional preparation program review and State Board of Education approval.

Stakeholder input was sought from professional preparation institutions through quarterly meetings and throughout the process of reviewing professional preparation programs. Superintendent, principal and recent completer feedback was compiled and considered in determining the proposed amendments.

In addition to stakeholder involvement in the revision process, the professional preparation program review process has been aligned to the agency’s adopted strategic goals and vision.

Pursuant to the Board’s rulemaking procedures, a public hearing was held on July 16, 2014. The attached proposal incorporates modifications recommended by oral and written comments received by staff, which appear **highlighted** in the document. These changes include clarifying language, streamlining of the definitions and more specific professional preparation program evaluation criteria. In addition, stakeholder committees responsible for providing input in the development of guidance documents to proposed Rule changes have been informed of the feedback and subsequent changes have been proposed.

Recommendation to the Board

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

Contact Information:

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section
Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

ARTICLE R7-2-604. PROFESSIONAL EDUCATOR PREPARATION PROGRAMS

R7-2-604. Definitions

In R7-2-604 through R7-2-604.02 R7-2-604.04, unless the context otherwise requires:

1. "Accreditation" means a professional preparation institution's recognition by a national or regional agency or organization acknowledged for meeting identified standards or criteria.
- 1-2. ~~"Annual Report~~Biennial report" means a report submitted ~~yearly~~ every two years to the Department by all Arizona State Board approved professional preparation institutions of higher education for each approved educator preparation program.
3. "Biennial status letter" means correspondence issued by the Department to the professional preparation institution within 30 days upon completion of the review of the biennial report, indicating the status of the educator preparation program(s).
- 2-4. ~~"Board approved program~~ Approved Program" means a course of study; that is approved by the Board and meets ~~the state's standards~~ all relevant standards for early childhood, elementary, secondary and special education teachers, administrators, school guidance counselors, ~~and~~ or school psychologists.
- 3-5. ~~"Capstone~~ experience~~Experience"~~ means a culminating professional experience in a PreK-12 setting. This experience may include student teaching or internships in administration, administrative internships, counseling practicum and internships, and or school psychology internships.
6. "Educator preparation program" means courses, seminars, or modules of study; field experiences; and capstone experiences for preparing PreK-12 teachers, administrators,

EXECUTIVE SUMMARY

school guidance counselors, and school psychologists for an institutional recommendation for an Arizona certificate.

4-7. "Field ~~experience~~Experience" means scheduled, directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards.

5-8. "Institutional ~~recommendation~~Recommendation" means a form developed by the Department and issued by a professional preparation institution, that indicates an individual has completed a Board approved educator preparation program.

6. "Institutional Report" means a report issued by the review team that cites evidence of compliance with or deviation from each standard that applies to the institution's program. The report may include accommodations, recommendations, and areas of improvement.

7. "~~Low Performing Institutions~~" mean ~~Board approved teacher preparation institutions where less than 75% of program completers successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their first attempt as reported in Title II of the Higher Education Act. When a candidate has attended more than one institution, performance on the proficiency assessment shall be attributed to the institution where the student teaching was successfully completed.~~

EXECUTIVE SUMMARY

8. ~~"National Accreditation" means accreditation by a national agency that is recognized by the U.S. Secretary of Education. The Department shall publish a list of these agencies on its web site.~~
9. "Internship" means significant opportunities for candidates to practice and develop the skills identified in relevant state and national standards as measured by substantial and sustained work in real settings, appropriate for the certificate the candidate is seeking, performed under the direction of a supervising practitioner and a program supervisor.
- 9-10. "National ~~standards~~ Standards" means written expectations for meeting a specified level of performance that are established by, but not limited to, the following organizations: Council for Accreditation of Counseling and Related Education Program (CACREP), (CAEP), Council for the Accreditation of Educator Preparation, Council for Exceptional Children. (CEC), Educational Leadership Constituent Counsel (ELCC), Interstate New Teacher Assessment and Support Consortium (INnTASC), Interstate School Leaders Licensure Consortium (ISLLC), National Educational Technology Standards (ISTE-NETS), National Association for the Education of Young Children (NAEYC), National Association of School Psychologists (NASP-~~or~~), National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC).
10. ~~"Program" means a course of study and school based experiences for preparing PreK-12 teachers, administrators, school guidance counselors, and school psychologists. These courses and school based experiences shall lead to a recommendation for an Arizona teaching, administrator, school guidance counselor, or school psychologist certificate.~~

EXECUTIVE SUMMARY

11. ~~"Regional Accreditation" means accreditation by a regional agency that is recognized by the U.S. Secretary of Education. The Department shall publish a list of these agencies on its web site.~~ "Probationary educator preparation program" means a program with at least one deficiency identified in the biennial status letter issued by the Department, as a result of a Department review of the biennial report. Programs with the same deficiency(s) in two consecutive biennial status letters are subject to revocation of Board approval. A deficiency may include, but is not limited to, stakeholder surveys, completer data and student achievement data.
12. ~~"Student teaching" means a sustained period of rigorous field-based experiences, performed under the supervision of a certified teacher and an institutional program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking.~~ "Professional preparation institutions" means organizations that include, but are not limited to, universities and colleges, school districts, not for profit organizations, professional organizations, private businesses, charter schools, and regional training centers that oversee one or more educator preparation programs.
13. "Program completer" means a student who has met all the professional program institution's requirements of a Board approved educator preparation program necessary to obtain an institutional recommendation.
14. "Program supervisor" means an educator from the professional preparation institution under whose supervision the candidate for licensure practices during a capstone experience. The program supervisor's professional work experiences must be relevant to

EXECUTIVE SUMMARY

the license the candidate is seeking. Program supervisors must also have adequate training from the professional preparation institution.

1315. "Review Team" means a committee ~~appointed by~~ that reviews educator preparation programs seeking Board approval that consists of representatives from the Department that shall review professional preparation programs seeking Board approval and provide recommendations to the Board. The committee shall consist of representatives from an and at least three of the following entities: an institutions under the jurisdiction of the Arizona Board of Regents Institutions, an Arizona private institutions institution of higher education, an Arizona community collegecolleges, other organizations with a Board approved educator preparation program, the Arizona Education Association, professional educator associations, a district level administrator from a local education agency PreK-12 administrators from local education agencies, and a National Board Certified Teachers Teacher, and the Department.

14. The organizations cited in R7-2-604, R7-2-604.01 and R7-2-604.02 are as follows:

a. "CACREP" means the Council for Accreditation of Counseling and Related Education Program.

b. "CEC" means the Council for Exceptional Children.

e. "INTASC" means the Interstate New Teacher Assessment and Support Consortium.

d. "ISLLC" means the Interstate School Leaders Licensure Consortium.

e. "ISTE NETS" means the National Educational Technology Standards.

f. "NAEYC" means the National Association for the Education of Young Children.

g. "NASP" means the National Association of School Psychologists.

EXECUTIVE SUMMARY

~~h. "NCATE" means the National Council for Accreditation of Teacher Education.~~

16. "Student teaching" means a minimum of twelve weeks of rigorous field-based experiences, appropriate for the certificate the candidate is seeking, performed under the direction of a supervising practitioner and a program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking.

17. "Supervising practitioner" means an appropriately certified educator, currently employed by a local education agency, private agency or other PreK-12 setting who supervises the candidate during a capstone experience. Supervising practitioners must have:

a. a minimum of three full years of experience relevant to the license the candidate is seeking.

b. a current classification of highly effective or effective pursuant to §15-203(A)(38) when applicable.

c. adequate training from the professional preparation institution.

R7-2-604.01. Professional Educator Preparation Programs

A. Professional preparation institutions ~~may shall~~ include, ~~but are not limited to,~~ universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. ~~At a minimum, the professional~~ evidence that the educator preparation program is aligned to shall include training in the standards described in R7-2-602 and R7-2-603 the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experiences, and a capstone experience, and alignment with national standards.

EXECUTIVE SUMMARY

- B. Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department, and the Department shall recommend Board action. Upon the recommendation of the Department, the ~~The~~ Board shall evaluate and may approve an educator ~~the professional preparation programs of institutions which request Board approval.~~ R7-2-604, R7-2-604.01 and R7-2-604.02 apply to all professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to certification. The Board may grant program approval for a period not to exceed ~~five~~ six years.
- C. All educator preparation programs that lead to an Arizona certification must be approved by the Board pursuant to these rules. Board approval of ~~professional~~ educator preparation programs may be granted following the successful evaluation of the program. Board rules in effect at the time of the submission of a program for evaluation shall be the rules upon which the ~~institution~~ educator preparation program is evaluated.

R7-2-604.02. ~~Professional Educator~~ Preparation Program Approval Procedures

- A. ~~Institutions~~ Professional preparation institutions with no Board approved educator preparation programs, seeking initial approval for an educator ~~professional~~ preparation program ~~approval~~ shall submit to the Department the information necessary to conduct a preliminary readiness review of the professional preparation program ~~institution~~. The Department shall prescribe forms to assist professional preparation institutions with providing all information required as part of the preliminary readiness review process. The required information, ~~at a minimum, shall include~~ includes the following:

EXECUTIVE SUMMARY

1. An institutional profile ~~that includes information regarding the type of institution demonstrating program and financial stability, a description of the educator preparation program seeking approval, the type of approval being requested, any a listing of national or regional accreditations held by the program, the institution's governance and administrative structures and student demographic data. A program that is not regionally accredited by a Board recognized entity shall provide the Department with the necessary information to demonstrate program sustainability. This shall include a description of the institution's facilities, relevant equipment and supplies, student support services, access to library resources and technology, and evidence of financial stability.~~
2. A description of the professional preparation institution's conceptual framework that includes. ~~This shall include~~ an explanation of the professional preparation institution's vision, mission, philosophy and goals, and a description of. ~~It should also describe how this framework is shared with students, faculty~~ **relevant staff** and other relevant stakeholders.
3. Data regarding the professional preparation institution's relevant staff, including the following faculty. ~~This shall include:~~
 - a. Demographic data relating to the faculty **relevant staff** for each educator preparation program seeking approval, including, at a minimum, educational. ~~This data shall include the number with terminal degrees, the faculty staff to student ratio, and the percentage of faculty members with experience teaching in a PreK-12 setting, and, if available, may also include ethnicity and gender data if available.~~

EXECUTIVE SUMMARY

- b. Definitions of titles and clarification of roles of terms used by the institution to describe individuals responsible for professional coursework, clinical supervision courses, seminars, or modules of study; field experiences; capstone experiences; and administration of each program.
- c. A description of the professional preparation institution's employment policies, including procedures for determining faculty staff assignments, evaluation procedures and professional development opportunities and requirements.
- B. The Department shall provide professional preparation institutions applying for program approval with written notification, within 60 days of receiving readiness review materials, either indicating readiness to submit educator preparation programs for review or specifying any deficiencies. ~~whether all necessary information has been submitted to complete the preliminary review process. If additional information is required the written notice shall specify the deficiencies and indicate that the~~The institution has 30 days from receipt of the notice to supply the Department with all required information regarding identified deficiencies.
- C. ~~Upon verification that an institution has satisfied the submittal requirements for the preliminary review,~~The Department shall initiate a review of the specific educator preparation programs being considered for Board approval. The Department shall prescribe forms to assist institutions with providing all information required as part of the educator preparation programs review. To facilitate this review, institutions shall provide the Department with the following:

EXECUTIVE SUMMARY

1. ~~Provide the Department with a~~ A description of the educator preparation programs ~~program~~ being considered for Board approval. This shall include, at a minimum, the criteria for student entry into the program; a summary of the program ~~course~~courses, seminars, or modules of study; field experiences; and capstone experiences. The professional preparation institution must verify that it requires courses, seminars, or modules of study ~~sequence, descriptions of all required courses, and verification that the program requires courses that are~~ necessary to obtain a full Structured English Immersion endorsement if required for the certificate the candidate is seeking.
2. ~~Provide the Department with a~~ A description of the field experience and capstone experience policies for the educator preparation programs being considered for Board approval. The review team shall verify that the field experience ~~or~~ and capstone experience includes evidence of engagement in the application of ~~complies with~~ relevant standards as articulated in ~~R7-2-602 or R7-2-603~~ the Board approved professional teaching standards or professional administrative standards and relevant national standards. Educator preparation ~~P~~programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.
3. Evidence that candidates are provided instruction and practice in how to gather, evaluate, and synthesize multiple data sources and how to effectively use data in educational and classroom instructional decisions.
4. ~~Provide the Department with a~~ A description of the assessment plan for measuring each candidate's competencies as they progress through ~~in coursework~~ courses, seminars, or

EXECUTIVE SUMMARY

modules of study and field experience experiences to ensure readiness for a capstone experience. The plan shall require, at a minimum, that candidates demonstrate competencies as articulated in ~~R7-2-602 or R7-2-603~~ the Board approved professional teaching standards or professional administrative standards, relevant Board approved academic standards, and relevant national standards. The plan shall also describe processes for utilizing performance-based assessments and for providing candidates with necessary remediation. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with ~~applicable~~ relevant national standards.

~~5. 4. Provide the Department with a~~ A description of the procedures used to monitor and evaluate the operation, scope and quality of the educator preparation program being considered for approval. This shall include the use of internal and external evaluations, and may include stakeholder surveys, program completer employment information, and PreK-12 student achievement data. ~~The institutions shall also submit to the Department data relating to program graduates.~~

~~6. 5. Provide the Department with a~~ An educator preparation program matrix ~~matrix~~ matrices demonstrating that program ~~coursework~~ course, seminar, or module assessments, field experiences and capstone experiences ~~align with relevant standards as articulated in R7-2-602 or R7-2-603~~ measure candidates' success in meeting the Board approved professional teaching standards or professional administrative standards, and relevant ~~with applicable~~ national standards. ~~Programs~~ Educator preparation programs applying for

EXECUTIVE SUMMARY

approval in school psychology and guidance counseling shall only be required to demonstrate compliance with ~~applicable~~ relevant national standards.

- D. ~~Upon completion of the program review, the review team shall schedule and conduct an onsite visit.~~ The Department may schedule and conduct an onsite visit upon completion of the educator preparation programs review for professional preparation institutions seeking initial approval. The onsite visit may include, a tour of the professional preparation institution; a review of documentation and related evidence; and interviews of administrative relevant staff, faculty, students educator candidates, and local education agency, private agency or other PreK-12 administrators who employ program completers.
- E. Upon completion of the review, and onsite review if applicable, the ~~review team~~ Department shall, within 90 days, provide the professional preparation institution with a program report of the Department's ~~its~~ findings. This report shall cite any evidence showing deviation from each relevant standard Board approved professional teaching standard, professional administrative standard, and relevant national standard that applies to the educator preparation program ~~institution's programs~~. The professional preparation institution shall have 30 days from receipt of the ~~review team's findings~~ Department's program report to submit a response addressing ~~the findings~~ any identified deficiencies.
- F. Based upon its findings the Department's program report, the ~~review team~~ Department shall recommend to the Board that the educator preparation program be approved, ~~approved with conditions~~ or denied. ~~The Board may grant program approval for a period not to exceed five years.~~

EXECUTIVE SUMMARY

G. The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval.

H. Within 60 days of the Board's action, a professional preparation institution ~~An institution~~ may request reconsideration of the Board's decision to deny an educator preparation program.

~~If a program is ultimately denied program approval the institution may not reapply for approval for a period of one year from the date of the Board's final action.~~

I. ~~**H.** Professional preparation institutions~~ Institutions with Board approval shall make available to the public a statement indicating ~~the type of approval it has been granted and the valid period for that approval~~ which the educator preparation program has been approved.

J. ~~**I.** Board approved Professional preparation institutions with Board approved educator preparation programs~~ shall comply with the reporting requirements established by Title II of the Higher Education Act (P.L. 110-315).

K. ~~**J.** Each approved professional preparation institution shall file~~ submit an annual a biennial report with the Department documenting educator preparation program activities for the previous year~~two years. The annual report shall be submitted on the yearly due date established by Title II of the Higher Education Act (P.L. 110-315) for the institutional report.~~

The ~~annual~~ biennial report shall include the following:

1. A description of any substantive changes in courses, seminars, modules, assessments, field experiences or capstone experiences in ~~to~~ Board approved educator preparation programs;
2. A copy of the current institutional catalog; Electronic access to relevant educator preparation program information;

EXECUTIVE SUMMARY

3. The name, title and original signature of the certification officer for the professional preparation institution;
4. Program—Educator preparation program, faculty relevant staff, and candidate data required as a condition of initial or continuing program approval.

L. ~~K.~~ Board approved educator preparation programs shall provide their program graduates completers with an institutional recommendation for issuance of the appropriate Arizona certification within 45 days.

M. ~~L.~~ To maintain Board educator preparation program approval, the professional preparation institution shall be in continuous operation and training ~~students~~ candidates in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain compliance with all applicable local, state, tribal and federal requirements.

N. ~~M.~~ The Department shall ~~administer two cycles per year for the review of applications for~~ provide a timeline for professional preparation institutions to submit educator preparation programs for approval. One cycle shall commence in January and the other cycle in July. To be eligible for either cycle an institution must submit all required preliminary review documentation by either January 15 or July 15.

R7-2-604.03 Alternative Professional Educator Preparation Programs

A. Professional Preparation Institutions that submit an alternative educator preparation program(s) for Board approval must adhere to R7-2-604.01. ~~Alternative professional preparation institutions may include, but are not limited to, universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the professional preparation program shall include training in the~~

EXECUTIVE SUMMARY

standards described in R7-2-602 and R7-2-603, a capstone experience, and alignment with national standards.

~~B. The Board shall evaluate and may approve the alternative professional preparation programs of applicants which request Board approval. Rules R7-2-604, R7-2-604.03 and R7-2-604.04 apply to all alternative professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to certification. The Board may grant program approval for a period not to exceed seven years.~~

~~C. Board approval of alternative professional preparation programs may be granted following the successful evaluation of the program. Board rules in effect at the time of the submission of a program for evaluation shall be the rules upon which the institution is evaluated.~~

R7-2-604.04 Alternative Professional Educator Preparation Program Approval Process

~~A. The Board shall establish a review committee for the purpose of evaluating all complete applications for alternative professional preparation program approval. The committee shall be comprised of seven members and may include representatives from the Board, the Department, higher education, local school districts, charter schools or the local business community. Professional Preparation Institutions that submit an alternative educator preparation program(s) for Board approval must adhere to R7-2-604.02, except that individuals participating in or completing Board approved alternative educator preparation programs as delineated in this section may apply for a teaching intern certificate, pursuant to R7-2-614(E), and may complete their field experience and capstone experiences during the valid period of their teaching intern certificate.~~

EXECUTIVE SUMMARY

- ~~B. Applicants seeking professional preparation program approval shall submit to the Department the information necessary to conduct a review of the preparation program. The Department shall prescribe forms to assist applicants with providing all information required as part of the review process. The required information shall include the following:~~
- ~~1. A profile that includes information regarding the type of organization seeking approval, the type of approval being requested.~~
 - ~~2. A description of the organization's conceptual framework. This shall include an explanation of the applicant's vision, mission, philosophy and goals.~~
 - ~~3. The criteria for student entry into the program, a summary of the program course sequence or alternative program/course of study, descriptions of all required courses, or alternative program/course of study, and verification that program graduates possess a bachelor's degree from an accredited institution and have completed the training necessary to obtain a Structured English Immersion endorsement.~~
 - ~~4. Data regarding the institution's faculty or personnel. This shall include demographic data relating to the faculty and/or personnel for each program seeking approval.~~
 - ~~5. A description of the field experience and capstone experience policies for the program being considered for Board approval. The review committee shall verify that the field experience or capstone experience complies with relevant standards as articulated in R7-2-602 or R7-2-603 and relevant national standards. Individuals enrolled in an approved alternative professional preparation program may complete their field experiences or capstone experiences during the valid period of their intern certificates. Programs~~

EXECUTIVE SUMMARY

~~applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.~~

~~6. A description of the assessment plan for measuring competencies in coursework and field experience. The plan shall require, at a minimum, that candidates demonstrate competencies as articulated in R7-2-602 or R7-2-603 and relevant national standards.~~

~~Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.~~

~~7. A description of how this program will align with relevant standards as articulated in R7-2-602 or R7-2-603 and with applicable national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.~~

~~C. The Department shall provide applicants for program approval with written notification indicating whether all necessary information has been submitted to complete the review process. If additional information is required the written notice shall specify the deficiencies and indicate that the institution has 30 days from receipt of the notice to supply the Department with all required information.~~

~~D. Upon verification that an applicant has satisfied the submittal requirements for the review, the Department shall inform the executive director for the Board that the application is complete. The executive director shall schedule a meeting of the review committee described in subsection (A) to review the application and prepare a recommendation for the Board. The review committee shall evaluate each program on identical criteria, as directed by the Board. The evaluation shall permit variations in program design.~~

EXECUTIVE SUMMARY

- ~~E. The review committee may request additional information from an applicant if it determines that such information is necessary to complete an evaluation.~~
- ~~F. Upon completion of the review, the review committee shall, within 90 days, provide the applicant with a report of its findings. The institution shall have 30 days from receipt of the review team's findings to submit a response addressing the findings.~~
- ~~G. Based upon the findings, the review team shall recommend to the Board that the program be approved, approved with conditions or denied. The Board may grant program approval for a period not to exceed seven years.~~
- ~~H. An applicant may request reconsideration of the Board's decision. If a program is ultimately denied approval the applicant may not reapply for approval for a period of one year from the date of the Board's final action.~~
- ~~I. Applicants with Board approval shall make available to the public a statement indicating the type of approval it has been granted and the valid period for that approval.~~
- ~~J. Each approved applicant shall file an annual report with the Department documenting program activities for the previous year.~~
- ~~K. Individuals participating in or completing Board approved programs as delineated in this Section may apply for a Teaching Intern Certificate, pursuant to R7-2-614(E).~~
- ~~L. To maintain Board program approval the organization shall be in continuous operation and training students in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain compliance with all applicable local, state, tribal and federal requirements. The Department shall provide the Board with an evaluation of the program's~~

EXECUTIVE SUMMARY

~~effectiveness. This evaluation shall include available data pertaining to the academic achievement of those students taught by program graduates.~~

~~M. The Department shall administer two cycles per year for the review of applications for program approval. One cycle shall commence in January and the other cycle in July. To be eligible for either cycle an applicant must submit all required preliminary review documentation by either January 15 or July 15. The Department may establish additional application cycles at its discretion and as resources permit.~~

~~N. Applicants seeking renewal of program approval shall submit the required preliminary review documentation by the deadline for a review cycle that commences at least one year prior to the expiration date of the approved program.~~

EXECUTIVE SUMMARY

Issue: ADE's role in the National Center and State Collaborative (NCSC)

Action/Discussion Item

Information Item

Background and Discussion

AIMS A

No Child Left Behind Act and Title 1 of Elementary and Secondary Education Act require that all students participate in statewide assessments and be included in state accountability systems (34 CRF Part 200). For students with significant cognitive disabilities who are unable to participate in the State's general assessment (AIMS) even with accommodations, an alternate Assessment based on alternate achievement standards was developed (AIMS A).

AIMS A was initially adopted by the State Board in 2004 and due to continuous work and dramatic changes it was most recently presented to the State Board for approval in 2008. Since that time, the State Board has also adopted the standard setting recommendations. AIMS A is administered to about 7,000 students in the following academic content areas: reading and mathematics (grades 3-8 and 10) and in science (grades 4, 8, and 10). The state alternate assessment is aligned to Arizona's alternate academic content standards. This assessment is administered in two parts: online multiple choice and teacher administered performance tasks.

Over the past several years the proficiency rates for students participating in the alternate assessments in grades 3-8 and 10 for reading, mathematics and science have mirrored the proficiency rates for their typical peers who are assessed with AIMS in the same content areas. This is one indication that our state, our educators, and our students are ready to transition to a new alternate assessment and more importantly to set higher expectations for our students.

New Alternate Assessment

As our state was seeking new ways to improve the alternate assessment in combination with the state's adoption of the Arizona College and Career Ready Standards for ELA and Mathematics in 2010, the Alternate Assessment Unit pursued other assessment development opportunities.

Contact Information:

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

EXECUTIVE SUMMARY

In 2010 Arizona joined as a leader in the National Center and State Collaborative (NCSC) initiative to develop a new alternate assessment aligned to state academic content standards for students with significant cognitive disabilities.

The involvement of Arizona stakeholders included:

- An Arizona Community of Practice, comprised of a general educator, special educators, and administrators
- State leads on the NCSC Assessment Development Team, Instructional Supports and Resources Team, and the NCSC Management Team
- Arizona special educators participated in development of instructional supports to be included as part of the NCSC support materials
- Through a focus group, the development of the College and Career Preparedness for Students with Significant Cognitive Disabilities Guidance document for schools, families and community services agencies
- 20 Arizona special educators participated in small try-out studies for writing content
- Sample participation of 59 School Districts and 400 students in the NCSC Pilot 1 (Field Test). Arizona has one of the largest representations in this pilot
- Participation in NCSC Pilot 2 (Field Test) October 2014. The goal for Pilot 2 will be 1,000 students. Arizona would represent between 14-16% of students participating throughout the nation. Projecting onward to the implementation of operational assessment in Spring 2015
- Response from the NCSC Pilot 1 Administration Customer Survey showed 4.8 Overall Satisfaction rate. Numerous communications of support of the transition to a new alternate assessment.

Moving Forward

Arizona is leading the procurement process for the operational alternate assessment for Arizona and partner states. Arizona Department of Education requires that the State Board approve ADE as fiscal agent for the post grant governance of NCSC. As the fiscal agent for post-grant governance of NCSC, Arizona will lead the procurement process for the operational new alternate assessment for Arizona and other states

EXECUTIVE SUMMARY

would voluntarily partner. Arizona will continue to administer AIMS A Science in grades 4, 8 and 10. A request to approve the NCSC assessment as Arizona's operational assessment for ELA and Mathematics will be brought to the State Board next month.

Recommendation to the Board

It is recommended that the Board approve ADE as the fiscal agent for the post-grant governance of NCSC.



ARIZONA'S ASSESSMENTS

State Board Meeting
Board Agenda Item
August 25, 2014

Audra Ahumada
Director of Alternate Assessment

Leila Williams
Associate Superintendent Quality Assessment and Adult
Education



ARIZONA'S ASSESSMENTS

BACKGROUND

**Requires that all students participate in
statewide assessments and be included in
state accountability systems**

No Child Left Behind and Title 1 of ESEA (34 CRF Part 200)



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
- Based on Alternate Achievement Standards



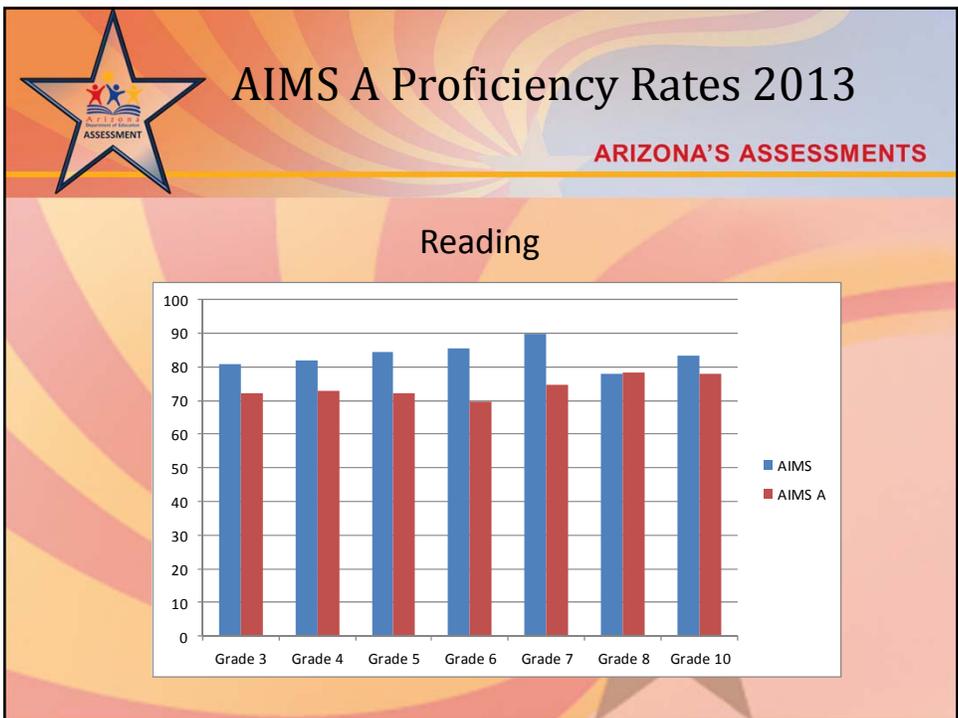
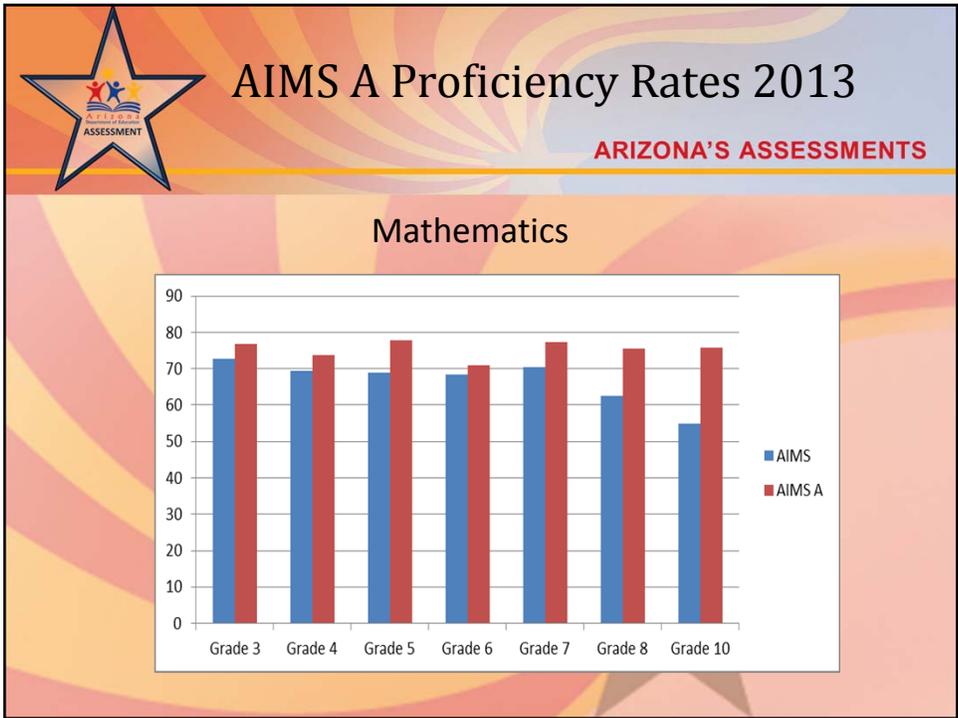
AZ ALTERNATE ASSESSMENT

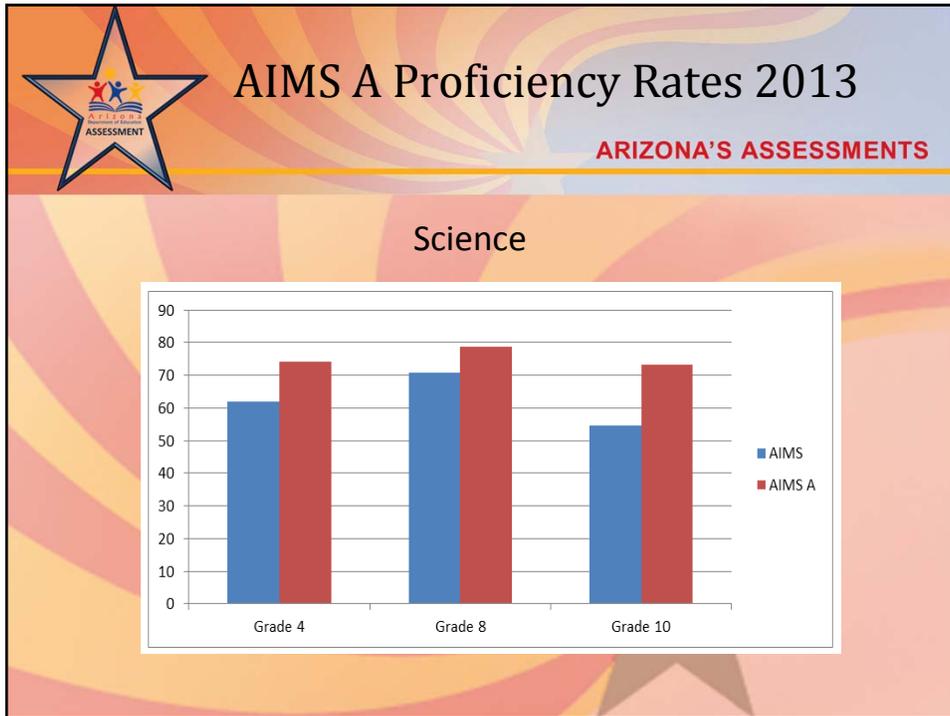
ARIZONA'S ASSESSMENTS

AIMS A
Reading and Math: Grades 3 – 8 and HS (grade 10)
Science: Grades 4, 8, and 10

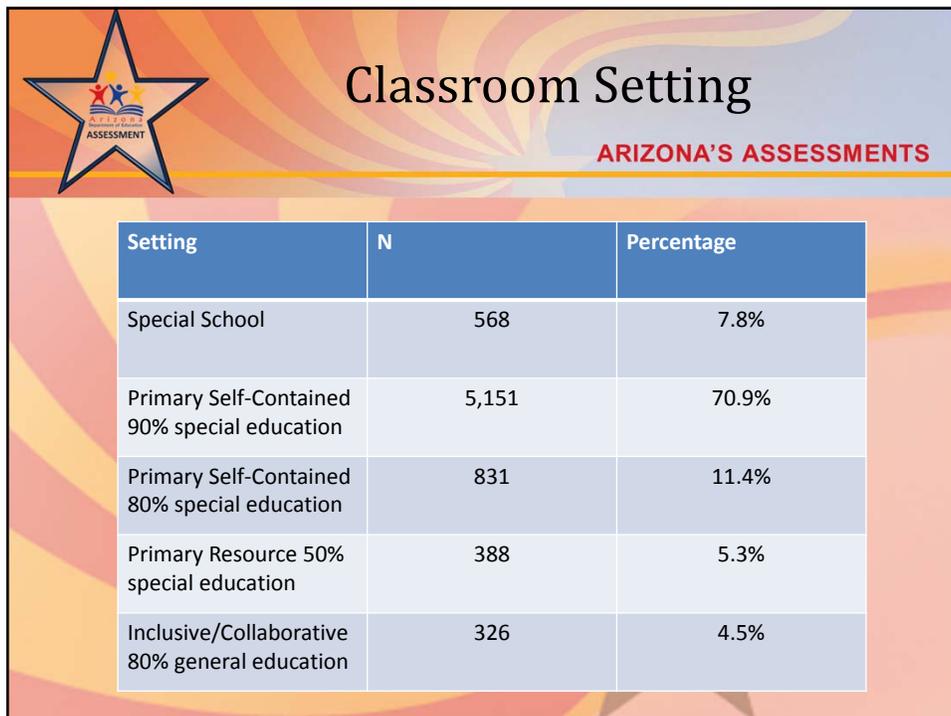
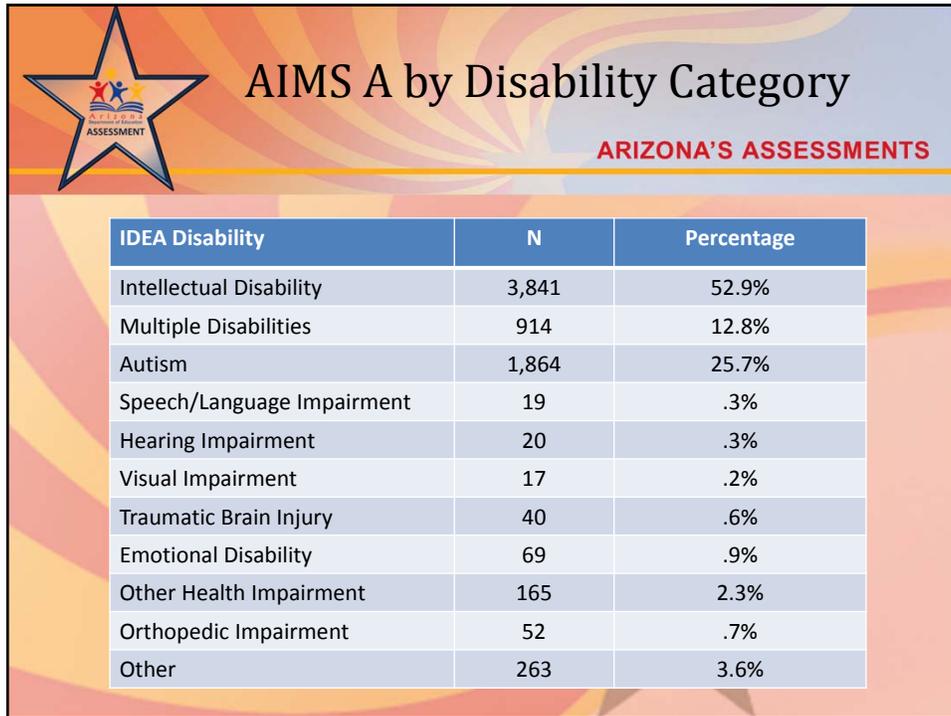
Aligned to AZ Alternate Academic Standards

Item Types
Multi-choice (online administration) and
Teacher administered performance tasks





-
- Who are our students in alternate assessments?
ARIZONA'S ASSESSMENTS
- Taking a closer look....
- Disability category
 - Classroom Setting
 - Communication
 - Reading and Math Skills
- A slide titled 'Who are our students in alternate assessments?' with the subtitle 'ARIZONA'S ASSESSMENTS'. Below the title, it says 'Taking a closer look....' followed by a bulleted list of four categories: Disability category, Classroom Setting, Communication, and Reading and Math Skills. The slide features a star logo in the top left and a large star graphic in the bottom right.





Communication

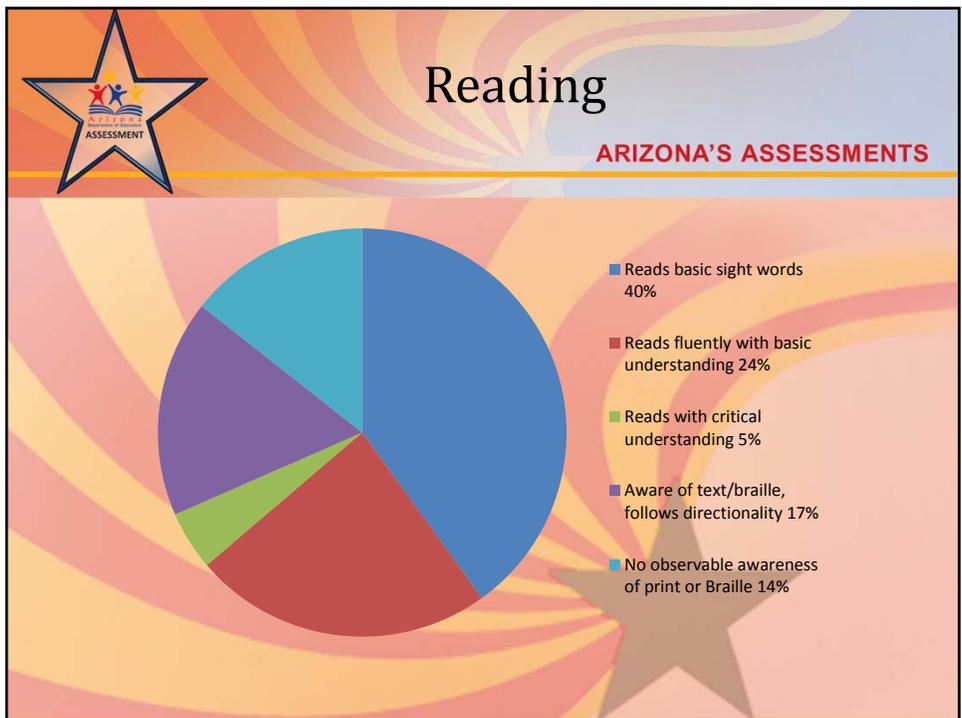
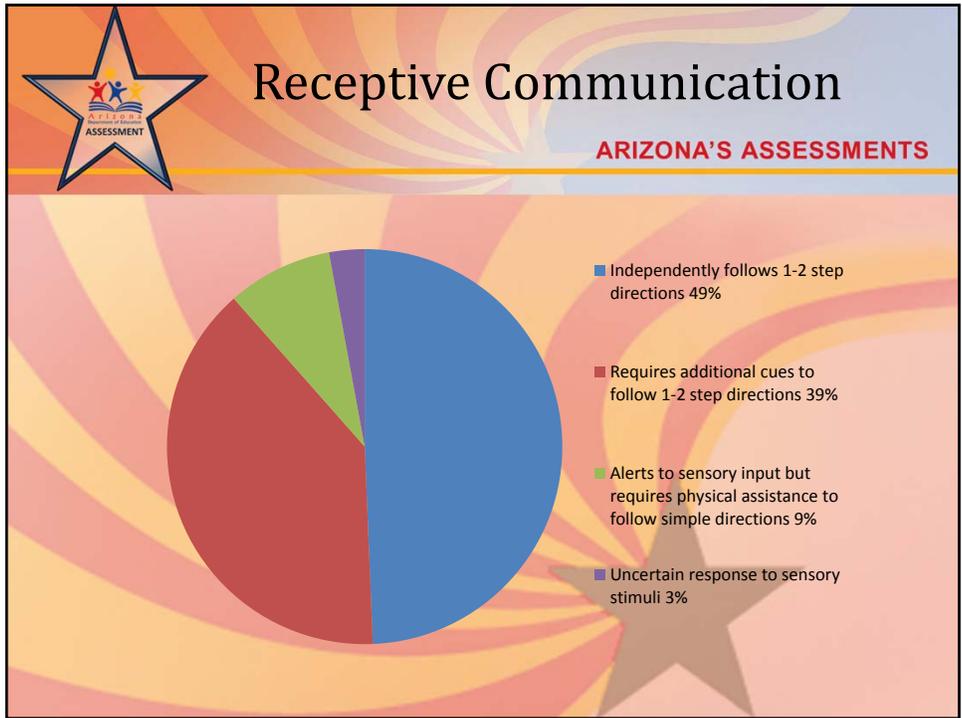
ARIZONA'S ASSESSMENTS

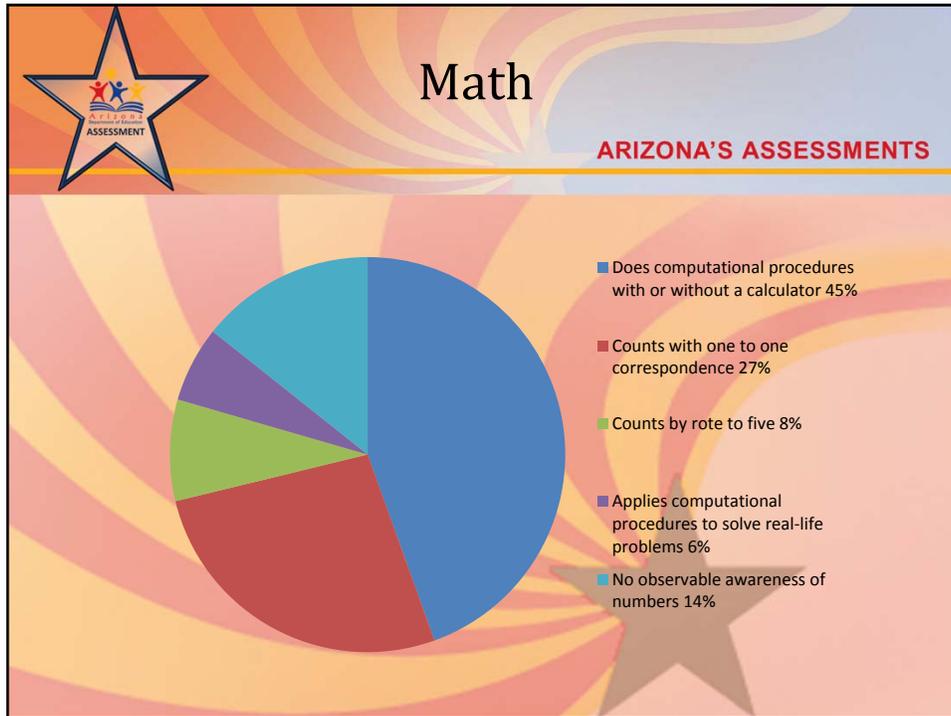
Expressive communication profile

Teachers selected from among the following options for each student's expressive communication characteristics:

- Symbolic—Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal;
- Emerging symbolic—Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions; or
- Pre-symbolic—Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.







Transitioning to new Standards and a new Alternate Assessment

ARIZONA'S ASSESSMENTS

- State pursued other assessment development opportunities
 - National Center and State Collaborative (NCSC)
 - Supported higher expectations for students with significant cognitive disabilities
 - Supported efforts to develop a system of supports including instructional supports and resources and professional development
 - AZ acted as a State Lead for several key work groups



Implementing a Transition Plan

ARIZONA'S ASSESSMENTS

- Involvement of Arizona administrators and educators
 - Community of Practice (CoP)
 - Focus Groups
 - Deaf and Blind, Item development, alignment reviews
 - Participants in the development of instructional supports
 - Participated in Pilot 1



Putting into Action...

ARIZONA'S ASSESSMENTS



Clockwise left to right:
Teachers use an interactive whiteboard to present text. A notebook is used to present response options. Student makes selection on notebook. An interactive whiteboard is used to match vocabulary word to pictorial representations.





ARIZONA'S ASSESSMENTS



High school vocabulary word: deftly
Teacher acts out "deftly" removing the oyster from the shell while teaching *The Pearl*.



Generalization: Students sequence events after reading a poem included in the LASSI.



ARIZONA'S ASSESSMENTS



Opportunities to work in small groups with typical peers.



The LASSI uses graphic organizers such as a KWHL chart. Here students use the KWHL chart after reading an article titled: *Early Ideas about Flying*.



AZ lead Fiscal Agent for State Partnership

ARIZONA'S ASSESSMENTS

- Arizona is leading the procurement process for the operational alternate assessment for Arizona and other partner states as the fiscal agent for the post grant governance
- Cooperative Agreement to join due September 1, 2014
- Partnership Fees-\$40,000 each state

EXECUTIVE SUMMARY

Issue: Presentation regarding the Board's responsibility to supervise and control the certification of teachers, including the disciplinary process.

Action/Discussion Item

Information Item

Background and Discussion

The Board supervises and controls the certification of persons engaged in instructional work in Arizona public educational institutions below the community college, college, or university level by imposing "such disciplinary action, including the issuance of a letter of censure, suspension, suspension with conditions or revocation of a certificate, upon a finding of immoral or unprofessional conduct" pursuant to A.R.S. § 15-203(A)(14) and (20). The Board's rules provide that certificate holders who violate any provision of A.A.C. R7-2-1308 are deemed to have engaged in immoral or unprofessional conduct and may be disciplined by the Board.

To fulfil its responsibility to supervise and control the certification of persons engaged in instructional work in the State's public schools, the Legislature has provided the Board with the discretion to "provide for an advisory committee to conduct hearings and screenings to determine whether grounds exist to impose disciplinary action against a certificated person, whether grounds exist to reinstate a revoked or surrendered certificate and whether grounds exist to approve or deny an initial application for certification or a request for renewal of a certificate." A.R.S. § 15-203(b)(4).

The Board has delegated its responsibility to conduct hearings and screenings in regard to certification or recertification matters "related to immoral conduct, unprofessional conduct, unfitness to teach, and revocation, suspension, or surrender of certificates" to its advisory committee, the Professional Practices Advisory Committee ("PPAC"). *Id.*, A.A.C. R7-2-205(A).

The Board's Chief Investigator and the Assistant Attorney General, who represents the State in certification matters, will provide detailed information to the Board on the investigative process, screening and reviews of applications, the disciplinary processes (including settlements, hearings, and surrenders), and the respective roles of the Investigative Unit, the Attorney General, the PPAC, and the Board, as outlined in the State statutes and rules to help the Board execute its supervisory authority over the disciplinary process.

Recommendation to the Board

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

Contact Information:

Charles Easaw, Chief Investigator

Jinju Park, Assitant Attorney General, Office of the Arizona Attorney General

Christine M. Thompson, Executive Director, Arizona State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of recommendation to approve negotiated two-year settlement agreement with conditions. Delphine Wood, CR-2013-042

Action/Discussion Item

Information Item

Background and Discussion

Delphine J. Wood holds a Standard Elementary Education, K-8, certificate and a Standard Special Education LD K-12 certificate, valid through May 11, 2015; and a Substitute Certificate which expires on July 1, 2099.

Ms. Wood was a teacher at Borman Elementary School located in Tucson, Arizona. On May 3, 2012, a school employee informed the principal that Ms. Wood smelled of alcohol. The principal informed Ms. Wood that he may need to take her to a facility to have her tested for the presence of alcohol. Ms. Wood asked to use the restroom and then left the campus without telling anyone. On May 30, 2012, Ms. Wood was placed on administrative leave and notified her that she would be terminated. On June 10, 2012, Ms. Wood resigned in lieu of termination.

Ms. Wood was advised of the intent of the State Board to file a complaint against her teaching certificates. In lieu of the filing of a complaint, discussions were entered into to settle the case without a hearing. The Professional Practices Advisory Committee ("PPAC") reviewed the negotiated settlement agreement at its July 8, 2014, meeting.

Ms. Wood agrees that the conduct and circumstances described in the settlement agreement constitute unprofessional conduct pursuant to A.A.C. R7-2-1308(B)(9), which states that certificate holders shall not "[p]ossess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities."

The Negotiated Settlement Agreement includes:

1. A two-year suspension, with conditions.
2. Successful completion of counseling, therapy or a treatment program which addresses the use of alcohol.
3. If written proof of successful completion is not submitted prior to the two-year period of suspension, the period of suspension will continue until such time as written proof is provided.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its July 8, 2014, meeting, recommended by a vote of 4 to 0 that the State Board approve the negotiated settlement agreement.

Recommendation to the Board

It is recommended that the Board accept the PPAC recommendation of a two-year suspension with conditions, including successful completion of alcohol treatment - counseling.

EXECUTIVE SUMMARY

Issue: Consideration of Negotiated Settlement Agreement, Amy L. Lantz, Case no. C-2013-034

Action/Discussion Item

Information Item

Background and Discussion

Amy L. Lantz holds a Standard Elementary Education certificate valid from February 4, 2010 through August 6, 2016.

On April 16, 2013, the Principal at Copper Canyon Elementary School reported to the Investigative Unit allegations that Ms. Lantz was observed drinking from a clear glass bottle with a screw top while in her classroom with students. The principal suspected that an alcoholic beverage was in the bottle. Ms. Lantz tested positive at a professional substance testing facility for having a blood alcohol content of .125. Ms. Lantz later resigned from her employment at Copper Canyon Elementary School.

On February 21, 2014, the Arizona State Board of Education ("Board") filed a complaint against Ms. Lantz's certification based on the allegations of having consumed alcohol while on campus and in the classroom. Subsequent to the filing of the complaint, Ms. Lantz and the Investigative Unit entered into discussions to settle the case without a hearing.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee ("PPAC") reviewed the proposed settlement agreement on May 13, 2014. The PPAC, by a vote of 5 to 0, recommended that the Board approve the settlement agreement. The terms of the settlement agreement include the following:

- A suspension of certification, with conditions, for one year.
- Successful completion of participation in counseling, therapy, or a treatment program which addresses the use of alcohol
- If written proof of successful completion is not submitted prior to the one-year suspension, the period of suspension will continue until such time as written proof is provided.

This item was presented to and considered by the Board at its June 23, 2014, meeting. After due consideration, a motion to approve the settlement agreement failed to pass on a vote of 5 to 2. The matter was tabled to the August 25, 2014, meeting of the Board.

Contact Information:

Charles Easaw, Chief Investigator, Investigative Unit, State Board of Education

Recommendation to the Board

It is recommended that the Board accept the recommendation of the Professional Practices Advisory Committee and issue a suspension of certification through June 23, 2015, against the teaching certificate held by Amy L. Lantz and that all states and territories be so notified.