AZ Kids Can't Afford to Wait! 2015

AZ Kids
Can't **Afford**
to Wait!

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AZ Kids Can't Afford to Wait! 2015

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Superintendent Douglas' AZ Kids Can't Afford to Wait! Speech

So, today, I will focus on a few of the larger proposals. First, I have to reiterate that while funding is not a panacea for our education woes, it has become critical for our teachers and classrooms.
As I recommended a few weeks ago, I stand by the need for an immediate $400 million per year, guaranteed in perpetuity, for our teachers in classrooms. The money can be used for salaries, for reducing classroom sizes or a combination of the two.

Our teachers have officially reached the lowest paid in the nation, according to one recent study, and Arizona is third from the bottom of places for teachers to work. We have a teacher shortage, have extended the time substitutes can teach, are trying to recruit teachers from the Philippines and China, and have a turnover rate of around 45% in the first two years of teaching.

Teachers and parents making a personal impact on an individual student is how a child learns. It is not the latest fad in standards, curriculum or technology. All of that has its place, but is worthless without talented teachers and well-informed, actively involved parents.

The second major issue for me is to make Arizona a state known for its culturally inclusive programs. Every school in Arizona should teach a rich curriculum that celebrates the diversity of our population and the struggles and successes of all our citizens.

For too long our curriculum has lagged, teaching racism by teaching children based on the color of their skin. We should have the same culturally rich instruction in Window Rock, Scottsdale, Yuma and Tucson.

Racism is hard to combat, but academic segregation and the teaching of hate through Critical Race pedagogy must stop now. The only thing that can prevent teaching hate is to actively teach appreciation for all our contributions. Our schools need to be a model of acceptance and respect, not a breeding ground for resentment and division.

Another effort to impact neglected regions across our state is the creation of Educational Development Zones, or EDZs. There are four areas of the state, highlighted in the document, that have a larger square mile area than 13 states. In these four areas, parents and students have no good options for their schools.

We forgive doctors' student debt to work in underserved areas, and we create economic development zones where we give businesses tax breaks. I propose we need to do the same for underserved education areas. In these regions, we would forgive teacher student loans and allow most staff and schools significant tax incentives.

The alternative is to see one generation after another living in these areas, abandoned to poor education, poverty, crime and welfare – not because they deserve it or can't learn, but because of the area they happen to live. This is intolerable.

Finally, the last item I want to speak on, before giving you the chance to look through all the proposals, is standards. Anyone who followed my campaign knows one thing about me for sure – I oppose Common Core with all my fiber.

I challenge the State Board of Education to vote at their very next meeting to reverse their previous actions and sever the ties between Arizona and Common Core.

This vote will not change a single standard immediately, but it will make clear that we in Arizona are smart enough and engaged enough to develop standards that are our own and are uniquely designed for our specific state needs and population challenges.

Next, ADE will be recommending a significant increase in standards. These include explicit phonics instruction, additional requirements for reading in K-3, higher math standards, expansion of civics and economics instruction, and world language graduation requirements for those who have shown proficiency in English.

Nearly every country in the world teaches its children to speak more than one language. Americans are unprepared for the current and future economy if they are not multi-lingual.

Once a child in Arizona is proficient in English, we should teach them at least one additional language. We should also seek to preserve our Native American languages, not just for members of our tribes and nations, but for any Arizonans who wish to learn.

Lastly, our math and foreign language standards currently are inadequate for many college admission standards. Our teaching of civics and economics is nearly non-existent. Too many of our students don't know our rich history as a state and nation nor understand our government or economy. We need a revival in Arizona-developed standards, not one-size-fits-all hand-me-down standards already being abandoned by many of the states who, like Arizona, blindly adopted them.

I ask each of you to read the proposals I have included in ***AZ Kids Can't Afford to Wait!*** *If you disagree, I ask that you join the discourse not to put me down, but to hold up our children.*

This is a plan that involves gaining the support of others across many areas of education and government. It includes short, medium and long term goals.

My sincere hope is that all of these proposals are enacted, but failing that, I hope that we at least stop looking at Arizona education month-to-month. Instead we must determine what the best education system in the nation looks like, and start taking the steps to make ours into that vision.

Our children are our future. They can't afford to wait. God bless our children, God bless our education system, and God bless America.

Thank you all.

$400 Million Immediately for Arizona's Teachers

"Eight year olds who were trying to read when the "temporary" cut to the 2 percent increase was made in 2009 will all graduate or drop out before having their funding restored under all the current plans being considered. We have an entire generation of children for whom over $1 billion dollars of education was not provided. We can never go back and provide that education to them. How many more children must suffer the same fate before the leaders of our state truly prioritize education?"

-Arizona Superintendent of Public Instruction Diane Douglas

Immediately allocate $400 million from the State's general fund for the current year and every year thereafter. Two people truly educate a child – their parent and their teacher. This funding would all go to classroom teachers, either for higher salaries, lower classroom sizes or both.

Background:

- **Funding is Available**
  - Currently, Arizona has approximately $460 million in its Rainy Day Fund.[1]
  - State revenues are running significantly higher than expected.
  - Contrary to expectations, the state did not have a deficit in 2015. Instead of being forced to dip into the Rainy Day Fund, Arizona already has a surplus in the range of $266 million, for a total of approximately $725 million.[2]
  - If revenues continue to exceed expectations, Arizona could see a significant budget surplus given that December and January sales tax and April and May income tax are the largest revenue collection months.
- **Teachers Need Support and Funding**
  - The number one concern the Superintendent hears is the lack of funding and support for teachers.
  - Regardless of how sophisticated standards and curriculum become, only a high quality teacher connecting with an individual student results in learning.
  - <u>Teacher Shortage</u>
    - 46% of new teachers leave within 4 years nationally.[3]
      - 24% of first year and 20% of second year teachers left the profession in Arizona.[4]
    - Teachers report leaving for other careers with higher compensation.[5]
  - <u>Teacher Wages</u>
    - National teacher salary average is $54,000.[6]

[1] http://www.azleg.gov/jlbc/mfh-jul-15.pdf
[2] *Id.*
[3] http://www.azed.gov/leadingchange/files/2015/06/6-23-15-what-is-the-err-taskforce-doing.pdf
[4] *Id.*
[5] *Id.*
[6] https://nces.ed.gov/programs/digest/d13/tables/dt13_211.60.asp

- The average teacher salary in the state of Arizona is $46,358.[7]
- The average starting salary for beginning educators in Arizona is $31,874.[8]
- Although Arizona teacher starting salaries were on average 20% higher in 2013 than in 2003, those salaries have increased at a rate far less than other professions.[9]

Figure 1: Percent of Change in Salary Increases by Profession 2004-2013

	2004	2013	% Change
Computer Engineering	$53,117	$70,300	32%
Chemical Engineering	$52,563	$66,900	27%
Accounting	$42,045	$53,500	27%
Finance	$40,596	$58,100	43%
Nursing	$37,253	$52,000	40%
Marketing	$36,071	$51,900	44%
Liberal Arts	$30,153	$43,200	43%
Psychology	$25,032	$37,200	49%

(http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf)

- Classroom Size
  - Between FY 2001-2014, Arizona's total operational spending per pupil increased 41 percent.[10]
  - In 2013, Arizona's class size was 18.3 students per teacher compared to the national average of 16 students per teacher.[11]
  - In 2014, Arizona districts spent 53.8 percent of their available operating dollars in the classroom which is 7.1 percentage points below the national average.[12]
- As a result of the teacher shortage, Arizona has extended the amount of time substitutes can be in a classroom – some students never get a full-time teacher during the year.
- Arizona schools and districts are now being forced to recruit from other states and countries for qualified candidates.
- Our teaching universities do not produce enough teachers for our open positions, and minorities are underrepresented in the teaching profession.

- **Even with this increase, Arizona will remain one of the lowest funded states in the country.**

Purpose:

Arizona's students can't afford to wait. Additional funding in FY2016 is critical to provide Arizona teachers with desperately needed salary increases to aid in teacher retention and recruitment, as well as out-of-state candidate recruitment, and help reduce classroom size.

[7] NEA Research Estimates Database, 2013. http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf
[8] http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf
[9] http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf
[10] http://www.azauditor.gov/sites/default/files/AZ_School_District_Spending_FY2014_Highlights.pdf
[11] *Id.*
[12] *Id.*

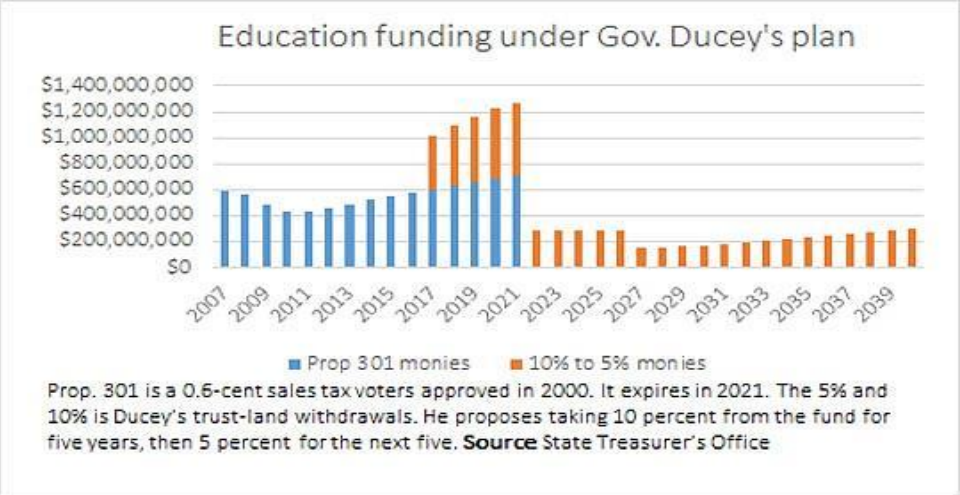
Details of Proposal:

The $400 million increase is an immediate appropriation from the general fund by the Legislature and the Governor in a special session. No current funding is used against that number, nor does it envision any changes to First Things First funding. If a state land trust plan is approved by the Legislature and the public, any land trust education revenues in excess of 2.5 percent *would* count toward the figure, so long as the State Treasurer verifies the expenditure from the land trust fund would not deplete the corpus of the trust.

FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22 and beyond
$400m General Fund	$400m General Fund	$400m General Fund and/or State Land Trust Funds over 2.5%	$400m General Fund and/or State Land Trust Funds over 2.5%	$400m General Fund and/or State Land Trust Funds over 2.5%	$400m General Fund and/or State Land Trust Funds over 2.5%	$400m General Fund and/or State Land Trust Funds over 2.5%

This amount is *in addition* to any settled upon amount or amount awarded to schools from their pending lawsuit against the state. Arizona kids *can't* afford to wait.

- Allotting $400 million from the general fund would assist schools *now* and does not require the Legislature to start its regular session, or require approval by voters.
- This amount is allotted to classroom teachers who spend the significant majority of their employment teaching, as defined under Prop 301.
- This is sustainable new funding. Constant changes to funding levels place a great deal of strain on teachers and administrators. Under other funding proposals, students will realize large decreases in funding upon the conclusion of Prop 301. *Funding for education should not rise and fall due to poor planning of state finances.*



[13]

[13] http://www.azcentral.com/story/news/arizona/politics/2015/07/14/arizona-treasurer-blasts-doug-ducey-education-plan/30171513/

Support Strong Teacher Retention and Recruitment

"For many years, Arizona teachers have been underpaid and undervalued. This has, in part, led to a teacher shortage in our state that leaves children without the high quality teachers they deserve and wreaks havoc in LEAs as they try to fill empty positions. Arizona policy makers' attitudes toward the teaching profession must change. My vision includes comprehensive support for our teachers, from preparation and pay to professional support and respect."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Immediately Increase Funding for Teachers
2) Prepare teachers for the actualities of the profession by exposing them to realistic classroom and school environments while they are still in school.
3) Support new teachers and efforts to retain them by encouraging schools and districts to provide structured mentorship and induction programs.

Proposal 1: Immediately Increase Funding for Teachers

Immediately allocate $400 million dollars from the state's general fund this fiscal year, and every year thereafter, to support higher teacher salaries and the hiring of additional teachers.

Background:

- National teacher salary average is $54,000.[14]
- The average teacher salary in the state of Arizona is $46,358. This can be compared to states such as Oregon at $57,612, Washington at $52,234, California at $69,324 and Nevada at $55,957.[15]
- The average starting salary for beginning educators in Arizona is $31,874.[16]
- Although Arizona teacher starting salaries were on average 20% higher in 2013 than in 2003, those salaries have increased at a rate far less than other professions.[17]

Figure 1: Percent of Change in Salary Increases by Profession, 2004-2013

	2004	2013	% Change
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Finance	$40,596	$58,100	43%
Nursing	$37,253	$52,000	40%
Marketing	$36,071	$51,900	44%
Liberal Arts	$30,153	$43,200	43%
Psychology	$25,032	$37,200	49%

(National Association of Colleges and Employers)

- Annual pay for teachers has fallen sharply over the past 60 years in relation to the annual pay of other workers with college degrees. Throughout the nation the average earnings of workers with at least four years of college are now over 50 percent higher than the average earnings of a teacher.[18]

[14] https://nces.ed.gov/programs/digest/d13/tables/dt13_211.60.asp
[15] NEA Research Estimates Database, 2013. http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf
[16] http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf
[17] *Id.*
[18] http://www.nea.org/home/12661.htm

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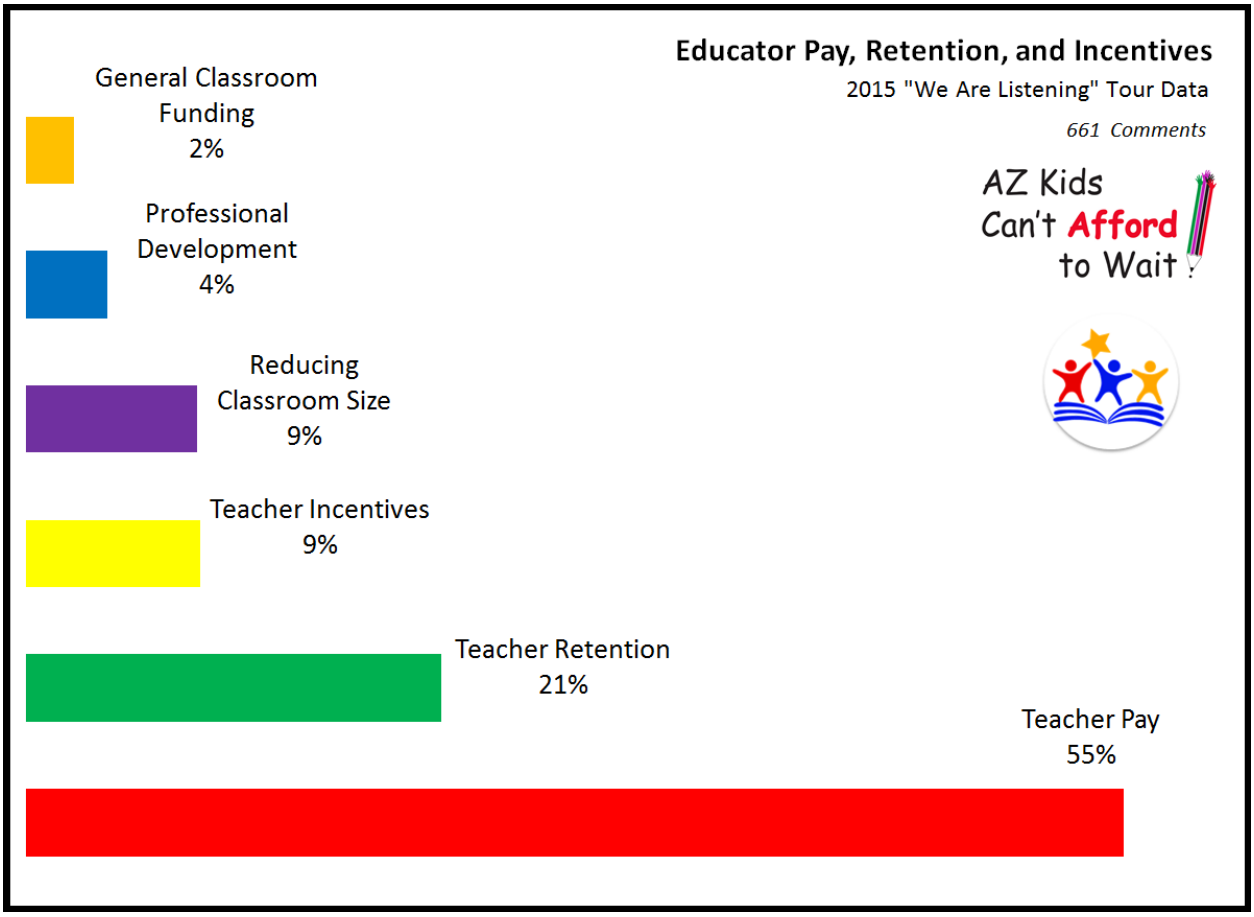


Purpose:

Encourage teachers to stay in Arizona and attract new educational talent to our state with more competitive salaries.

Details of Proposal:

For additional details, please refer to proposal "$400 Million Immediately for Arizona's Teachers."

Proposal 2: Prepare teachers for the actualities of the profession by exposing them to realistic classroom and school environments while they are still in school.

Partner and enhance relationships with institutes of higher education to ensure new teachers are effectively prepared for all aspects of teaching when they enter the classroom for the first time.

Background:

- While student teaching is a requirement of teaching candidates, it may not adequately prepare teachers for their classroom if they are not exposed to the more challenging aspects of being an outstanding teacher during college.
- Other programs have had success exposing students to a classroom setting as soon as they declare an education major. They are paired not just with master teachers with great classroom management skills, but also with classes where discipline is a serious issue. This allows students to change their course of study early if teaching is not the right field for them.
- 46% of new teachers leave within 4 years nationally.[19] During this same school year, 24% of first year teachers and 20% of second year teachers left their positions and were not reported as teaching in Arizona.[20] This is after teachers attended 4 to 5 years of college and accumulated massive student debt.
- Many teachers cite high paperwork demands and the number of required meetings as reasons they are leaving the profession.[21]

Purpose:

- Expose educators early in training to the workplace bureaucracy, classroom management and reporting requirements that they will face once they complete their degrees.

Details of Proposal:

- ADE experts will work with teacher colleges across the state to determine teachers have access to necessary training and resources to be the most effective teachers upon entering the classroom.
- Arizona's teaching universities are already heavily engaged in making changes in these areas and are outstanding partners.

[19] http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf
[20] *Id.*
[21] *Id.*

Proposal 3: Teacher Mentoring and Structured Induction Programs

Encourage all Arizona LEAs to adopt support programs that give new teachers the help they need to grow, succeed and stay in the classroom.

Background:

- The lack of assistance and supportive teaching conditions are two chief reasons why teachers leave schools or the profession entirely.[22]
- These factors are particularly important in schools serving some of our most vulnerable students, including those faced with high poverty rates, high percentages of special education and ELL students, and significant student mobility and absence rates.
- Due to drastic budget cuts in the last few years, many support structures for new teachers have been reduced or eliminated and there is currently no state support for this critical component of teacher retention.
- A recent ADE survey revealed that 26% of LEAs did not have a mentoring program at all, and that fewer than two thirds offered their employees a stipend to mentor new teachers. In this same survey, 32% of LEAs indicated they do not have a structured induction program for new teachers.[23]
- The cost of implementing an effective retention and quality induction program is estimated to be around $6,000 per teacher, which could mean a significant savings for schools considering the cost of recruiting strong candidates to fill vacant positions.

Purpose

- Lower the number of new teachers leaving the profession because of a perceived lack of support or a feeling of being overwhelmed.
- Set strong foundations for teachers entering the profession so that they feel confident and are more likely to stay in the classroom as career educators.

Details of Proposal

- Help create evidence-based structured induction programs for new teachers and support the identification and sharing of evidence-based best practices in mentoring and structured induction.
- Working with LEAs that demonstrate best practices in teacher support programs, ADE will recommend that LEAs implement high quality structured induction (sustained, multi-year mentoring) programs for new educators.
- ADE will provide professional development related to identified issues or challenges that teachers in Arizona are having.

[22] Goldrick, L., Policy Director, National Teacher Center, 2014, July, National Public Radio Marketplace
[23] http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf

Culturally Inclusive Education for All Children

"This proposal is about combatting racism. There are forces in society that fight racism and others that teach racism. Our schools have to be the first line of defense against the evils of racism. To do that, we have to stamp out "Critical Race" pedagogy and division. Every child in Arizona should be taught culturally inclusive instruction in all subjects that creates appreciation for the contributions and struggles of every race, culture and ethnicity."

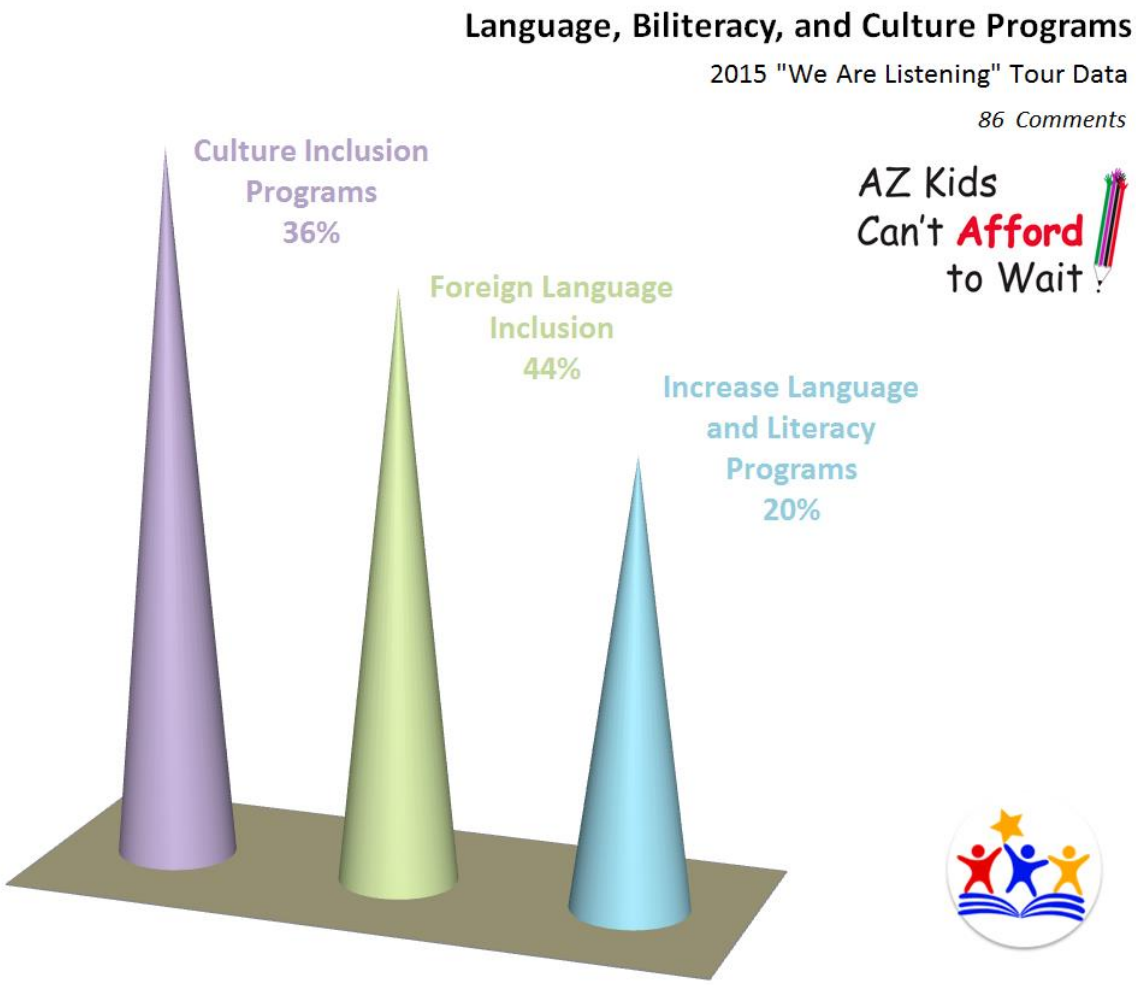
- Arizona Superintendent of Public Instruction Diane Douglas

Across all subjects, integrate culturally inclusive instruction that takes into account the unique stories and struggles of all the people who continue to make Arizona great.

Background:

- Superintendent Douglas understands and acknowledges the frustration and resentment of those in our Native American, Latino, African-American and other communities that across the state very few standards or curricula include their contributions in history, despite the fact that they are an integral part of Arizona and our success.
- As a result of not having state-wide appreciation for all cultures, people with harmful agendas have been able to add instruction which Superintendent Douglas and others believe fans the flames of racism. Primarily this is "Critical Race" pedagogy and the teaching of victimization.
- Culturally relevant courses in the Tucson Unified School District (TUSD) have been under scrutiny as a result of concerns that they may have advocated ethnic solidarity or promoted resentment toward a particular group of people. Superintendent Douglas and Superintendent H.T. Sanchez of TUSD are working together to replace instruction that is divisive with instruction that celebrates our diversity and the contributions of the many cultures which make up our communities.
- Every Local Education Agency (LEA) in Arizona should teach content that is completely inclusive of every culture. For instance, various musical cultures should be incorporated into music classes and literature from each culture should be incorporated in reading.
- Teaching children by ethnicity is nothing more than academic segregation, reinforcing in young minds that somehow we are different and separate from each other; rather, through attention to academic standards, all students will have equitable access to a rigorous education. In this manner, students on the Navajo Nation, in Tucson and in Scottsdale will all have access to the same high-quality standards through curriculum and instruction which brings value to all cultures.

AZ Kids Can't Afford to Wait! 2015



Purpose:

- Eliminate critical race pedagogy from all Arizona schools.
- Ensure all children in Arizona receive an inclusive educational experience that recognizes the uniqueness of all ethnic groups and shares the trials they have experienced.
- Teach Arizona school children of everyone's rich heritage and foster appreciation of others, not discrimination, in our schools.

Details of Proposal:

- The Superintendent has four education stakeholder groups that are working to integrate culturally inclusive practices into standards and curricula as part of the continuous improvement process:
    - Native American Education Advisory Committee
    - African American Education Action Committee

  - Latino Education Action Committee
  - Culturally Inclusive Practices Committee
- For the first time the chairmen of each committee have met together to coordinate their efforts. The Superintendent has also directed each committee that they are no longer to simply discuss issues but to identify specific improvements which can be implemented annually.
- Over time the goal of these committees is to recommend changes which ADE will implement so that, in the long term, the need to have separate committees will be eliminated. Success for the Superintendent will occur when all Arizona students, regardless of culture or race, consistently achieve at the highest levels and no cultural contribution is excluded from our curricula.
- Annually, implement achievable recommendations from the committees.
- Developing culturally inclusive guidelines for curriculum across subject spectrums which are subsequently adopted by each school and district.
- Provide teachers with seminars, webinars and other professional development to support the improvements.
- Provide parent information and points of input to identify areas of need and to inform improvements.

Educational Development Zones

"There is nothing more critical than for parents to have choices in education that give their children hope of success. For parents and children in four areas of the state, they do not have access to such choices. We must solve this problem. When we need medical services in underserved areas, we offer student loan forgiveness. When we need job development, we give tax breaks to economically depressed areas. For the parents and children in these four zones, we need to establish Education Development Zones."

- Arizona Superintendent of Public Instruction Diane Douglas

Create "Educational Development Zones" (EDZ), in which—similar to empowerment or economic development zones found in other states—incentives such as zero state income tax, zero/nominal property tax, tax credits, student-loan repayment and other similar benefits, are provided to those teachers that choose to work in these zones, or for schools that are established in such areas.

Background:

- Arizona is currently facing a teacher retention and recruitment crisis throughout the state. This is even more apparent in rural areas, where low pay and limited incentives to stay result in almost half of new teachers leaving their position within two (2) years.[24]
- The average teacher starting salary in the state of Arizona is approximately $32,000.[25]
- Federal programs that offer partial student loan forgiveness for teachers currently cap the amount of forgiveness at $5,000 per year up to $17,500. The average undergraduate degree and teacher certificate costs more than $25,000.[26]
- Teachers can currently deduct up to $250, for unreimbursed expenses such as books, supplies and supplementary materials, which is a fraction of the amount an average teacher spends on such items each year.[27]
- Although non-profit charter schools in Arizona do not pay property taxes, for-profit charters who own the property are required to pay property taxes.[28]

Purpose:

- EDZs will be created in areas with limited educational options, especially those with extreme teacher recruitment and retention issues.
- Increase parental options by providing a variety of educational outlets in areas with limited educational opportunities.

[24] http://www.azed.gov/leadingchange/files/2015/06/6-23-15-what-is-the-err-taskforce-doing.pdf
[25] http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf
[26] https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher
[27] https://www.fas.org/sgp/crs/misc/R43688.pdf
[28] http://www.azleg.state.az.us/legtext/43leg/1r/bills/hb2004h.htm

- Provides choices for teachers who wish to take advantage of various incentives within the EDZs, such as no state income tax, increased tax credits for classroom supplies, and even partial/full student-loan repayment.
- Provides tax incentives for charters to establish schools within these designated high-need zones.

Details of Proposal:

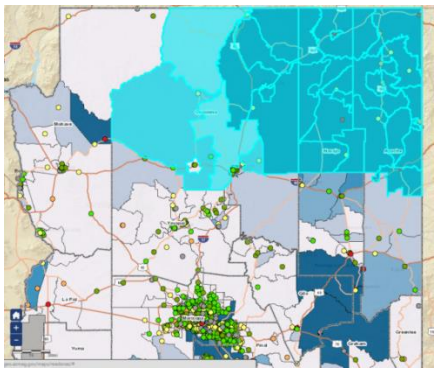
EDZ will be identified based on the choice of schools available to parents and children within a 20 mile radius. If the majority of accessible schools are D and F schools, current and new schools that provide a C or higher alternative would receive the following benefits:

- No state income taxes paid by teachers and staff at the school making less than $70,000 per year.
- Unlimited tax credits for teaching supplies and student supplies purchased by teachers for use in their classroom or for direct support of getting children to school.
- No property tax paid by applicable school entities for instructional space in the EDZ.
- No sales tax paid by applicable school entities in the EDZ on purchases for instructional materials.
- Teachers who agree to work for at least five years in an EDZ will receive partial/full student-loan repayment for their baccalaureate in education and costs of certification out of the state General Fund.
- Children eligible for a B weight living in an EDZ will receive B weights that are 120% of the standard weight due to the difficulty in finding and attracting exceptional student services personnel in these areas. This would apply to all schools in an EDZ, including D or F schools.
- Early reading specialists will receive an additional $1,000 tax credit per year on their state tax for each complete school year they teach reading to K-3 students in an EDZ.
- Charter schools with a D grade will be given special consideration by the State Board for Charter Schools before being closed down if there are only D or F schools within 50 miles of the charter.
- All schools or programs within an EDZ willing to subject themselves to the state's accountability system and State Board adopted standards may receive this benefit if they earn a C or better.
- The four areas identified comprise 36,577 square miles, a land mass larger than 13 U.S. states (see the areas below).

Zone 1: Northeastern Arizona (not including Flagstaff, Winslow, or Williams)

About the Area

Area in square miles	28,246
Total population	137,376
Total population below poverty	34%
Children under 6 below poverty	46%
Native American	79%
Linguistically Isolated	13%

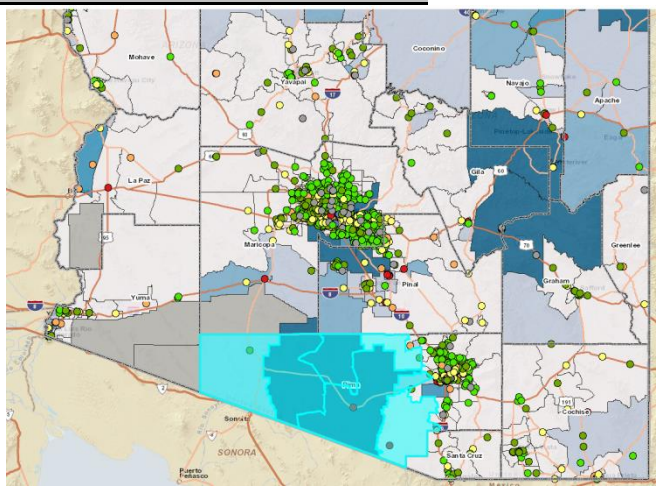


About the Schools

School	Grades Served	Letter Grade	Total Enrollment
Canyon De Chelly Elementary School	1-3	F	391
Chinle Elementary School	KG-6	D	445
Concordia Charter School- Navajo Mission	KG-6	D	19
Desert View Elementary School	PS-5	C	704
Dine Bi'Olta (Immersion School)	K-6	C	187
Dzil Libei Elementary School	KG-6	C	97
Ganado Elementary School	PS-5	C	583
Gap Primary School	PS-4	D	50
Grand Canyon Elementary	PS-8	C	245
Indian Wells Elementary	PS-6	C	462
Jeddito School	PS-8	F	164
Kayenta Elementary School	PS-4	F	683
Lake View Elementary School	PS-5	C	638
Many Farms Elementary School	KG-8	D	441
Mesa View Elementary	PS-6	D	453
Pinon Elementary School	PS-5	C	579
Red Mesa Elementary School	KG-8	F	187
Round Rock Elementary School	KG-8	C	140
STAR Charter School	KG-8	C	99
Sanders Elementary School	PS-5	F	328
Tsaile Elementary School	KG-8	C	406
Tse Ho Tso Primary Learning Center	KG-3	D	581

Tuba City Primary School	PS-3	B	319

Zone 2: Southwestern Arizona



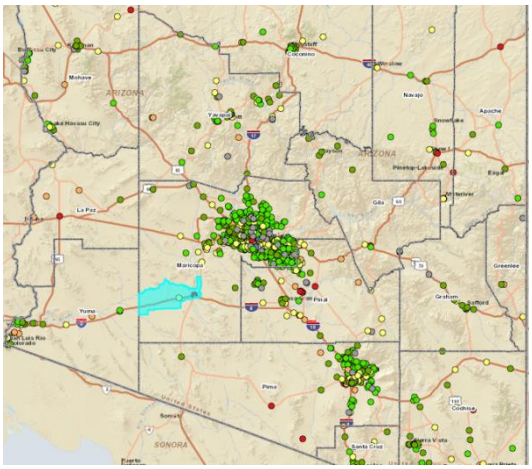
About the Area

Area in square miles	6,799
Total population	24,732
Total population below poverty	23%
Children under 6 below poverty	29%
Native American	31%

About the Schools

School	Grades Served	Letter Grade	Total Enrollment
Ajo Elementary School	PS-8	B	315
Desert Winds Elementary School	KG-5	B	376
Indian Oasis Elementary School	KG-3	F	601
San Fernando Elementary School	KG-8	F	25
Sopori Elementary School	PS-6	D	220

Zone 3: Gila Bend



About the Area

Area in square miles	511
Total population	2,745
Total population below poverty	26%
Children under 6 below poverty	35%
Hispanic	60%

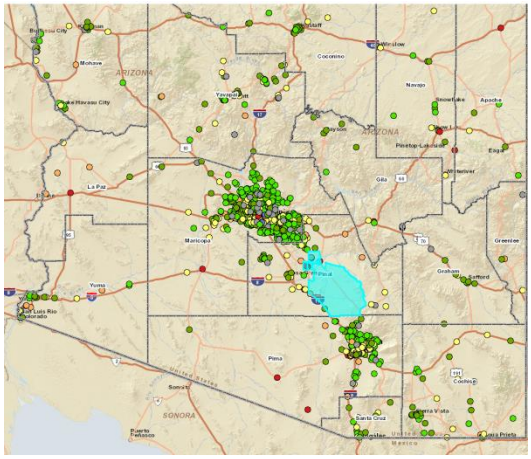
About the Schools

School	Grades Served	Letter Grade	Total Enrollment
Gila Bend Elementary	PS-8	F	282
Kiser Elementary School	PS-8	C	92

Zone 4: Coolidge/Florence

About the Area

Area in square miles	1,021
Total population	26,937
Total population below poverty	17%
Children under 6 below poverty	20%
Hispanic	31%



About the Schools

School	Grades Served	Letter Grade	Total Enrollment
Academy of Excellence - Central Arizona	KG-8	F	14
Anthem Elementary School	PSD-9	B	873
Florence K-8	PSD-8	C	716
Heartland Ranch Elementary School	KG-5	F	421
Imagine Coolidge Elementary	KG-5	C	751
Picacho School	KG-8	D	195
Summit School	KG-12	F	42
West Elementary School	PSD-6	F	588

Arizona Standards for Arizona Students

"Just over five years ago, our state standards for math and English were discarded and replaced with the Common Core standards in an abrupt departure from Arizona's traditional standards adoption process. Our children and parents deserve the best possible standards that have been tailored to fit the unique needs of Arizonans."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Recommend that the State Board of Education formally sever Arizona's standards' current ties to the Common Core, allowing Arizona the flexibility needed to revise them as Arizonans see fit.
2) Establish an annual state-wide process by which the public can share their thoughts about necessary changes to the standards. This process is an annual "We Are Listening Tour" followed by ADE staff reviewing comments and developing evidence-based standards, when necessary. The Superintendent will provide an update on possible improvements to the standards during her "We Heard You Tour." Once the public has a chance to provide input, the changes will be submitted to the State Board of Education for approval.
3) Improve the standards for reading in grades K-3 in order to clarify the importance of phonics-based reading instruction and provide assistance to districts which will help them effectively implement evidence-based literacy practices.
4) Create standards and guidance for advanced mathematics courses including, but not limited to, Pre-Calculus, Advanced Statistics, Trigonometry, Calculus, and Qualitative Reasoning.
5) Enhance Civics, Financial Literacy and Economics standards.

Proposal 1: Permanently End Arizona's Relationship with Common Core

Recommend that the State Board of Education approve revisions to the Arizona English Language Arts and Mathematics standards following a thorough review and public comment process.

Background:

- The Common Core State Standards were adopted by the State Board of Education in 2010 without enough public review.
- A lot of the "public hearings" that took place were held during State Board of Education meetings. The general public's awareness of these meetings tends to be very low.
- A large group of parents and policy makers across Arizona and the United States, including Superintendent Douglas, find several of the Common Core standards to be ineffective.
- The federal government encouraged adoption of the Common Core, "rigorous college-and-career-ready standards" with the potential for additional federal dollars for state implementation. Instead, the federal government used $600 million dollars in existing money to impose additional requirements on Arizona.
- One condition of using the Common Core standards was that Arizona could not make changes to the standards and could only include a certain number of additional unique standards (15%).
- Arizona has now been given permission by the copyright holders of the Common Core standards to modify the standards as it sees fit.
- Ending Arizona's connection to Common Core will not automatically change any standards. Any changes to standards will be brought to the State Board of Education for approval, and will be reflective of the needs of our Arizona students and community.

Purpose:

- Arizona's people, population centers, economy and geography are radically different from other states requiring our standards to be developed by Arizonans. No matter how much effort and care goes into developing national standards, they will never properly fit Arizona's particular needs.

Details of Proposal:

- Arizona will proceed with a meaningful and thorough review and revision of its English language arts and mathematics standards on an ongoing basis without the constraints of Common Core.
- Every year, Arizonans across the state will have the opportunity to comment on standards, ADE will use evidence-based research to recommend improvements to the standards when necessary, and the Arizona State Board of Education will be asked to vote on any revised standards.

Proposal 2: Arizona Continuous Improvement Standards Process

Fully implement the Arizona Continuous Improvement Standards Process, a comprehensive plan to review academic standards on an annual basis with extensive public input.

Background:

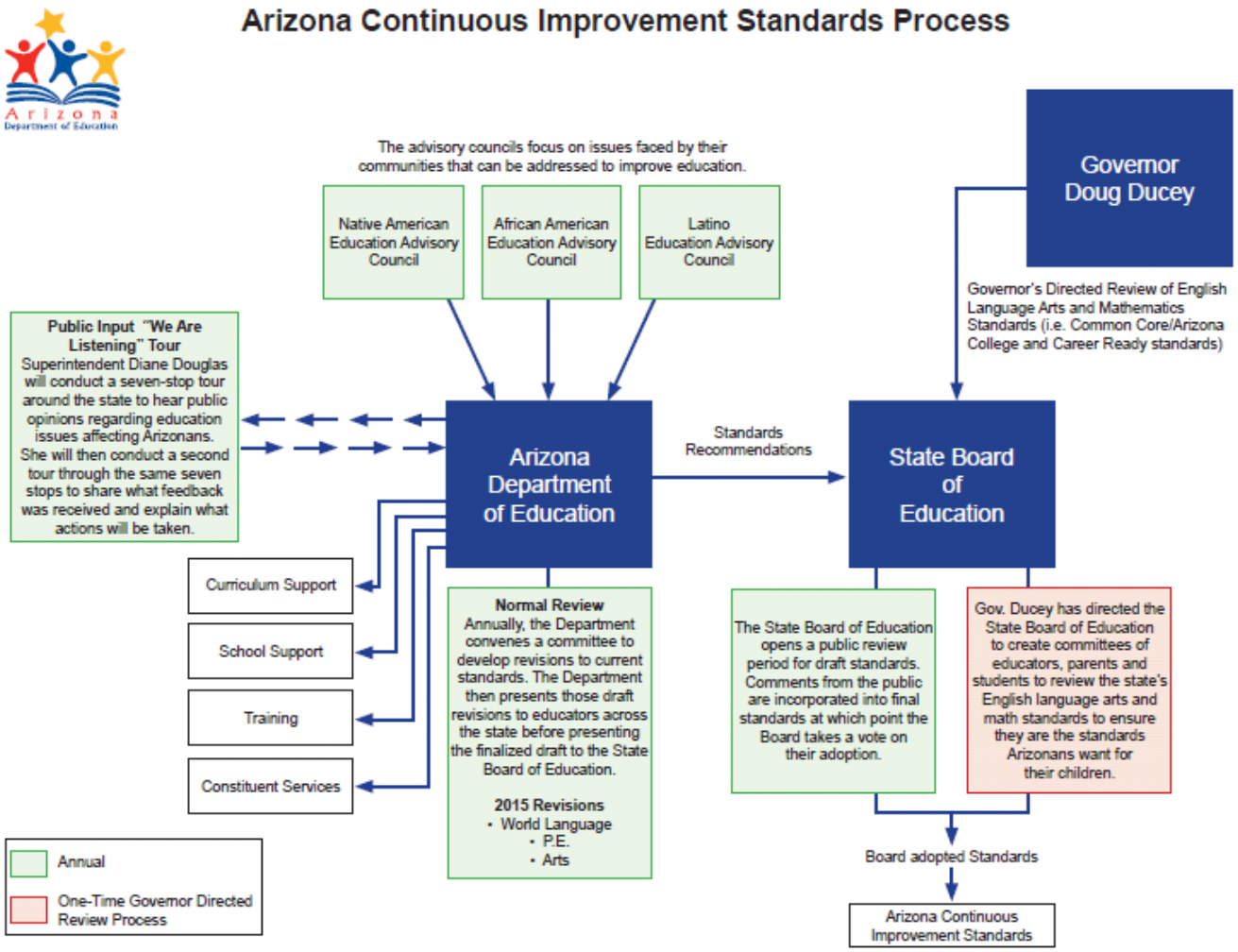
- The ADE reviews academic standards on a cyclical basis and helps revise them as necessary to ensure they reflect Arizona's values and best practices.
- The adoption of the Common Core standards for English language arts and mathematics in 2010 marked a notable departure from this practice as the State Board of Education adopted standards that were created by a national consortium with minimal additions from Arizona educators.
- Superintendent Douglas established a review process for all academic standards, including those for English language arts and mathematics, to ensure the standards truly belong to Arizona and that they always represent the best interests of Arizona students.
- The "We Are Listening Tour" this spring produced significant public input on the standards across the entire state. This feedback has been incorporated into ADE's normal review of standards.

Purpose:

- Ensure *all* academic standards are continuously improved, including both public input and recommendations from ADE experts and developed with evidence-based best practices and research.
- Return to state-developed standards, and allow Arizona to ensure its standards are designed specifically for Arizona's unique student population.

Details of Proposal:

Fully implement the Arizona Continuous Improvement Standards Process.


Arizona Continuous Improvement Standards Process
Arizona Department of Education
The advisory councils focus on issues faced by their communities that can be addressed to improve education.
Native American Education Advisory Council
African American Education Advisory Council
Latino Education Advisory Council
Governor Doug Ducey
Governor's Directed Review of English Language Arts and Mathematics Standards (i.e. Common Core/Arizona College and Career Ready standards)
Public Input "We Are Listening" Tour
Superintendent Diane Douglas will conduct a seven-stop tour around the state to hear public opinions regarding education issues affecting Arizonans. She will then conduct a second tour through the same seven stops to share what feedback was received and explain what actions will be taken.
Arizona Department of Education
Standards Recommendations
State Board of Education
Curriculum Support
School Support
Training
Constituent Services
Normal Review
Annually, the Department convenes a committee to develop revisions to current standards. The Department then presents those draft revisions to educators across the state before presenting the finalized draft to the State Board of Education.
2015 Revisions
• World Language
• P.E.
• Arts
The State Board of Education opens a public review period for draft standards. Comments from the public are incorporated into final standards at which point the Board takes a vote on their adoption.
Gov. Ducey has directed the State Board of Education to create committees of educators, parents and students to review the state's English language arts and math standards to ensure they are the standards Arizonans want for their children.
Board adopted Standards
Arizona Continuous Improvement Standards
Annual
One-Time Governor Directed Review Process

Proposal 3: Improve Arizona's Existing ELA and Math Standards

Recommend to the State Board of Education for approval changes and enhancements to the Arizona's English language arts and mathematics standards.

Background:

- Even some authors of the Common Core standards admit that it is time for them to be reviewed and possibly revised.
- "We Are Listening Tour" public participants had varying opinions of Common Core.
- Superintendent Diane Douglas specifically ran her campaign with her primary message to repeal Common Core. Voters elected her to do so, and she intends to do everything in her power to carry out the will of the public.
- Current brain research supports instruction which builds phonological awareness in young children. In fact, we now know that the foundation for reading is speech; thus, it is reasonable to conclude that the teaching of phonemic awareness in the younger grades assists in building future reading capacity.[29]
- One notable study showed that at-risk first grade students showed significant gains, two standard deviations, in phonemic reading skills when instructed in one of two phonemic methods.[30]
- Studies have provided solid support for the conclusion that systematic phonics instruction makes a bigger contribution to children's growth in reading than alternative programs providing unsystematic or no phonics instruction.[31]
- Several "We Are Listening Tour" commenters asked that cursive be included in the standards.

Purpose:

- Empower Arizonans to have their voices heard annually regarding changes to our standards.
- Stop the cycle of huge overhauls to standards, when possible, by making annual changes and adjustments which can be easily absorbed by the system.

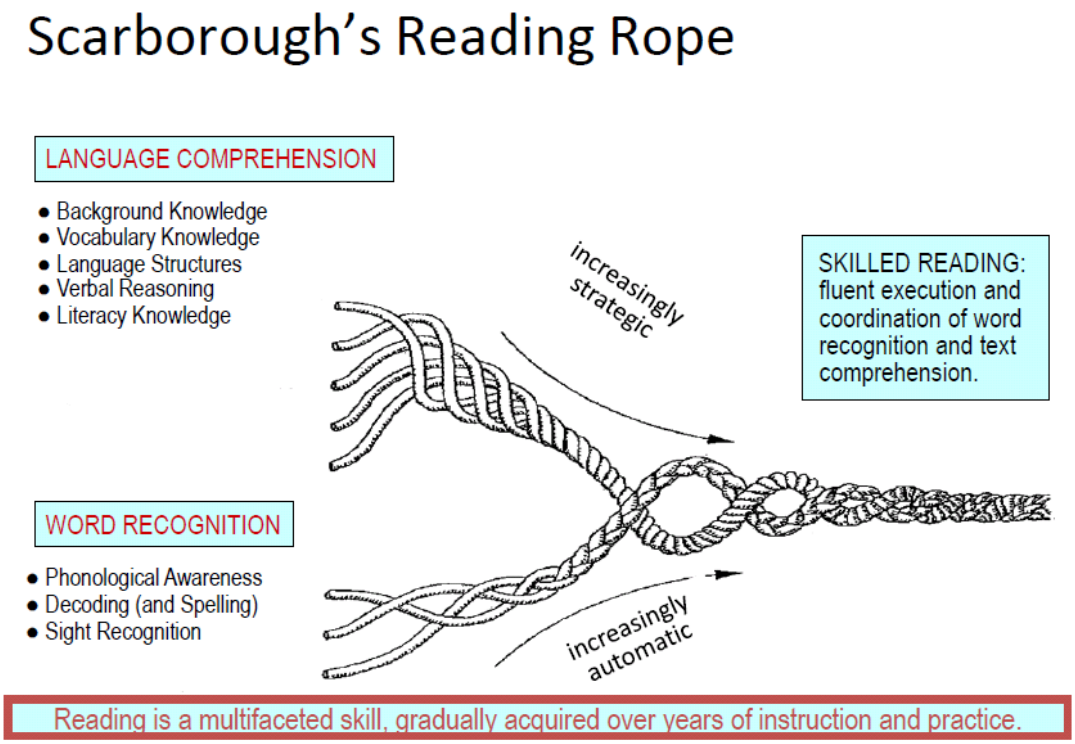
Details of Proposal:

- Superintendent Douglas directed the K-12 Academic Standards Section at ADE to review the English language arts and mathematics standards for grades K-12.
- Based on this review and feedback gathered during the Superintendent's "We Are Listening Tour," ADE identified several key areas to focus on during an initial revision of the standards.
- Focus areas to be improved include:

[29] Herron, J, Special Topic/Why Phonics Teaching Must Change, Educational Leadership September 2008 Volume 66 Number 1 pp. 77-81
[30] (Torgesen, J. K. (2004). Lessons learned from intervention research. In P. McCardle & V. Chhabra (Eds.), Voice of evidence in reading research (pp. 374–375). Baltimore: Paul Brookes
[31] http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf

- An emphasis on phonics instruction at the lower grades to best improve K-3 literacy instruction and increase student achievement;
- The addition of cursive as an educational outcome at the appropriate grade level(s);
- The inclusion of foundational writing skills in Arizona's primary grade English language arts standards to improve student writing; and
- Clarification of mathematics standards at grades K-3 regarding expectations and outcomes for math fluency.

- Use of Appendix B of the Common Core standards for English language arts has been discontinued. Though some have viewed it as a suggested reading list, local school boards are empowered to choose texts that are most appropriate for their communities and schools and ADE recommends they do *not* rely upon this list as it is not well-aligned to the unique cultural and societal needs of their communities.
- As other content areas are revised, ADE will integrate standards for Literacy in History and Social Studies, Science and Technical subjects appropriately into content areas.



Proposal 4: Higher Math Standards and Guidance

Working with educators and parents, create guidance for advanced mathematics courses including, but not limited to, Pre-Calculus, Advanced Statistics, Trigonometry, Calculus, and Qualitative Reasoning, for use by schools and districts statewide.

Background:

- A recurring comment during the "We Are Listening Tour" was that Arizonans believe our mathematics standards should extend beyond Algebra II as part of our commitment to college and career readiness for all students.

Purpose:

- Arizona schools will have the resources they need when they look to deliver higher mathematics instruction to students. Arizona standards for advanced mathematics will help to ensure that all students have equal access to rigorous mathematic instruction.
- Prepare students for success in careers or postsecondary degrees that require mathematics beyond Algebra II.
- Provide Local Education Agencies (LEAs) with Arizona-developed higher mathematics standards as a guide for them to use as they create aligned courses.
- Support teachers through professional development, webinars, and other instructional aids.

Details of Proposal:

- The K-12 Academic Standards Section at the Arizona Department of Education (ADE) will convene working groups composed of teachers, higher education representatives and other experts to create course guidance documents to ensure consistency in higher mathematics courses.
- Course guidance documents will be shared with secondary mathematics teachers, career and technical education stakeholders, institutes of higher education and the Arizona Board of Regents.
- Establish equivalent course listing and common content/concept indicators between high school and higher education mathematics courses and develop common communication regarding dual credit offerings by institution.
- Develop a timeline for the creation and adoption of standards and guidance for higher mathematics courses that will include Pre-Calculus, Advanced Statistics, Trigonometry, Calculus, and Qualitative Reasoning.
- Standards for advanced mathematics courses will be presented to the State Board of Education for adoption.
- ADE will make professional development related to the standards available to all schools and teachers offering courses in higher mathematics to their students.

Proposal 5: Enhance Civics, Financial Literacy and Economics Standards.

Enhance Arizona standards for Civics, Financial Literacy and Economics for use by LEAs statewide.

Background:

- Many students today are ill-prepared for financial decisions, complex fiscal markets, investments, loans and an understanding of the economy. This lack of understanding leaves them economically vulnerable and may widen the gap between the wealthy and the poor in the United States.
- Financial literacy must become an essential component of assisting children in developing habits which will guide them toward effective participation in civic life.
- Currently, our Arizona Social Studies Standards require some level of economics and financial literacy instruction at all grade levels. In practice, however, schools are faced with time limitations which cause them to abandon this instruction in favor of the tested areas of mathematics, English Language Arts and science.
- Additionally, positive progress has been achieved with the requirement that, at the high school level, teachers of economics obtain a specific certification and all students must obtain ½ credit of economics in order to graduate. School-based programs which enhance financial literacy, such as Junior Achievement, Future Business Leaders of America, Biz Town, the Arizona Stock Markey Simulation and DECA, are largely optional. These programs should be expanded as an effective method for focusing children on the business and financial skills they will need as adults.
- Many students are unfamiliar with the formation and structure of our democratic republic. They cannot identify the three branches of government, the checks and balances set up, items in the Constitution, concepts in the Declaration of Independence, or other key ingredients that are critical to being an informed American citizen.
- Through the Governor's leadership the first bill passed and signed under his administration was to require civics testing that non-citizens must take in order to be naturalized. This is a good first step towards reinvigorating a strong set of standards that teach our future voters about their government, their rights, and their role in a strong democracy.

Purpose:

- Provide children with the skills they need to be competitive, thrive and succeed in an increasingly complicated world economy.
- Support schools and teachers by providing them with professional development, webinars, and other instructional aids.
- Effectively teach children economic and financial literacy strategies and that the success of America is based upon capitalism, to ensure that they become informed, participatory citizens in our democratic republic.

Details of Proposal:

- Economic standards will, beginning in kindergarten, develop students' ability to utilize economic decision-making to positively impact their lives and the wellbeing of their communities.
- Strong economic standards will require students to understand how societies make decisions related to human capital, physical capital and other resources.
- Economics standards and instruction will include comparative economic theory, including command economies, mixed economies, free market economies and macro- and micro-economic theory.
- Instruction will teach students an understanding of the interaction of buyers and sellers in the marketplace, the stock market, global trade, banking, credit, interest rates, taxes and loans.
- Professional development surrounding the standards will include real-world application of concepts such as applying for a mortgage, calculating the annual percentage rate, understanding the financial impact of credit, and how economic indicators impact individual economic wellbeing.
- The standards will include concepts related to the financial impact of legislation as it relates to broad topics such as medical care, housing markets, and interest rates.
- ADE will make professional development related to the standards available to all schools and teachers.
- Our students need to know our system of government to be effective voters and citizens. Rigorous civics standards, starting with the basics in K-8 and becoming more detailed in 9-12 are lacking in our current system as evidenced by the lack of knowledge of recent graduates.

Actively Engage All Arizonans

"Unfortunately, there is a growing disconnect between many politicians and the people they represent. My goal is simple: be an elected official who engages and listens to the people of Arizona and uses their feedback to make our education system the best in the country."

- *Arizona Superintendent of Public Instruction Diane Douglas*

Superintendent Douglas will travel across the state each year and will listen to the concerns, opinions, and suggestions of parents, educators, and members of the public. All comments will then be reviewed and used to develop plans to improve education. Those plans will be shared on a second annual trip across the state to gather feedback and suggested changes.

Background:

- The "We Are Listening Tour" was the first statewide tour by a Superintendent of Public Instruction to actively engage Arizonans in a discussion of statewide education issues.
- Because specific issues impact individual communities, the tour also took into consideration local topics like parental rights or assistance, curriculum concerns, and classroom-specific educator suggestions.
- The "We Heard You Tour" will share Superintendent Douglas' vision for an outstanding education system for Arizona children, which is based on what she heard during the "We Are Listening Tour."

Purpose:

- Empower Arizonans to be active participants in their education system.
- Continually improve education on an annual basis to meet the current and future needs of Arizona students.

Details of Proposal:

- Superintendent Douglas will conduct an annual statewide tour, selecting varied locations to account for Arizona's diverse population. During the tour she and ADE staff will actively listen to comments, concerns, and suggestions regarding education.
- 2015 "We Are Listening Tour" itinerary included:
    - Kingman, Arizona
    - Lake Havasu, Arizona
    - Yuma, Arizona
    - Glendale, Arizona
    - Scottsdale, Arizona
    - Chandler, Arizona
    - Tucson, Arizona
    - Sierra Vista, Arizona
    - Globe, Arizona
    - Casa Grande, Arizona
    - Prescott, Arizona
    - Flagstaff, Arizona
    - Eager/ Springerville, Arizona
    - Window Rock, Arizona – Navajo Nation
    - Tucson, Arizona
- ADE staff will tally every comment received, research the suggestions and information provided, and work with the Superintendent to develop solutions that will improve education.
- Superintendent Douglas will then conduct an annual statewide tour in the fall, when she will share her plan and seek feedback from communities across the state.
- 2015 "We Heard You Tour" includes:
    - Phoenix, Arizona
    - Window Rock, Arizona – Navajo Nation
    - Peoria, Arizona
    - Show Low, Arizona
    - Flagstaff, Arizona
    - Yuma, Arizona
    - Mesa, Arizona
    - Prescott, Arizona
    - Kingman, Arizona
    - Tucson, Arizona

Reduce Standardized Testing

"When I was a child we would take pop quizzes and other tests during class. Our teacher would then see where kids are at based on their scores and help the kids that were falling behind. In High School if you planned to go to college you would take the ACT or SAT as required for college applications.

"In Arizona testing was implemented first to hold the schools accountable, then it was changed to hold teachers accountable, then it was changed to be a graduation requirement to hold children accountable and now we test simply because if we don't we lose federal money.

"We need to re-examine why we test students at all. My plan is to significantly reduce AzMERIT style summative testing that shows where students are at the end of the year. While some of this testing is useful, we are over doing it. The savings in instructional time and money will allow LEAs to focus on formative testing. That way the teacher knows, on a real-time basis, if a child is on path or not and can provide assistance on an individualized basis in time to actually help the child get back on course."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Ensure all Local Education Agencies (LEAs) have access to classroom technology to support an online testing platform.
2) Work with LEAs to ensure availability and frequency of revised state testing.
3) Reformulate AzMERIT to support both summative and formative testing.
4) Define frequency of summative testing.

Proposal 1: Ensure all Local Education Agencies (LEAs) have access to classroom technology to support an online testing platform.

Increase district and classroom technology so every student and educator has access to AzMERIT online, eliminating paper testing (not including exceptional cases). Arizona would also need the technology capabilities to administer formative testing.

Background:

- Standardized testing in reading, writing and mathematics is required by both state law and the federal No Child Left Behind Act. Testing in science is also required by the No Child Left Behind Act.
    - AzMERIT and NCSC are Arizona's assessments for English language arts and mathematics.
    - AIMS Science and AIMS A Science are Arizona's assessments for science.
- Formative testing is assessment FOR learning that provides teachers with information about student understanding at a time when adjustments in instruction can be made.
- Summative Testing is assessment OF learning that measures student learning, at a particular point in time, relative to content standards.
- The world is becoming more technology-driven.
- During the "We Are Listening Tour, Arizonans stressed the need for increased classroom technology, citing as one example that many schools do not meet the current need even for state mandated student testing to be completed online.
- 60% of Arizona's schools had the capabilities to administer the AzMERIT online while only 40% actually administered it online.

Purpose:

- Increase classroom technology to make paper testing obsolete. By implementing greater technological capabilities in LEAs, student skills and access to technology increases.

Details of Proposal:

- Develop a statewide broadband access program (*See* Utah Network *for capabilities on statewide broadband programs*) allowing reliable connectivity between schools and ADE.
- Advocate for increased classroom technology funding.

Proposal 2: Work with LEAs to ensure availability and frequency of revised state testing.

Increasing existing technology in LEAs and implementation of state-wide broadband for reliable online access will increase ADE's ability to transform the summative AzMERIT to a formative test.

Background:

- The testing process will be streamlined by reducing the need for interim and benchmark tests by districts in readiness for the year-end summative test.
- The "We Are Listening Tour" comments called for an immediate reduction or elimination of testing for students.

Purpose:

- LEAs administer interim testing in addition to state testing that they choose to administer voluntarily. LEAs use a number of different vendors and tests for their interim and benchmark tests.
- Increasing existing technology in LEAs allows AzMERIT to be refocused into a formative assessment test thereby reducing or eliminating the need for districts to do interim test.

Details of Proposal:

- ADE will work to secure funding for classroom technology and statewide broadband internet access.
- ADE will gather and compile College and Career Ready Index (CCRI) data from schools. This data will be utilized to increase district/school accountability based on multiple factors, not solely summative assessment scores, and will reduce or eliminate LEAs need for interim testing.

Proposal 3: Reformulate AzMERIT to support both summative and formative testing.

Provide a formative assessment that tests students up to daily via handheld technology with quiz applications that will return students' needs data by the next business day to their teacher. Formative test data can be aggregated and used to form a summative end-of-year assessment score.

Background:

- Superintendent Douglas is dedicated to reducing testing (state mandated and district applied) by changing the state assessment test (AzMERIT) from a large, summative test to a smaller, daily-applied quiz.
- The We Are Listening Tour comments called for an immediate reduction or elimination of testing for students. Transformation of AzMERIT to a smaller formative test eliminates the need for district benchmark testing.

Purpose:

- AzMERIT test results would be a formative tool for educators' daily use to implement in classrooms and utilize for instruction. In addition, access to daily results would provide parents an opportunity to view and assist in their students' active education. When achieved, Arizona will be the only state to have a modernized testing platform, utilizing real-world technology and forward-thinking assessments.

Details of Proposal:

- ADE will first seek funding for classroom technology and statewide broadband internet access. ADE will also use CCRI data from schools to increase district/school accountability based on multiple factors, not solely summative assessment scores, eliminating district need for interim testing.
- ADE will increase training for teachers on how to utilize technology in an interactive manner with students and support teachers in implementing the data in classroom instruction.

Explanation of Proposal

Currently, children take AzMERIT at the end of the year. The problem is that since students take the test during a tight window, it can create a lot of issues. Kids may have testing stress, schools have to move classes around and lose access to their computer labs. In addition, since it's the end of the year, any deficiencies can't be fixed until the next year by the next teacher.

Under the new suggested proposal, the same test questions will be asked, but during the time periods that children should be learning those concepts. They will still take AzMERIT, but instead of taking it

once at the end of the year they will answer a few questions at a time throughout the year. This formative version of the test could be in the form of an app on a tablet, on the child's computer at school, or on other devices. Teachers would then receive instant feedback on the progress of their students while they still have time to impact learning and get a child back on track.

The formative answers could then be compiled for the year and used in lieu of a single summative test. There is still a need to do occasional summative testing because such tests measure the retention of knowledge over time.

Since the state administers required summative testing, LEAs often use additional interim or benchmark testing to assist them, causing kids to take multiple rounds of tests. By using formative testing as the primary annual state assessment, and only periodically testing with summative testing, the state can free up millions for schools, allow schools to increase classroom instruction time, and reduce or eliminate the need for LEAs to do extra testing.

Additional benefits are that parents and students have no reason to be stressed or cheat on formative tests, as doing so would only prevent them from getting needed instructional help.

Proposal 4: Define frequency of summative testing.

Reduce summative testing from every year for grades 3-8 and high school by converting standardized tests into yearly formative testing (as mentioned above) that can be aggregated and used for accountability purposes. Summative testing could then be used to test retention of knowledge and the accuracy of aggregating formative testing once every two or once every three years (i.e., grades 3, 5, 7 and high school or grades 3, 6 and high school).

Background:

- Currently, the annual federal testing requirement is the administration of an English language arts/reading and mathematics test in Grades 3 through 8 and at least once in high school.
- In order to reduce this testing, ADE would substitute annual formative testing and seek a waiver from federal requirements.
- According to the Council of Chief State School Officers, over two thirds of states including Arizona have joined together to lobby the federal government for a reduction in standardized testing because they are not seeing enough value from the testing compared to the amount of instructional time that they cost schools.
- The We Are Listening Tour comments called for an immediate reduction or elimination of testing for students. Transformation of AzMERIT to a smaller formative test given eliminates the need for district benchmark testing.

Purpose:

- As outlined in the explanation of Proposal 4 above, the move to less frequent summative testing would save money, give LEAs and their teachers more instructional time with students and decrease the stress now associated with high stakes tests like AzMERIT.

Redesign Arizona's A-F Accountability System

"Tests scores alone cannot provide a complete picture of how a school or district is performing. Most of our current testing is better at measuring the demographics of the surrounding neighborhood, than the efforts of either the teacher or the student.

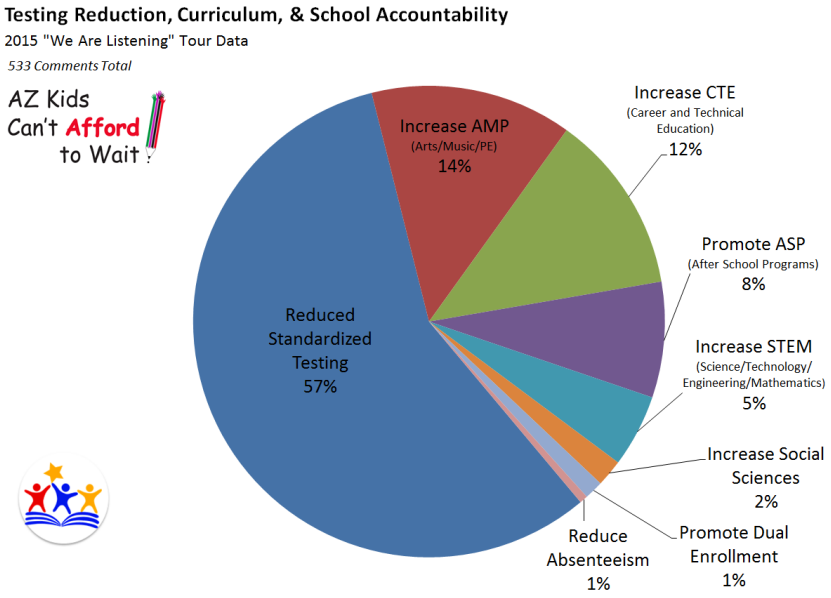
"If we look beyond current testing scores to see what truly makes a school successful, we can give parents the information they need to find the right school for their children. By reducing the emphasis on high stakes testing in our accountability system, schools can start focusing more on instruction and less on test preparation."

- Arizona Superintendent of Public Instruction Diane Douglas

Restructure Arizona's school accountability system to focus on multiple aspects of student achievement and school performance beyond test results.

Background:

- Only test scores in English Language Arts/Reading and Mathematics have been included in school letter grades in the past.
- Parents and educators on the "We Are Listening Tour" expressed interest to see an emphasis placed on more than just standardized tests.
- Based on the current grading methodology, a "D" school can have multiple programs in place to prevent bullying, provide transportation, engage parents, and other important factors of a student's education, while schools with a higher rating may invest solely in test preparation.



AZ Kids Can't Afford to Wait! 2015

Purpose:

- Create an accountability system that focuses on a wide variety of factors rather than almost exclusively considering high stakes test scores.
- Consider students' opportunity to learn at the school and quality of the academic program the school provides.
- Hold schools accountable for improving academic outcomes for all students and encourage innovation which will provide students with a well-rounded education that prepares them for success in college or a career upon graduation.

Details of Proposal:

- Based upon feedback from Arizonans, the areas being considered for inclusion in an updated accountability system include:
    - Science, Technology, Engineering, and Mathematics (STEM) offerings.
    - Arts, Music, and Physical Education (AMP) offerings.
    - After School Program (ASP) availability.
    - Social sciences.
    - Advanced Placement (AP) or other Career and Technical Education options
    - Dual enrollment (postsecondary credit) offerings.
    - Safety at the school
- ADE staff will present draft accountability models to the State Board of Education's A-F Subcommittee and the ADE Accountability Advisory Group of external stakeholders.
- Feedback from those two groups, in addition to feedback gathered from the public during the "We Heard You" tour this fall will be incorporated into a final proposal for adoption by the State Board of Education.

Support a World Class Career Education System

"In Arizona and throughout the world there is a long history of apprenticeships, journeymen, and masters teaching each other vital trade skills. The training received in these professions are often the equivalent to master's degrees in terms of the complexity and hours spent in instruction and learning. Not every child's best course is to go to a university and incur massive student debt. Working in a trade such as a plumber, electrician, air conditioning repair, law enforcement, and other important high paying jobs is just as needed for our economy and our children."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

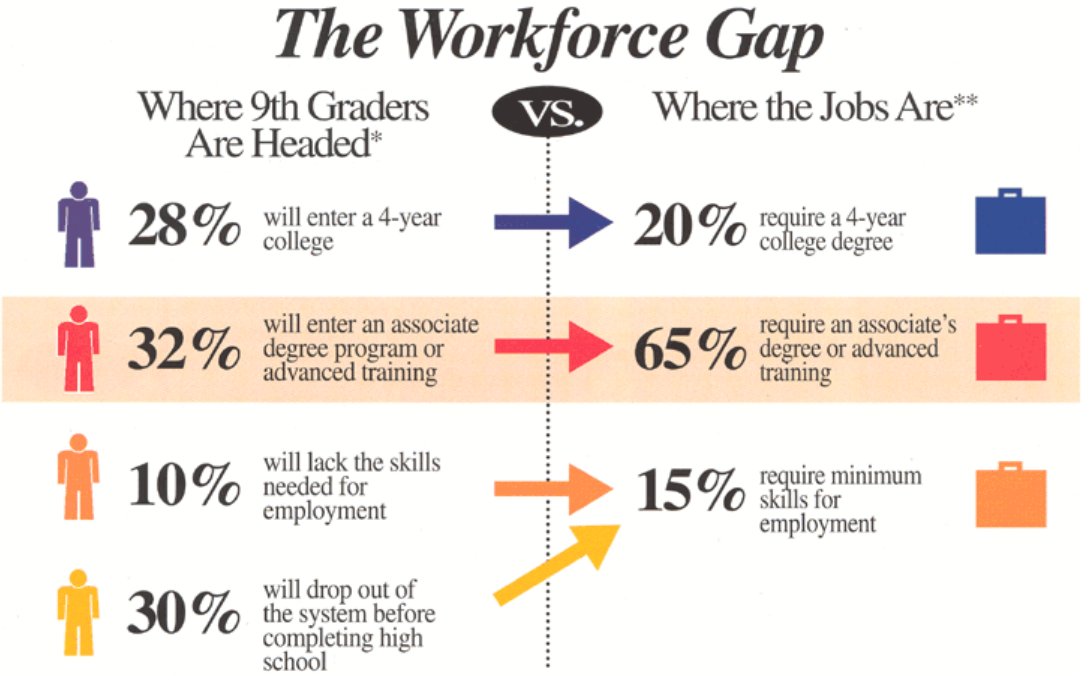
1) Support funding for Arizona Joint Technical Education Districts (JTEDs) and Career and Technical Education (CTE) and any related programs.
2) Provide opportunities for children to experience various career pathways, including postsecondary education, industry certifications, internships and on-the-job training.
3) Work in cooperation with Arizona businesses and leaders to increase the number of internships available to children who show interest in a particular career.

Proposal 1: Support funding for Arizona JTEDs and CTE and any related programs.

Support funding for Arizona JTEDs and CTE and any related programs.

Background:

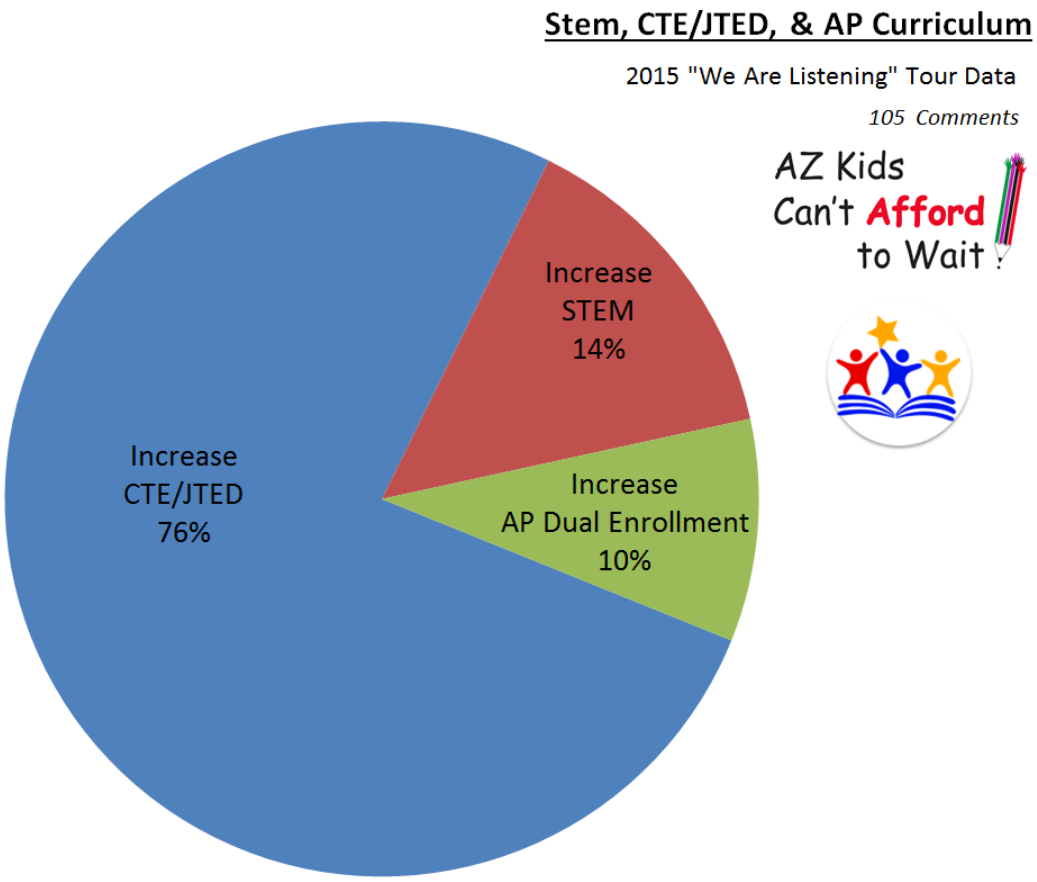
- State aid for CTE/JTEDs was cut by $29 million for 2016-2017.[32]
- Projected CTE/JTED funding is set at $41 million — a reduction of more than 50% from the original 2010-2011 level of $94 million before it also was cut, eliminating all freshmen program support.[33]
- CTE/JTED students had a higher 2013 graduation rate (96%), AIMS Math average (89%), and AIMS Reading average (96%). Arizona's average graduation rate of (76%), AIMS Math average (70%), and AIMS Reading average (75%).[34]
- CTE/JTED programs are currently preparing students to help fill 2.7 million middle-skill job openings expected across the nation in 2017 and replace many of the 70 million skilled workers who are set to retire this decade.[35]



- This chart shows that we need to double the number of students that attend a community college or technical schools and create a path for direct-to-work careers.
- 2008 full time workers, age 25+, with a high school diploma, earned a median $33,800 annually, compared to their non-diploma-holding counterparts at $24,300.[36]

[32] http://pimajted.org/wp-content/uploads/2015/08/JTED-White-Paper.pdf
[33] *Id.*
[34] *Id.*
[35] http://www.azcentral.com/story/opinion/op-ed/2015/08/21/viewpoints-arizona-career-technical-education/32120533/
[36] *Id.*

- Analysis of data from the Tucson Unified School District and Mesa Public Schools indicated the hazard of dropping out was sharply reduced by 70% for Mesa students and 50% for Tucson students who had taken at least two CTE courses.[37]
- High school dropouts make up almost **half** of the heads of households **on welfare**, while committing about 75 percent of the crimes in the U.S.[38]
- According to data from the National Center for Educational Statistics, the majority of CTE/JTED students in high school continue on to postsecondary education, and those who join the workforce outright or work to supplement their incomes as they pursue further education are often in a better financial situation than high school graduates who did not pursue CTE.[39]



[37] https://morrisoninstitute.asu.edu/sites/default/files/content/products/CTE_OnTheRise.pdf
[38] *Id.*
[39] http://www.acteaz.org/cte-resources/speaker-presentations/

AZ Kids Can't Afford to Wait! 2015

Purpose:

- Arizona is moving in the wrong direction.
- Funding for JTEDs and CTE was severely cut, dramatically reducing the number of students participating in the programs, leading to:
  - Lower graduation rates
  - Lower academic performance
  - Reduced post-secondary transitions
  - Reduced workforce development
  - Increased social costs
  - Fewer young people escaping poverty and achieving economic independence
- Such a drastic cut to funding may shutter the JTED and CTE programs entirely. It is projected that, in the first year of cuts, 30% of CTE teachers will be let go. Those programs will close, and any future attempts at getting those specialized teachers and programs back will be extremely difficult, if not impossible.

Proposal:

Support additional funding for Arizona JTEDs and CTE. Career and Technical Education programs not only teach core subject areas but also ensure students are career- and college-ready upon graduation. Arizona's CTE funding is critical because CTE programs are proven to increase student test scores and lower dropout rates.

Proposal 2: Improve guidance for LEAs to review career options with children.

Schools need additional resources to better support students in obtaining their desired career goals, including college bound, certifications and on-the-job training; therefore, ADE will enhance the state's Education Career Action Plans for all LEAs.

Background:

- Education Career Action Plans (ECAP) reflect a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals.
- It is forecasted that only 33% of U.S. jobs in 2018 will require a Bachelor's degree or higher, 30% will require some lesser amount of college learning and 36% will require a high school diploma or less. However, the "college for all" model is still promoted in schools, despite only about 30% of Americans obtaining either an associate's or bachelor's degree by their mid-twenties.[40] There are many reasons why a student would drop out of high school or college, but many fail to complete their education because they do not see a clear connection between what they are learning and what they will use in the labor market.[41]
- As later learning builds on early learning, it is important that college and career readiness begin at even younger years. Students that fall behind earlier in their educational years will face a daunting education gap to catch up to their fellow students. For example, students who were far off track in eighth grade had only a 10% chance of being successful in reading, 6% chance in science, and 3% chance in mathematics of reaching the ACT College Readiness Benchmarks by twelfth grade.[42]
- In a recent release from Ernst & Young (EY), they announced that they have removed the necessity of a college degree from their employment requirements. Instead, they now utilize a strengths-based approach to determine if a candidate has the skills they want in their employees. An internal study on over 400 graduates found no evidence to conclude that previous success in higher education correlated with future professional success.[43]
- Mike Rowe TedTalk
  http://www.ted.com/talks/mike_rowe_celebrates_dirty_jobs

- **What ADE has already done:**
  - ECAPs have been integrated into school cultures starting in grade 7 to prepare and motivate students for post-graduation opportunities.
  - ADE follow-up data on 2014 graduates indicates 963 earned an industry certification.
  - Initial 2014-2015 data from JTEDs indicate that at least 3,836 total certifications were earned last year (includes only partial reporting), with some students receiving more than one stackable certification.

[40] http://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperity_Feb2011-1.pdf
[41] *Id.*
[42] http://www.act.org/research/policymakers/pdf/ImportanceofEarlyLearning.pdf
[43] http://www.ey.com/UK/en/Newsroom/News-releases/15-08-03---EY-transforms-its-recruitment-selection-process-for-graduates-undergraduates-and-school-leavers

AZ Kids Can't Afford to Wait! 2015

Purpose:

- Today's society over emphasizes the importance of receiving a college degree for all students. It is often expensive and unnecessary for many career fields in which the student can learn while on the job and be supporting themselves and their family while learning.
- In Arizona, in the chart shown above, although we are sending more than enough students to college, we are not sending enough students to community colleges and directing them straight-to-work careers.
- By focusing more efforts on asking children what they enjoy doing, if they like understanding how things work, and other things that interest them we will be able to solve this issue by preparing more children for the careers that do not require a four year college.
- Arizona currently has Arizona's College and Career Ready Standards but in practice we have Arizona college standards; therefore, we want to focus more on career ready.

Details of Proposal:

ADE will improve guidance to LEAs to better support their effort in preparing students for all career and educational opportunities post-graduation. ADE will continue working with ECAPS to integrate the program into each school's culture. School administrators, counselors, and teachers can incorporate career and college preparedness activities in their daily responsibilities; preparing students for their future should be an all-school effort.

Proposal 3: Provide internships to children showing interest in a particular career.

ADE and LEAs will be a conduit that connects students' interests with local businesses.

Background:

- Internships are a useful benefit to both students and businesses and they are not being utilized to their full potential. For the student, they provide on-the-job training, they have the opportunity to make job networking connections and they will get a feel for what they will want to do in the future. Employers also benefit as they gain useful insight into the skills of the current generation of students and can also sell themselves as a quality place to work to make sure they obtain the interest of the most talented minds.[44]
- Many businesses want to encourage the development of adults who will make valuable employees at their institution, often by providing resources for math and science learning. They want to develop the workers of the future and they serve as models for the mutually beneficial relationships we could hope to develop with the business community.[45]
    - Intel is at the forefront of this endeavor. They host a site that offers myriad tools for educators and students, such as Toolkits for K-12 STEM education, the Innovation Toolbox and the Intel Education Study App, an interactive PDF e-reader that encourages student engagement in learning. [46]
    - Another company that has seen the value of impacting the education field to the benefit of all is BAE Systems—a British defense group that employs many engineers. They host engaging, fun workshops focusing on physics across the country, encouraging students, especially young girls, to become enthused for a field in which females are typically underrepresented.[47]

Purpose:

- Give students access to opportunities to gain experience in the workforce which gives students the ability to effectively determine a preferred career pathway and what is required to achieve this goal.
- Prepare and inform our students of the required academic and life skills necessary for the jobs they will one day hold.

Details of Proposal:

ADE will work with LEAs to be a conduit that connects students' interests with local businesses.

[44] http://www.referenceforbusiness.com/small/Inc-Mail/Internships.html
[45] http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/executive-summary/2015-student-survey-executive-summary.pdf
[46] http://www.intel.com/content/www/us/en/education/solutions/infographics/maker-global-infographic.html
[47] http://www.theguardian.com/education/2014/mar/30/big-business-classroom-recruitment-science-engineering-school

Strengthen Student Data Protection

"Student data should be protected with the care that parents both expect and deserve. I'm committed to strengthening our data security and will empower parents and schools with the information they need to ensure student data is zealously guarded at all levels of Arizona's education system. Data can be a transformative tool in classrooms when in the hands of our excellent educators, but we must not share it carelessly."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Strengthen ADE's Data Protection Policies
2) Develop Data Protection Resources for Parents and Schools

Proposal 1: Strengthen ADE's Data Protection Policies

Protect the rights of Arizona parents and students by strengthening data privacy management practices at ADE.

Background:

- During the "We Are Listening Tour," parents and citizens across Arizona expressed that they are concerned about unnecessary student data collection and sharing.
- ADE's former policy on sharing student data with external partners was nowhere near stringent enough and has been modified by the Superintendent to ensure that access to data is limited to cases that directly benefit the children of Arizona.
- Access to critical data is not available through the internet or remote access.
- ADE is developing guidelines and advice for LEAs on how to identify, store and protect critical student, parent and employee data. Often LEAs are unaware of how surveys and other information contain Family Educational Rights and Privacy Act (FERPA) protected data.

Purpose:

- Allow authorized external partners to conduct needed research that will improve education in Arizona while placing the highest level of security and protection on our students' data.
- Protect student data at all levels by handling it with the utmost caution.
- Ensure complete enforcement of FERPA.
- Critical data will not leave the building electronically. Those wishing to access such data will have controlled physical access in an ADE facility with tracking of everything they have used and for what purpose.

Details of Proposal:

- Restructure ADE's data governance procedures, including its process for granting limited access to student data by external education partners.
- Develop a more secure and private system to allow authorized external partners to conduct necessary research that will improve education in Arizona without student data leaving ADE's secure environment.
- ADE's Chief Privacy Officer and Chief Data Officer to restructure the protections in place for the limited access to data that ADE may permit for the evaluation of our educational programs and system. In addition to extensive review and vetting by ADE's research and data experts, every proposed project using students' data requires the direct personal approval by the Superintendent and will be scrutinized to ensure the use of the data will improve education for Arizona students.
- ADE's data privacy and security measures have been restructured to exceed requirements in federal law under the Family Educational Rights and Privacy Act (FERPA).

ADE takes student data privacy seriously

In October 2012, the Data Governance Commission directed implemention of a uniform data standard by the beginning of FY2015 school year. This allows ADE to collect less data more efficiently than before.

Some important facts about ADE's new data system:

- ADE does NOT report data on individual students to the federal government
- All access to student data is subject to the Family Educational Rights and Privacy Act (FERPA)
- Anyone accessing data has the ability to only see the data they are legally allowed to see

It is important to note that all ADE staff do not have access to the data system by virtue of employment—access is only granted with demonstrated need.

The AELAS data system is actively reducing the amount of data the agency collects. Implementation of the Data Governance Commission's directive began with an effort to map ALL data elements collected to the required state/federal law or regulation.

ADE does NOT collect information on political affiliations, voting history, etc.

ADE only collects data needed for educational purposes.

Arizona Department of Education

Visit www.azed.gov/data to review the data ADE collects

Proposal 2: Develop Data Protection Resources for Parents and Schools

Provide enhanced technical assistance to Arizona parents and schools on student data protection policies and regulations.

Background

- As the "We Are Listening Tour" traveled across Arizona, Superintendent Douglas was encouraged by parents and members of the public to stop collection of data and provide parents with more information about what student data is shared by ADE and with whom.
- LEAs have reached out to ADE for additional guidance on how to adhere to FERPA.

Purpose

- Increase transparency surrounding what data is collected and who has access to it.
- Empower parents with knowledge of their rights and support schools in their efforts to properly protect student data.

Details

- Develop Arizona-specific resources that outline both parental rights and school responsibilities under FERPA, Arizona statutes and rules, and ADE's policies.
- ADE staff will work to increase transparency surrounding data protection by redesigning the ADE Data Management webpage to:
    - Make it more user friendly for parents and other interested citizens.
    - Present a clear picture of what data ADE collects about students and why, and how it is protected.
    - Make publicly available data easier to find and use.
    - Outline the new process for gaining approval for limited access to data for research and evaluation.
- ADE will release a series of short public videos designed to explain parental rights and school responsibilities as outlined in FERPA and other relevant regulations.
- Experts at ADE will work to ensure schools have the tools they need to protect student data and fulfill their obligations to parents and students under FERPA.

Engage and Support Arizona Parents

"The only people who have a direct influence on a child's learning are parents and classroom teachers. One of my top priorities as Superintendent is to see that parents' rights are respected and that they have the support and resources necessary to be active participants in their child's education. I am committed to involving parents on important education decisions made here at the state level."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Develop comprehensive resources for parents with questions about their child's education and establish a system by which parents can directly contact ADE for assistance and support with education-related questions or issues.
2) Seek and include parental input when considering and developing major changes to education policy.
3) Encourage districts and schools to increase meaningful parental involvement.

Proposal 1: Provide Comprehensive Education Resources for Parents

Create a resource repository that provides Arizona parents with valuable and easily accessible information about relevant education issues and make available additional support and advocacy services when needed.

Background:

- Superintendent Douglas is a staunch advocate for parental involvement and sees great value in providing parents with the information they need to support their students.
- The Arizona Department of Education's (ADE) stated mission was updated by the Superintendent to include parental engagement. It now reads, "To serve Arizona's education community, *and actively engage parents*, to ensure every student has access to an excellent education."
- Many parents on the "We Are Listening Tour" discussed some of the complex issues facing their children. Resources for those parents will better equip them to advocate for their children and aid the parents in helping their child learn at home.
- For more complex issues, parents often need additional advice or assistance, something ADE is equipped for and ready to provide.

Purpose:

- Empower parents to be active participants in the education of their children and help them navigate the many issues they may encounter as their students move through our school system.

Details of Proposal:

- Experts in the ADE K-12 Standards section will produce documents that chart the expected skills a child should know at each grade level. These will be presented in an easily understood format so that parents know what questions to ask and how to help their children. (For each grade level, a parent should have a standards guide for their refrigerator upon which they can track their student's progress)
- ADE's K-12 Standards will create parent-friendly guidance to thoroughly explain the role of standards, curriculum, instruction and parental involvement in the learning process.
- ADE will produce a series of short videos for parents that explain in detail a number of important topics and parental rights for each, including but not limited to:
    - Special education
    - Data privacy and protection
    - Academic standards
    - Changes to federal and state policy
    - Assessment opt-out

  - School report cards
- An Ombudsman position will be created at ADE to offer support for common and overarching issues and to identify and fix systemic problems facing parents.
- ADE will encourage all LEAs to establish a Parent Hotline so that parents have immediate access to experts who can help answer their questions and advise them on problems that they may encounter.
- ADE will develop a list of parental rights that will explain how parents can advocate and change processes they disagree with and who they should contact to have their voices heard.
- ADE's Ombudsman can assist if the local LEA has not helped the parent.

Proposal 2: Increase Parent Involvement in Statewide Education Policy Development

Actively seek parents for the purpose of hearing their thoughts and concerns about education policy in Arizona and consider their input when making decisions that impact their children.

Background:

- Superintendent Douglas feels that parents are too often left out of the conversation when important education decisions are made at the state level, which is one of the main reasons she created her "We Are Listening Tour."
- Parents often provide a valuable, unique perspective in conversations about significant changes to our education system.
- The public input process of the "We Are Listening Tour" will be an annual process.

Purpose:

- Ensure the voices of Arizona parents are heard as policy makers at the state level discuss significant changes to our education system.

Details of Proposal:

- Each year, Superintendent Douglas will conduct a "We Are Listening Tour" to capture input from the public, and in particular parents, on issues that are of concern to them. Comments from this year's tour have been incorporated into the Superintendent's AZ Kids Can't Afford to Wait! proposals.
- ADE will establish parent committees to discuss topics that are of statewide significance, including standards, assessment and accountability.
- The first meeting of the AzMERIT Parent/Community Sensitivity Review Committee took place on September 17. The Committee will review AzMERIT questions for any inherent bias that might be present and is one of the first steps toward making AzMERIT a test that truly belongs to Arizona.

Proposal 3: Encourage LEAs to Support Strong Parental Involvement

Provide Arizona LEAs with resources and proven practices that can help them build strong relationships with parents.

Background:

- True parental involvement in our schools begins at the local level, where parents directly interact with teachers and educators.
- Research on parent and family involvement at school shows the following:
    - Schools that establish and maintain effective two-way communication with families increase participation in the learning process.[48]
    - Families who engage their children in at-home learning activities and monitor homework help students achieve academic expectations.[49]
    - Families who understand developmental milestones and academic expectations are confident and guide their children toward scholastic and social success.[50]

Purpose:

- Make administrators and teachers aware of the many benefits of parental involvement in a child's education.
- Give educators the opportunity to strengthen their relationships with parents and families with a goal of increasing student achievement.

Details of Proposal:

- Advocate that each school or district designate a parent liaison who is available to answer questions and help resolve issues before escalating them to administration.
- Support continued development of ADE's Family Engagement Initiative, which was established to build and strengthen partnerships between families, schools, and communities.

[48] http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm
[49] http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm
[50] http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf

Protect Parents' Rights

"All Arizona parents have an inherent right to direct their own child's education. This includes providing them with choices for how and where to educate their child and to opt out of any activities they find objectionable or detrimental to their children. While certain parental rights are defined in statute, I strongly believe that parents' rights extend beyond, and are not limited to, those expressly contained in statute."

-Arizona Superintendent of Public Instruction, Diane Douglas

Ensure parental rights are not interfered with by the federal or state government by seeking additional flexibility to ensure that parents have the right to make critical educational decisions for their children, including whether to opt out of state-wide testing.

Background:

- Based on a former Attorney General's Opinion, Arizona parents currently are not afforded the option of whether to opt out of standardized testing without having their children lose classroom instruction time and face potential expulsion.
- On December 10, 2014, the Arizona Attorney General's office released a letter stating that "parents cannot withdraw their children from state-mandated testing." While the AG letter stated that the law allows parents to keep children away from activities or classroom materials that might conflict with their religion or moral values (A.R.S. § 15-102), it explains that "a statewide assessment of achievement is neither a learning activity nor a learning material."[51]
- Under current Arizona and federal accountability regulations, Arizona measures each school's rate of participation on statewide tests and is required to have a 95% test participation rate. If Arizona fails to meet the 95% requirement, it faces the risk of additional federal monitoring or the loss of up to $600 million.
- Parents that wish to opt out from testing may only do so by keeping their children home from school. This creates significant problems, as the potential testing window is approximately eight (8) weeks long.
    - Pursuant to A.R.S. § 15-803, a child who is habitually truant (truant for at least five school days within a school year) or who has excessive absences may be adjudicated an incorrigible child as defined in section 8-201. Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in section 15-802, subsection B, paragraph 1.[52]
    - Under A.R.S. § 15-843, school district governing boards shall prescribe rules for the discipline, suspension and expulsion of pupils. Additionally, the rules shall include penalties for excessive pupil absenteeism pursuant to section 15-803, including failure in a subject, failure to pass a grade, suspension or expulsion.[53]

[51] http://www.tusd1.org/contents/distinfo/AZmerit/Documents/AGLetterAZMerit.pdf
[52] http://www.azleg.state.az.us/ars/15/00803.htm
[53] http://www.azleg.state.az.us/ars/15/00843.htm

- **What ADE has done already:**
    - In August 2015, Superintendent Diane Douglas, after conferring with the Attorney General's Office on this and other matters, requested a formal opinion from the Office of the Attorney General Mark Brnovich. The Superintendent requested the following questions be answered:
        - Whether a statewide assessment, such as the AzMERIT test is considered a "learning activity or learning material" under A.R.S. § 15-102;
        - Whether the silence in A.R.S. § 15-102 regarding statewide assessments could be read to protect a parent's ability to opt their child out of statewide assessments as the parental rights included within the statute are not an exhaustive list;
        - Whether a parent can choose to opt their child out of statewide assessments pursuant to A.R.S. § 15-601 or A.R.S. § 15-602; and
        - Whether a child who has opted out of the statewide assessment may attend school during the testing window, and not be required to test.

Purpose:

- Enforce parental rights to make decisions for their children in educational settings.
- Give students who have opted out of testing an alternative to having to stay home during the testing window and miss vital time in the classroom.

Details of Proposal:

- Parents have inherent rights over their child's education, and their rights should therefore be protected. ADE will work to ensure parental rights are not interfered with by federal or state government. ADE shall seek additional flexibility to safeguard parents' right to make critical decisions occurring at an education facility. One decision shall be to decide whether to opt out of state-wide testing.
- Arizona must make certain that its parents are allowed to have a say in the education of their children.

Support Teachers in the Classroom

"One of the most important responsibilities I have as Arizona's Superintendent of Public Instruction is supporting the work of our classroom teachers. If ADE makes their jobs easier, we will be one step closer to the outstanding education system all Arizonans want to see. My commitment to them includes providing the very best professional development and technology resources so that they can best serve our children."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Provide Teachers Access to Powerful and Timely Education Information.
2) Deliver High Quality Instructional Support to All Arizona Teachers.

Proposal 1: Provide Teachers Access to Powerful and Timely Education Information

Ensure that all Arizona teachers have access to the AZDash system of interactive dashboards and continue to improve and expand their functionality. When a teacher can immediately see up-to-date information on each of their students, instruction can be tailored to address students' needs and is more meaningful.

Background:

- AZDash was developed by educators in the classroom, ensuring that they provide the information they need to know to be effective.
- AZDash consolidates and presents student performance data in easy-to-use interactive dashboards, saving teachers time and LEAs money.
- With AZDash, educators are able to view student performance chronologically, accessing up to 10 years of data in mere seconds.
- Data sources can include everything from state assessments to individual attendance.
- Teachers can access class-level statistical snapshots in five seconds rather than the five days it used to take to manually compile all of the data and do their own analysis.
- The dashboards' analytical tools enable teachers to create individualized instruction based on each student's needs.
- Clear charts, graphs, and statistical tools enable teachers to identify performance trends at the classroom and student level.
- Robust FERPA protections and a need-to-know access structure keep student data secure and advanced information security strategies protect student-related information.

Purpose:

- Save teachers time as they work to address the unique needs of individual students.
- Give teachers the ability to view all of the information that can help improve instruction in a single, convenient location.

Details of Proposal:

- Immediately expand AZDash to include AzMERIT data so that the information is available and can be used once results have been reported.
- ADE will work with LEAs to integrate more of their information systems with AZDash and will regularly engage its AZDash focus group comprised of educators and school administrators, to solicit feedback and ideas for improvement.

AZ Kids Can't Afford to Wait! 2015

"I often work for several days to organize my students' AIMS data in a way that is meaningful. I look forward to seeing this dashboard in action, so I can create my game plan before the first day of school, and service each of my students starting on day one."

- Kate Robold, 5th Grade Teacher Senita Elementary School

It used to take Kate more than five days to compile useful information about her incoming students.

- Teachers can access up to seven years of enrollment, withdrawal and other comparative data for students in a classroom.
- Administrators can quickly identify and spot trends to help better allocate resources.

Teachers will log on to their own system and be directed to ADE's data—a seamless transition into our extensive data warehouse. In just a few clicks, teachers will know which students need extra assistance.

ADE will provide every educator with student dashboards that contain timely data about each student to more rapidly prepare at the start of the school year and to monitor progress during the school year.

These dashboards will be deployed to 160 LEAs in FY2014 and the remainder in FY2015.

Adminstrators assigning users and access to dashboard data puts the control where it belongs—with the district or charter.

Arizona Department of Education

ADE's dashboards put this information just a few clicks away!

Proposal 2: Deliver High Quality Instructional Support to All Arizona Teachers.

Experts at ADE will design a series of trainings in multiple formats designed to provide teachers with information they need.

Background:

- Many teachers, in particular new teachers, need support when they encounter issues they may not have come across during their teacher training. LEAs provide excellent support systems, but with limited resources they can only do so much.
- ADE specialists in all areas study best practices and new instructional techniques in order to produce relevant support materials.
- Not all questions require an hour long webinar or a full day training, so offerings need to vary in length and depth.

Purpose:

- Give Arizona teachers the resources they need to help children succeed in school.

Details of Proposal:

- ADE staff will create a series of short training videos designed to answer common questions on a variety of important subjects, including but not limited to:
    - Special education
    - K-3 reading instruction
    - Parent engagement
    - Behavior management
- If teachers need more information after watching the video, they will have access to a document that explains the issue in more detail.
- There will always be an option for teachers to contact an ADE staff member directly if their questions are not answered by the materials provided.
- On-site professional development sessions will be made available to LEAs whose teachers have specific training needs.

Support Teachers Beyond the Classroom

"We can't forget that our teachers have lives outside of their daily school responsibilities. They have families and bills and other obligations that can often demand as much or more of them as the children they teach. We often focus on the burdens children face outside the classroom while ignoring those of their teachers. Supporting the work teachers do in the classroom means little if we don't also support them when they leave at the end of the day."

- *Arizona Superintendent of Public Instruction Diane Douglas*

Create a resource repository to provide Arizona teachers with valuable and easily available information about relevant life issues and make additional support accessible when needed.

Background:

- A teacher's life does not solely exist within the confines of a classroom, and many teachers struggle with life concerns that may draw their concentration away from their employment responsibilities, despite their best efforts.
- Employees often turn to their employers first when their job performance may be affected by life issues. This makes Local Education Agencies (LEAs) key partners in delivering the support and assistance teachers may require.
- Teachers suffer high rates of depression, burnout, stress and job dissatisfaction.[54]
- Teachers are a prime demographic that deals with pregnancy, financial struggles, child rearing, legal issues, foreclosures and other major struggles. Many LEAs only offer one year contracts to teachers, leaving them focusing constantly on whether or not they may receive a new contract and rarely receiving raises comparable to inflationary costs.[55] Job tenure and seniority are not guarantees of employment either, so they can never become comfortable at their posts.[56]
- 24% of first year and 20% of second year teachers leave the profession every year in Arizona.[57]

Purpose:

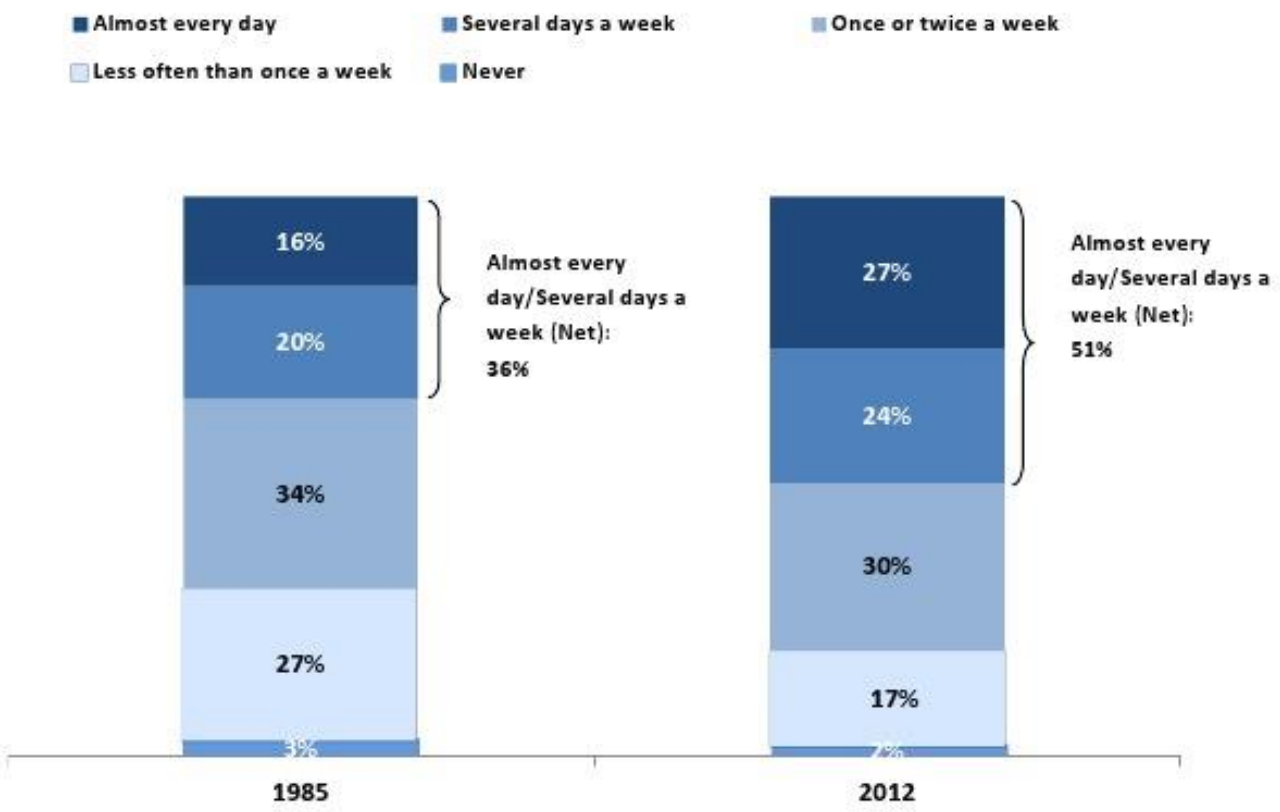
- Ensure teachers are able to come to work feeling confident about their life outside of school and focus fully on their students.

[54] http://files.eric.ed.gov/fulltext/ED335329.pdf
[55] http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf
[56] http://www.azcentral.com/news/articles/2009/11/23/20091123edcontracts1123.html
[57] http://www.azed.gov/leadingchange/files/2015/06/6-23-15-what-is-the-err-taskforce-doing.pdf

Details of Proposal:

- ADE will create development programs focused on aspects of life outside the classroom, including:
  - Finances
  - Health and wellness
  - Teacher rights
  - Legal matters
- ADE will work with LEAs to provide training and support for the implementation of life development programs.
- ADE will work with LEAs and teachers to determine stressors and needs and work to mitigate those issues for the teaching staff.

Figure 3.4
Teacher Frequency of Experiencing Great Stress



Source: 29th Annual Metlife Survey of the American Teacher

Build a Strong Student Support System

"Education doesn't stop or start at the classroom door. We need to provide our students with additional tools to succeed educationally outside as well as inside the classroom."

-Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Work with local organizations to provide video modules and webinar instructional forums for students.
2) Establish a volunteer online tutoring program.
3) Partner with community and charitable organizations to help disadvantaged youth obtain access to clothing, safe transportation and school supplies.
4) Provide Local Education Agency (LEA) site-based student support.

Proposal 1: Provide Video Modules and Webinar Instructional Forums for Students.

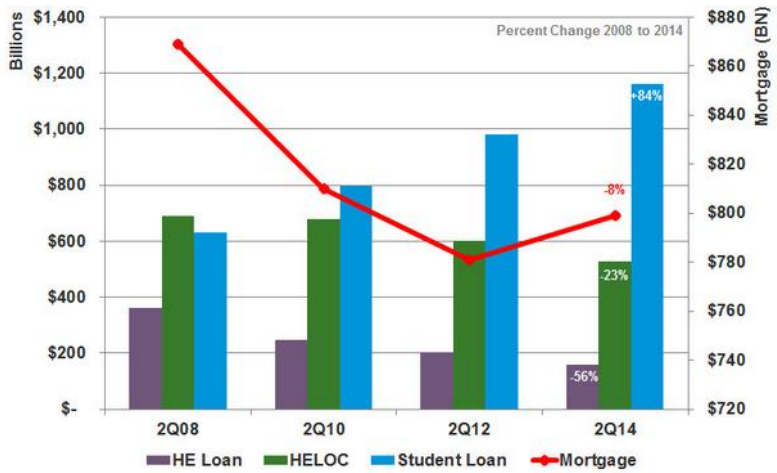
Partner with local organizations to provide video modules and webinar instructional forums for students to expand understanding of various school subjects and learn important life skills.

Background:

- Access to additional quality educational assistance, outside of school, is limited or unavailable for many Arizona students.
- Standardized testing and other requirements have reduced time previously used to assist individual students.
- Surveys of school dropouts indicate they do not see a correlation with what they learned in school and real life needs.[58] Increased focus on academic testing and scoring has crowded out instruction in basic life skills, such as how to manage personal finances, find job openings, attend interviews and plan for college and careers.
- Career planning in K-12 helps ensure that college-bound students complete coursework which will prevent the need for expensive remediation at the collegiate level. Arizona community colleges spend over $90 million per year in remediation costs.[59]
- Students who drop out or wait to attend college have higher average remediation costs.
- Limited student counseling on career pathways leads to delays in college enrollment, graduation and employment, which contributes to a student's overall debt load.[60]
- Many recent graduates are uneducated on personal finances and what financial pitfalls face newly independent individuals.[61] This situation is exacerbated in the dropout population.
- Early assistance reduces the number of years necessary for a student to complete a career degree, which will decrease the amount of debt incurred. National student loan debt has reached approximately $1.2 trillion in 2015, with an average per-student loan repayment amount of $279.[62] (See chart below)

[58] https://docs.gatesfoundation.org/Documents/TheSilentEpidemic3-06Final.pdf
[59] http://www.azcentral.com/story/news/local/scottsdale/2014/05/25/scottsdale-colleges-remedial-class-needs/9564597/
[60] http://www2.ed.gov/about/bdscomm/list/acsfa/ptsreport2.pdf
[61] http://library.cqpress.com/cqresearcher/document.php?id=cqresrre2009090400
[62] https://www.experianplc.com/media/news/2014/experian-analysis-finds-student-loans-increased-by-84-percent-since-the-recession-40-millio

AZ Kids Can't Afford to Wait! 2015



Purpose:

Bring the business and education communities together through cooperation to provide students with important education resources and instruction on life skills. Students should receive all the skills necessary to succeed in life, both in and outside the classroom.

- Aid in broadening knowledge and understanding of life skills and how they can be effectively utilized both at school and beyond.
- By bringing business leaders— who can speak to real-world experiences and knowledge— together with students, this learning/real life connection can be promoted.
- Provide students with real-world advice, as well as networking connections with successful business leaders.
- Increase transparency of employer expectations and the current job market.

Details of Proposal:

Collaborate with local organizations to create new programs and/or enhance current programs by providing video modules and webinar instructional forums for students to expand access to educational resources, broaden understanding of various school subjects, and educate on important life skills. Students say that the school/work connection is lost; therefore, it would be beneficial for the business community to speak to students through this forum about their areas of expertise. For example, a Chief Financial Officer could speak to students about managing their own finances and a published author could do a workshop on creative writing.

Classroom learning will be supplemented through informative modules and webinars:

- Programs should allow students additional access to materials to better focus on school subjects such as science, government, history, art, literature, economics and other subjects.
- Teaching important life skills, such as personal finance, interviewing skills, stress management, and living independently will be included.

- Programs will include providing advice and guidance on what critical skills are necessary when pursuing a specific career, what makes a successful employee, as well as provide any additional tips or suggestions for job-readiness.

Proposal 2: Establish a Volunteer Online Tutoring Program.

Arizona teachers are often unable to provide individual tutoring on a 24/7 basis. Arizona Department of Education (ADE) will either host or find a partner to host an online tutoring site where children from across Arizona could anonymously ask for assistance on academic questions, life skills questions, advice on college admissions, career development and other related education questions. In turn, volunteers from across the state who are experts in their fields will access the site to anonymously answer those questions. This will provide 24/7 individual tutoring to all students with access to the internet.

Background:

- Arizona has over one million students in its schools.[63] There are not and never will be enough teachers to provide 24/7 tutoring.
- The majority of students have access to the internet and each year the percentage increases.
- Implementing online tutoring would be very beneficial to the children.
- Most students are familiar with accessing question and answer blogs and other sites.
- Currently, tutoring at an LEA site is difficult because a person must go through an application process, endure travel time, and experience other barriers for participation.

Purpose:

Create a system that allows children access to expert tutors online 24/7.

Details of Proposal:

This site will allow students and tutors access 24/7. Students can ask questions related to their classes, career aspirations, college admissions, and any other topics related to education and career. Career and technical field experts will provide online mentoring to children interested in that career to advise as to what requirements they should focus on while in school. For example, an executive from Raytheon could provide explanation to math and science questions or offer insight on what classes are beneficial for students interested in working in their field. A college dean may respond to a student's question about admissions processes and requirements.

This site will be set up as a forum. Therefore, all questions may be viewed by any user and any user may provide expertise and advice. There will be a site moderator and filters will be created to prohibit profanity and any other inappropriate posts.

[63] http://www.arizonaeducationnetwork.com/2009/05/school-information/

Proposal 3: Help Disadvantaged Youth Get Access to Clothing, Safe Transportation and School Supplies.

Many children in Arizona have difficulty attending or staying in school due to economic hardships, unsafe neighborhoods and other challenges. These can include not having clothing, hygiene items, safe transportation, food, or adequate shelter or frequent relocation due to foster care or migrant parents. By partnering with community and charitable organizations to provide these items, we can improve educational outcomes and reduce the absentee and dropout rates.

Background:

- Many foster children will end up in prison or on welfare. Most will not be able to find employment after leaving from the school system and will be unable to support themselves.
- Children without changes of clothing and poor hygiene are often mocked and picked on at school, resulting in them choosing not to attend or to drop out.
- Some neighborhoods are unsafe for children to take public transportation or wait at a bus stop; these need to be identified so that law enforcement can assist with patrols. Parents and kids that feel unsafe going to and from school are more likely to miss class.
- ADE and the LEAs need to partner with community and charitable organizations by identifying children and their specific needs so those organizations can assist the children.

Purpose:

Make life easier for these children and reduce absenteeism and dropout rates.

Details of Proposal:

ADE will establish relationships with organizations throughout the state to provide resources to students in need. Once a student is identified by a school or school district, ADE will connect the school district with an organization that can address the specific needs of that student. Additionally, ADE will provide information and resources to help schools, districts, and charters address specific needs. For example, if students do not have access to food, ADE will help schools assist students in applying for free or reduced lunch and find organizations in the community to provide food to students when they are not in school.

Proposal 4: Provide LEA Site-Based Student Support.

Many Arizona students face the challenges of homelessness or shared custody. One such challenge is having to bring personal items (e.g., toys, clothing, pillow, toiletries) to school because they switch living locations during the week. Kids carrying these items around are often teased and ridiculed or will have items confiscated for violating school policy. ADE will be implementing guidelines for each LEA to provide a discrete and secure location for the storage of items for these children, who often have to carry their life from one location to another.

Background:

- Many children today are growing up in single parent homes.[64]
- In shared custody cases, these children often have to move between living environments during the school week. For impoverished children, this means taking all of their personal items with them as there is insufficient money for them to have these items at both locations.
- For homeless children, migrant children and children in domestic violence shelters, the problem is even worse because they often do not have a stable living place.
- This situation is tragic enough without compounding it by providing no accommodations at LEAs.

Purpose:

Make life easier for these children.

Details of Proposal:

ADE will be implementing guidelines for each LEA to provide a discrete and secure location for the storage of items for these children, who often have to carry their life from one location to another. With the elimination of lockers at many campuses, children do not have access to private, secured space. Although for most children this does not create a burden, however, it does create a burden for those highlighted above. Therefore, each LEA will need to provide a closet or lockable space, and a sign in and sign out sheet for the child's personal items. This separate location will allow the child to drop their items off in the morning before school and retrieve them up after school.

[64] http://www.pewresearch.org/fact-tank/2014/12/22/less-than-half-of-u-s-kids-today-live-in-a-traditional-family/

Leverage Health to Advance Student Achievement

"As we prepare our students for future success, we must remember that time spent in the classroom is only one aspect of their achievement. If children are hungry throughout the school day, how can we expect them to perform at their best? If they haven't been able exercise, will they really be able to concentrate and absorb the material expected of them? We have to give students the time and resources they need to be healthy, focused learners. If we don't, they will go to school every day with one more challenge to overcome.

- *Arizona Superintendent of Public Instruction Diane Douglas*

Proposals:

1) Allow students time to eat nutritious meals at school.
2) Increase the number of minutes students receive for daily recess.
3) Increase access to fresh and healthy food for use in school.
4) Implement a Comprehensive School Physical Activity Program.

Proposal 1: Focus on allowing students time to eat a nutritional meal

Allow students sufficient time to eat healthy meal options.

Background:

- School meal requirements now include increased amounts of fruits and vegetables and whole grains and new provisions for local school wellness policies related to implementation, evaluation, and public reporting on progress.[65]
- With healthier meal options, meal consumption may take longer. Consider that it takes more time to chew a whole apple than applesauce or that using utensils and eating an entree salad takes longer than eating chicken nuggets.[66]
- Most schools are now offering healthier meal options including fresh fruits and vegetables, whole grains, and fat-free and 1% milk. Salad bars are now common in school cafeterias, offering fresh items and less processed foods.[67]
- Since the implementation of healthier menus, food waste has been studied in school cafeterias; high food waste is not only costly but also reflects the amount of available nutrients which students are not consuming.[68]
- Hunger is associated with irritability and poor academic performance.[69]
- Research shows food waste is decreased (nutrient consumption is increased) when recess is scheduled before lunch.[70]

Purpose:

- Help Local Education Agencies (LEAs) understand the factors associated with the time allotted for the lunch period and time it takes students to eat the meal, including:
    - Length of the school day
    - Building size and student enrollment
    - Number and design of serving lines
    - Seating in the cafeteria
    - Number of students coming to the cafeteria at any given time
    - Amount of time that it takes students to get to the cafeteria
    - Amount of time spent waiting in line, finding a place to sit, and preparing to eat(open milk carton, peeling fruit or cutting food)
- Increase the amount of nutrients students consume and decrease food waste.

[65] Time For Lunch Policy Brief, http://depts.washington.edu/nutr/wordpress/wp-content/uploads/2015/07/Time-For-Lunch-Policy-Brief-NUTR531_winter2015.pdf
[66] Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools, http://theicn.org/documentlibraryfiles/PDF/20080225034510.pdf
[67] Smarter Lunchrooms Movement http://smarterlunchrooms.org/
[68] Richard B. Russell national School Lunch Act (42 USC 1758b)
[69] Healthy, Hunger-Free Kids Act of 2010 (Sec. 204 of Public Law 111-296)
[70] Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act (Sec. 204 of Public Law 108-205).

Details of Proposal:

- ADE will recommend that all LEAs set policies ensuring that school meal consumption time, defined as the actual time a student is engaged in food consumption, is at least 30 minutes each day.
- LEAs can utilize the local wellness policy to allow students an adequate amount of time to consume a nutritious meal by reviewing current limiting factors, including placement of recess, and smarter lunchroom design.

USDA
United States Department of Agriculture
REDUCING
FOOD
WASTE
WHAT SCHOOLS CAN DO TODAY
USDA's Economic Research Service estimates
31% of the overall food supply at the retail and consumer level went uneaten in the U.S. in 2010
Research shows PLATE WASTE NOW = PLATE WASTE BEFORE updated nutrition standards.
Scheduling recess before lunch can reduce plate waste by AS MUCH AS 30%
Extending lunch periods from 20 TO 30 minutes reduced plate waste by nearly one-third
SMARTER LUNCHROOM STRATEGIES, such as how foods are named and where they are placed in the cafeteria, can facilitate healthy choices and increase fruit and vegetable consumption by UP TO 70%
SCHOOLS ACROSS THE COUNTRY ARE STEPPING UP TO THE CHALLENGE WITH INNOVATIVE NEW STRATEGIES, SUCH AS:
• Allowing students to keep a lunch or breakfast food item for consumption later in the school day
• Using techniques listed on the Smarter Lunchrooms Self-Assessment Score Card to help reduce food waste
• Setting up a table for kids to place items they are not going to consume (packaged or pre-portioned items)
• Letting kids self-serve
• Composting food waste for school gardens
• Collaborating with local farmers on composting or food-scrap projects
• Collecting excess wholesome food after mealtimes to donate to charitable organizations
• Sign up for the U.S. Food Waste Challenge to share your story on how you are reducing, recovering, or recycling food waste

Proposal 2: Increase the daily number of minutes students receive for recess.

Recommend that schools provide all Arizona students in grades K-6 a minimum of 20 minutes per day of recess before lunch, if possible, to increase the number of minutes of recess and decrease food waste.

Background:

- The American Academy of Pediatrics believes that recess is a crucial and necessary component of a child's development.[71]
- Recess represents an essential, planned respite from rigorous cognitive tasks. It affords a time to rest, play, imagine, think, move, and socialize. In addition, recess helps young children to develop social skills that are otherwise not acquired in the more structured classroom environment.[72]
- After recess for children or a corresponding break time for adolescents, students are more attentive and better able to perform cognitively.[73]
- Schools that schedule recess before lunch report that students eat more fruits and vegetables, drink more milk, waste less food, and are better behaved on the playground, in the lunchroom, and in the classroom, according to an article in the Journal of Child Nutrition and Management.[74]
- According to a study done by the National Food Service Management Institute, students who received recess before lunch consumed significantly more food and nutrients than those who had recess after lunch. Food waste decreased from 40.1% to 27.2% when recess was scheduled before lunch.[75]

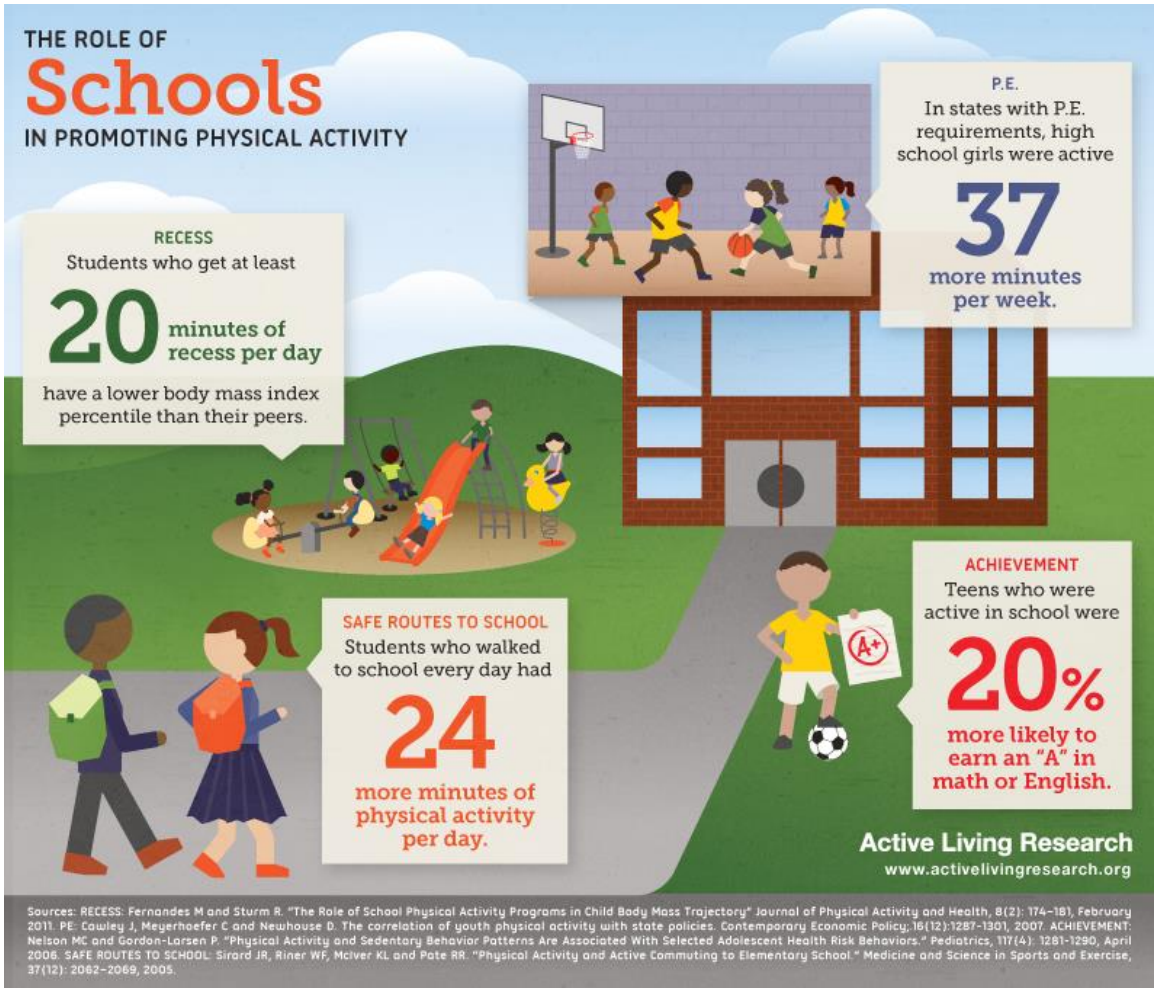
Purpose:

- Increase the amount of physical activity for students in grades K-6.
- Provide necessary social skills and release from cognitive tasks.
- Decrease behavior-based discipline problems, food waste (by implementing recess before lunch), childhood obesity rates and community health care costs.

Details of Proposal:

- ADE will distribute guidance to LEAs recommending 20 minutes of recess per day for all students in grades K-6. Guidance will include information about the benefits of scheduling recess before lunch.

[71] National Pediatrics, http://pediatrics.aappublications.org/content/131/1/183.full
[72] *Id.*
[73] *Id.*
[74] Recess for Lunch, http://www.nea.org/home/43158.htm
[75] Relationships of Meal and Recess Schedules, http://www.nfsmi.org/documentlibraryfiles/pdf/20080225034510.pdf



Source: Active Living Research

Proposal 3: Increase access to fresh and healthy food for use in school meals through Farm to School programs.

Work with schools to make fresh and healthy food more readily available to their students and encourage them to purchase from local food suppliers whenever possible.

Background:

- The Let's Move Campaign[76] provided a platform to expand initiatives associated with Know Your Farmer Know Your Food.[77] In part, farm to school programming ensures a commitment to strengthen local and regional food systems.
- The Healthy, Hunger Free Kids Act of 2010[78] provided $5 million in competitive grant funding via the USDA Farm to School Grant Program[79] to start and expand farm to school programming in eligible entities.
- In 2013, USDA launched the first Farm to School Census. This bi-annual collection is used to measure farm to school development nationally. Highlights for Arizona include:
    - In School Year 2011-2012, school districts reported that $10,072,117of $50,383,290 was spent on locally grown or locally raised foods. 46% of the districts that responded said they would buy more local food in the future.[80]
    - In School Year 2011-2012, 31% of districts who responded said they participated in farm to school programming, including sourcing local foods for use in school meals or using a school or community garden as an education tool.[81]
- ADE-administered Arizona Farm to School Surveys show the following percentages of districts purchasing locally grown food:
    - School year 2010-2011: 50%.
    - School year 2011-2012: 77%.
    - School year 2012-2013: no data (USDA Farm to School Census took precedence).
    - School year 2013-2014: 56.25%.
- Trends found in local purchasing through the Department of Defense Fresh Produce Program (DoD) show schools used the following percentages of their DoD entitlement funds to purchase locally grown fruits and vegetables:
    - School year 2012-2013: 11%.
    - School year 2013-2014: 15%.
    - School year 2014-2015: 10%.

Purpose:

- Increase fresh and healthy foods offered at meal time and reduce food waste in Child Nutrition Programs.
- Increase quality and freshness of products offered in Child Nutrition Programs.

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[76] Let's Move Campaign, http://www.letsmove.gov/
[77] Know Your Farmer, Know Your Food, http://www.usda.gov/wps/portal/usda/knowyourfarmer?navid=KNOWYOURFARMER
[78] Healthy Hunger Free Kids Act, http://www.fns.usda.gov/school-meals/healthy-hunger-free-kids-act
[79] Farm School Grant Program, http://www.fns.usda.gov/farmtoschool/farm-school-grant-program
[80] Farm to School Census, http://www.fns.usda.gov/farmtoschool/census#/
[81] *Id.*

- Stimulate Arizona's economy by preferring to source from local food suppliers when possible throughout Arizona's growing seasons.
- Provide transparency to customers/end recipients of Child Nutrition Programs.
- Potentially impact food service budget by choosing to purchase local items available in season when price is best.
- Through school gardens/nutrition and agriculture education promote hands-on education tools that encourage all students to better understand core state standards like math and science.
- Increase the number of school gardens in schools that participate in Child Nutrition Programs.

Details of Proposal:

- ADE will encourage LEAs to take advantage of Farm to School programming whenever possible and will provide technical assistance and guidance to LEA staff on program implementation and taking full advantage of available offerings.

Proposal 4: Comprehensive School Physical Activity Programs

Support schools in the implementation of Comprehensive School Physical Activity Programs (CSPAP) to provide all students with 60 minutes of physical activity per day.

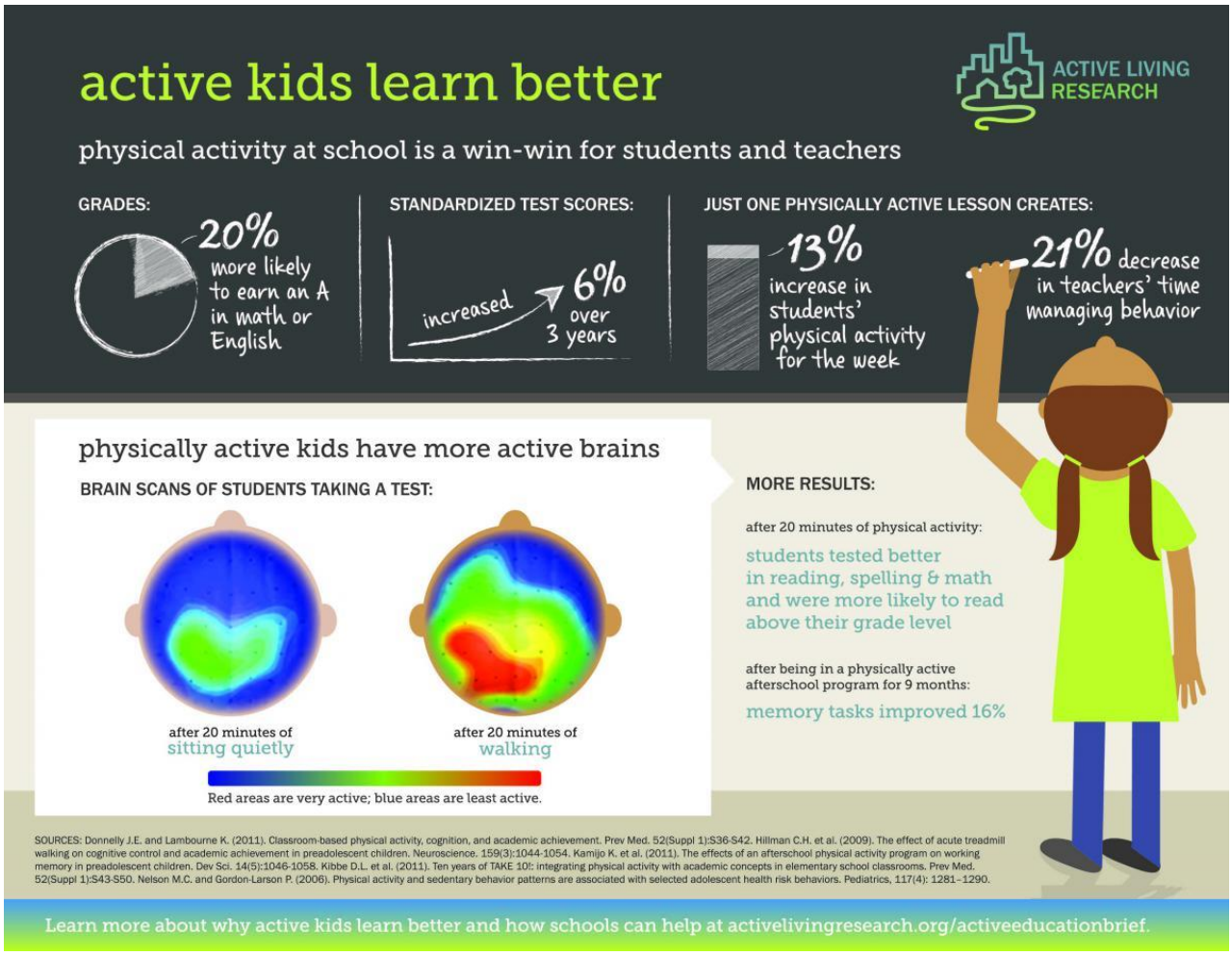
Background:

- The Institute of Medicine recommends that all children should engage in physical education and meet the recommendation of at least 60 minutes per day of vigorous or moderate-intensity physical activity.[82]
- According to the 2010 Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Survey, only 25.7% of adolescents in Arizona are physically active for a total of at least 60 minutes per day.[83]
- 14.6% of adolescents in Arizona are overweight (≥ 85th and < 95th percentiles for BMI by age and sex, based on CDC reference data) and 13.1% were obese (≥95th percentile BMI by age and sex, based on CDC reference data).[84]
- According to data from the CDC's Health and Academic Achievement:
    - Higher physical activity and physical fitness levels are associated with improved cognitive performance among students.[85]
    - Time spent in recess has been shown to positively affect students' cognitive performance and classroom behaviors.[86]
    - Brief classroom physical activity breaks are associated with improved cognitive performance, classroom behavior, and educational outcomes among students.[87]
    - Participation in extracurricular physical activities such as interscholastic sports has been associated with higher grade point averages, lower drop-out rates, and fewer disciplinary problems among students.[88]

Purpose:

- Increase academic achievement and graduation rates.
- Decrease behavior based discipline problems, absenteeism, childhood obesity rates and community health care costs.
- Ensure time allocated for physical education, physical activity and recess meets national recommendations.

[82] Physical Activity Guidelines, http://health.gov/paguidelines/pdf/paguide.pdf
[83] Arizona Obesity Profile, http://www.cdc.gov/obesity/stateprograms/fundedstates/pdf/arizona-state-profile.pdf
[84] *Id.*
[85] Health Academic Achievement, http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf
[86] *Id.*
[87] *Id.*
[88] *Id.*



Source: Active Living Research

Keep Students Safe

"As important as it is for us to provide outstanding education to students in Arizona, nothing is more important than making sure our kids are safe at our schools. Unfortunately, without taking additional steps schools will become less safe in modern America."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals

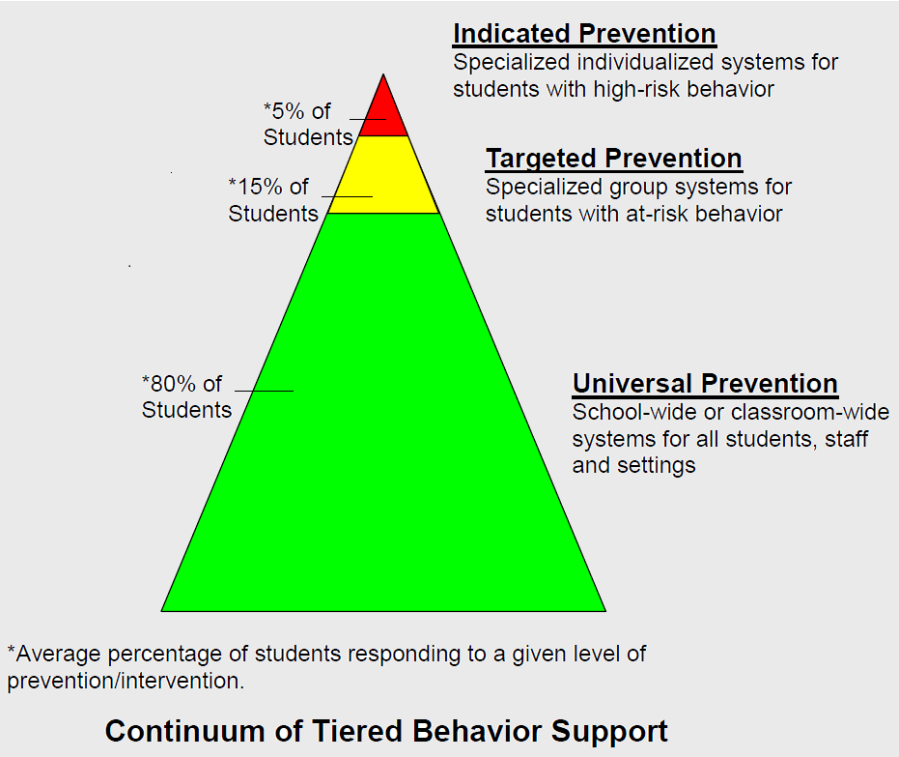
1) School Climate and Student Assistance
2) Additional School Resource Officers and Cooperation with Law Enforcement
3) Social Media Awareness
4) Increase Emergency Response Drills and Awareness

Proposal 1: School Climate and Student Assistance

Provide safer schools for our children through development of supportive school climates and student assistance.

Background:

- Provide interventions that prevent student violence and improve conditions for learning.
  - First, create strategies that are delivered to all students to prevent problem behavior, commonly referred to as universal interventions.
  - Second, use targeted interventions to offer additional support to reduce current problem behaviors for students or prevent problem behaviors of students who have not yet exhibited the behaviors but have shown signs or predispositions towards risk taking, violence, or academic struggle.
  - Third, for those students who have already exhibited the behaviors, use of indicated interventions that are specifically designed to meet the needs of students to reduce any barriers, the intensity, or the severity of current problem behaviors.



- When using the above interventions, studies show that approximately 80% of students will have no need for more focused interventions, greatly freeing up time and resources to focus on those with greatest need, and significantly contributing to a positive school climate.[89]

[89] http://www.wisconsinpbisnetwork.org/educators/pbis-in-action.html

- Provide a basic infrastructure for implementation of the above interventions.

Purpose:

- Increases ability of teachers and administrators to target and focus efforts on those students most in need of support.
- Aids in the prevention of problem behaviors or provides intervention options for students already exhibiting such behaviors.
- Creates a uniform system of support which enhances the capacity of schools to properly reach all students' needs, while allowing for different approaches to various issues.
- Will benefit all students and improve educational experiences throughout the schools that choose to implement these support systems.

Proposal 2: Additional School Resource Officers and Cooperation with Law Enforcement

Where possible, provide funding or community cooperation with law enforcement to have officers at each campus and regular law enforcement patrols by bus stops.

Background:

- When schools have an armed professional officer ready to respond quickly by being onsite, their presence will often have a deterrent effect on potential shooters, violent individuals, drug sales and on other illegal activity.
- Children have a more positive view of law enforcement when interacting with them frequently at school.
- Unfortunately, children are abducted all too often--many times at bus stops waiting for school or when walking to or from school. Having law enforcement regularly patrol these areas during transportation often times significantly reduces this risk.

Purpose:

- Protect our children from other students, outsiders, and while to and from school.

Details of Proposal:

- Work to provide more SROs and patrols through additional funding and cooperation with law enforcement agencies.
- ADE will work to establish regular meetings with law enforcement and LEAs to discuss ways to work together to improve school safety.

Proposal 3: Social Media Awareness

School bullying, threats, and suicides have been tied to social media posts and sites from students.

Background:

- Bullying behavior is meant to hurt another person and is carried out by someone who is seeking power or control over someone else.[90]
- There are three forms of bullying – physical, emotional, and social.
- Students who are threatened with violence on school grounds will not feel safe, and the lack of focus created will lead to lower academic achievement scores than students that have not been threatened with violence.[91]
- Children who are bullied are more likely to be depressed and have lower self-esteem than their peers later in life.[92]
- Cyberbullying is bullying that takes place using electronic technology. This can include text messages or emails, rumors sent by email or posted on social networking sites and embarrassing pictures, videos, websites, or fake profiles.[93]
- As social media becomes increasingly prevalent in students' lives, the incidence of cyberbullying has increased. Some prominent and disturbing examples include:
    - Catherine's Facebook attack—after having a conversation with one of her friends on a post, an acquaintance of her friend jumped in and started verbally attacking her. At a party weeks later, the two met up and the acquaintance physically attacked Catherine, breaking her cheekbone and lacerating her forehead.[94]
    - Audrie Pott—15-year-old Audrie Pott committed suicide after being raped by three boys from her class at a party. The boys posted pictures and comments about the event on social media. Pott wrote on Facebook that her life was ruined before she hung herself in 2012. [95]

Purpose:

Provide guidelines to Local Education Agencies (LEAs) in cooperation with law enforcement and the Attorney General's Office indicating how they can monitor and report dangerous social media activity involving students.

Details of Proposal:

After developing the guidelines, ADE would assist the schools in implementation and provide the information online, to parents and students, and provide information on who to contact.

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[90] http://www.azed.gov/prevention-programs/resources/resources-for-bully-prevention/
[91] http://www.azed.gov/prevention-programs/files/2013/09/bullyingpositionstatement.pdf
[92] https://www.ncjrs.gov/pdffiles1/ojjdp/grants/226235.pdf
[93] http://www.stopbullying.gov/cyberbullying/index.html
[94] http://www.huffingtonpost.com/2011/12/01/ycteen-story-the-facebook_n_1124241.html
[95] http://usnews.nbcnews.com/_news/2013/04/14/17747411-california-case-another-three-part-__tragedy-of-rape-cyber-bullying-and-suicide?lite

Proposal 4: Increase Emergency Response Drills and Awareness

Through better preparedness and practice, response times and reactions to threats are much more effective.

Background:

- Experience has shown that every minute during an active shooting or other dangerous incident at a school is critical. Therefore, the quicker and more familiar staff and students are with their roles and needs during a crisis, the more lives that can be saved and injures prevented.
- Parents are often unaware of where to go during such crisis, who to call, or where to seek help. Parents should be informed on where to go in case of a lockdown, who to call, where to find information and where to pick up their child.

Purpose:

To mitigate the impact of catastrophic events at or near schools.

Details of Proposal:

ADE will provide additional guidelines in coordination with LEAs and law enforcement.

The Zip Code Project

"Many children face challenges just getting to school in addition to having a quality school to attend. Left unaided, these children will often have no choice for their future but crime, welfare or other unacceptable outcomes. The Zip Code Project identifies these areas and focuses on bringing community resources together to help the children holistically."

-Arizona Superintendent of Public Instruction Diane Douglas

The Arizona Department of Education's Zip Code Project will establish a Community Board to provide assistance to needy children in targeted zip codes.

Background:

- The Zip Code Project focuses on underserved and disconnected (unemployed and not attending school) youth in certain zip codes currently within south and west Phoenix.
- The Zip Code Project was implemented by former Superintendent John Huppenthal.
- The financial burden on taxpayers for a disconnected youth averages around $37,450 a year.[96]
- 18.8% of 16- to 24-year-olds in Phoenix are disconnected youth. Nationally, the disconnection rate is 14.7%.[97]
- **Current Community Partners**
    - Grand Canyon University (GCU) – Partnership with GCU to utilize their best practices in the Canyon Corridor revitalization and outreach projects.
    - City of Phoenix Prosecutor's Office – Arizona Department of Education (ADE) is working with the city to provide outreach services for youth to prevent the cycle of crime and detention centers.
    - Maricopa County Education Service Agency (MCESA) – ADE is working with the MCESA Opportunity Youth Board of Directors.
        - The MCESA Opportunity Youth Board of Directors is an important partnership which enables ADE to make connections with the 38 leaders representing the state of Arizona, Maricopa County and local entities. Membership background is diverse and ranges from non-profits, government, K-12 education, higher education, behavioral health, elected officials, and juvenile justice.
    - Phoenix Police Department – Works with the community outreach coordinator in efforts to bolster our message to the community.
    - Arizona Governor's Office of Youth, Faith and Family –Focused on topics such as youth disconnection, adult education, and fostering relationships with faith based communities.

[96] https://opressrc.org/sites/default/files/public/Transitions%20to%20Adulthood%20Selections_508c.pdf
[97] http://education.maricopa.gov/Page/463

- **Services to be Provided by the Project**
  - The Dropout Prevention Toolkit (Available January 2016), will provide resources to schools and the public. The Dropout Prevention Toolkit will include information on grant opportunities, best practices and proven techniques, including national publications which address the issue of Dropout Prevention.
  - Other services dependent upon ADE community stakeholder board and the MCESA Opportunity Youth Board of Directors.

Purpose:

Arizona is leading the country in the percentage of young people not working or attending school. The Zip Code Project provides a platform for organizations to come together to best support underserved and disconnected youth. By working together with our external partners, ADE can help provide the resources and services to decrease the number of youth not working or attending school.

The board will do the following:

- Provide leadership in the area of disconnected youth and leverage community partners to make sustainable change in target areas by reconnecting youth with education resources.
- Identify ways to most effectively help struggling youth and work to resolve challenges they face.
- Build partnerships with organizations throughout the state and country to identify innovative programs and resources to better assist this high-risk population.
- Expand the project statewide to impact each and every child in Arizona that is at risk of being disconnected and providing opportunities for those already in disconnected status.

Details of Proposal:

The Zip Code Project will create a board comprised of community members, school district and charter representatives, parole/probation officers, members of the press, law enforcement, churches, community centers, sports teams, nonprofits, local businesses and parents. The board will have its inaugural meeting in the spring of 2016.

Improve Outcomes for Latino Students

"Latino students are now the largest ethnic group in Arizona schools, individually surpassing white, Asian, African-American and Native American students. Considering the changing demographics of our state, it is more important than ever to ensure Latino students are receiving the resources and support they need to succeed given their unique needs. I formed my Latino Education Advisory Committee to do just that, and their recommendations are reflected in these proposals."

- *Arizona Superintendent of Public Instruction Diane Douglas*

Proposals:

1) Support Arizona's English Language Learners (ELLs)
2) Encourage Parent, Family and Community Engagement

Proposal 1: Expanded Support for English Language Learners

Provide additional support to Latino students who are not yet English language proficient and are at risk of falling behind their peers.

Background:

- Latino students account for 85% of English language learners in Arizona.[98]
- Effective September, 2006 under the authority of Laws 2006. Chapter 4, the Arizona English Language Learners (ELL) Task Force was established.
- The Task Force was charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona.
- A.R.S. 15-756-01 requires that the models include a minimum of four hours per day of English language development (ELD) for the first year in which a pupil is classified as an ELL.
- In December 2014, the State Board of Education (the entity which currently assumes the role of the ELL Task Force) adopted refinements to the SEI Models which allow LEAs flexibility within the Task Force adopted Models. This flexibility provides the opportunity for Intermediate ELLs in their second or subsequent year of ELD to reduce up to two hours of the required ELD 4 hour block.

Purpose:

- Better support the needs of Arizona's ELLs.
- Identify issues Local Education Agencies (LEAs) are facing with the implementation of the 4-Hour Model.
- Develop solutions to any identified issues that will meet the requirements of A.R.S. 15-756.01, continue to yield success in the language acquisition process, and further academic success for ELLs.

Details of Proposal:

- Highly effective practitioners of ELLs will work with ADE to identify and address concerns and challenges surrounding the implementation of the 4-Hour Model.
- Develop clarification of the immersion model with the advice of the Attorney General's Office and input from the Latino Education Action Committee. Once clarification is made to all LEAs and the Latino community, ADE can ensure that while receiving immersion in English students also learn other core subject areas and that children in English immersion have frequent interaction with non-immersion students during recess, lunch, after school activities or other classes outside the four hour immersion. Clarification will also include how to identify children for reduction to two hour immersion and finally for full inclusion in the English-proficient classes.

[98] Arizona Department of Education October 1, 2014 Enrollment Count. www.azed.gov/research-evaluation/arizona-enrollment-figures/.

- ADE will design training that continues professional development for teachers of ELLs beyond the statutory requirements.
- Additionally, ADE/OELAS provides professional development that assists teachers in planning English Language Development (ELD) lessons that incorporate science, math, and social studies content.

Arizona Statewide Reclassification Rates for ELLs[99]

Fiscal Year	School Year	Statewide Reclassification Rate
FY 2005	2004-2005	17%
FY 2006	2005-2006	15%
FY 2007	2006-2007	12%
FY 2008	2007-2008	22%
FY 2009	2008-2009	29%
FY 2010	2009-2010	30%
FY 2011	2010-2011	33%
FY 2012	2011-2012	31%
FY 2013	2012-2013	24%
FY 2014	2013-2014	30%

The statewide reclassification rate for English language learners (ELLs) is calculated as the percentage of students classified as ELLs who have scored proficient on the state's English language proficiency assessment (AZELLA) during the school year.

[99] As reported in the Consolidated State Performance Report (CSPR)

Proposal 2: Encourage Meaningful Parent, Family and Community Engagement

Engaging the families of Latino students will help them better support their children in school and prepare them for future success.

Background:

- True parental involvement in our schools begins at the local level, where parents directly interact with teachers and educators.
- Research on parent and family involvement at school shows the following:
    a. Schools that establish and maintain effective two-way communication with families increase participation in the learning process;[100]
    b. Families who engage their children in at-home learning activities and monitor homework help students achieve academic expectations; and[101]
    c. Families who understand developmental milestones and academic expectations are confident and guide their children toward scholastic and social success.[102]

Purpose:

- Actively involve Latino families in their children's education and ensure they are included in decisions made at their schools.

Details of Proposal:

- The Latino Education Action Committee will work with ADE's Family Engagement Initiative, which was established to build and strengthen partnerships between families, schools, and communities, to identify schools with high-density Latino student populations that could benefit from increased family engagement efforts.
- ADE will work with the Action Committee to develop additional resources for Latino families, including Spanish translations.

[100] http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm
[101] http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm
[102] http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf

Improve Outcomes for African-American Students

"Many Arizona children face challenges that can only be solved when we work together to address their unique needs. That is why I invited leaders from our state's African-American community to take part in an action committee that produced this plan to improve education for their student population. This is a first step toward giving all students access to an excellent education so they can achieve the American dream when they finish school."

- Arizona Superintendent of Public Instruction Diane Douglas

Background:

- Superintendent Douglas established her African-American Advisory Committee to identify issues facing African-American students and to develop action plans to better support their achievement and future success.
- Many schools (both urban and rural) are now composed of a majority of African-American and Latino students.[103]
- African-American teachers represent only 2.6% of the teaching workforce.
- In urban and high-poverty schools, minority teachers are disproportionately employed, with most teaching staffs still predominately composed of white teachers.

Teacher Breakdown by Race / Ethnicity - Currently in the Classroom -

Teacher Count / Percentage

- American Indian / Alaska Native: **2,399 or 2.6%**
- Asian or Pacific Islander: **2,036 or 2.2%**
- Black / African American: **2,596 or 2.8%**
- Hispanic / Latino: **10,656 or 11.5%**
- Other: **790 or 1%**
- Unknown: **125 or Less than 1%**
- White: **74,066 or 79.9%**
- Total: **92,668**

[103] 2011 study done by the Center for American Progress

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Purpose:

- Provide additional support and resources to schools that have been identified as having high-density populations of African-American students.
- Encourage more African-Americans to consider entering the teaching profession in Arizona.
- Give historically underserved African-American students access to highly qualified African-American teachers and leaders who will inspire them and act as positive role models.

Details of Proposal:

- Arizona Department of Education (ADE) has identified schools with the highest percentages of African-American students and will work with both the Action Committee and leadership at the schools to provide additional resources and support where needed, including;
    - Customized professional development.
    - Student mentoring programs.
    - Community partnerships to help students and their families.
- ADE and the Action Committee will partner with Arizona teacher colleges to establish outreach programs that encourage more African-American youth to pursue teaching as a career.
- ADE and the Action Committee will work with community organizations and local businesses to incentivize African-Americans to become teachers and serve high density African-American populations in Arizona:
    - Increasing the number and size of scholarships available for African-Americans seeking a teaching degree in college.
    - Providing stipends to African-American teachers who choose to teach in identified high-density African-American schools.

High Density Schools as of February 2015

School Name	% African-American
Academy Of Excellence	47%
Sonoran Science Academy - Phoenix	47%
Sonoran Science Academy - Ahwatukee	44%
Mosaica Preparatory Academy of Chandler	43%
Great Hearts Academies - Teleos Prep	43%
George Gervin Prep Academy	42%
Amy L. Houston Academy	40%
Bradley Academy of Excellence	38%
South Pointe Elementary School	37%
Pinnacle High School - Tempe	36%
South Phoenix Prep and Arts Academy	34%
Bernard Black Elementary School	34%
Cheatham Elementary School	34%
South Pointe Junior High School	34%
EAGLE College Prep Harmony	32%
Rogers Ranch School	31%
Paul Dunbar Lawrence School	31%
South Valley Prep and Arts School	29%
Sun Valley Charter School	29%
Trailside Point Elementary	28%

Improve Outcomes for Native American Students

"There is no more underserved set of children in Arizona than our Native American population. As a state with such a diverse number of tribes and nations and representing such a key contribution to the formation and ongoing success of the state it is abhorrent to me that the education of these children has been so neglected."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Preservation of Native American Language and Culture
2) Office of Indian Education Assistance
3) Cross Stateline School Attendance

Proposal 1: Preservation of Native American Language and Culture

Preserve our native languages to prevent them from becoming extinct due to disuse and lack of integration with society.

Background:

- Superintendent Douglas established her Native American Education Advisory Committee to identify issues facing Native American students and to develop action plans to better support their achievement and future success.
- Across the world, native languages are becoming extinct. In Arizona our Native American population faces the same challenge where for many years speaking their native tongue was punished or frowned upon and they were forced to use English only.
- Our tribes and nations are on the brink of losing native speakers.[104]

Purpose:

- Arizona should provide native language instruction both on and off reservations to both Native Americans and non-Native Americans in order to preserve these languages.

Details of Proposal:

- Provide guidelines for curriculum.
- Provide financial incentives for teachers and LEAs to offer Native American language courses.
- For these courses, where possible, ADE would waive certification only for the purposes of allowing native speakers to participate in class or online until certified teachers are available.

[104] http://www.livescience.com/18553-endangered-native-languages-survival-aaas.html

Proposal 2: Office of Indian Education Assistance

Seek to expand the Office of Indian Education through additional Johnson O'Malley federal funding and state funding. ADE is working to strongly support for every tribe and nation in Arizona.

Background:

- Currently, the Office of Indian Education does not receive state funding.
- A.R.S. § 15-244, requires ADE to establish an Office of Indian Education (OIE) which, in addition to other duties, must:
  - "Provide technical assistance to schools and Indian nations to develop culturally appropriate curricula and instructional materials";
  - "Provide technical assistance to schools and Indian nations to meet the educational needs of Native American pupils"; and
  - "Provide technical assistance to schools and Indian nations in the planning, development, implementation and evaluation of curricula that are culturally relevant and aligned to state standards."
- The Office of Indian Education is staffed by only one individual.
- 2013-2014 Native American Enrollment for Arizona public schools was 38,067.[105]
- Arizona is home to 22 Indian tribes.[106]
- Native American students comprise nearly 5% of the total Arizona student population[107] with a high number of students attending schools on rural tribal lands.[108]
- Native American students need additional support that the Department was unable to provide in the past. Arizona's Native American students in low density schools have the lowest graduation rate and the second lowest graduation rate in high density schools out of other races and ethnicities.[109]
- Native American students have the lowest reading proficiency scores when compared to all other races and ethnicities in high-density schools.[110]

Purpose:

Provide needed support to Native American students state-wide.

Details of Proposal:

ADE will seek additional state and federal funding. With the additional funding, the Office of Indian Education will, in part, assist schools to provide professional development for teachers and staff and increase availability and access to resources for schools.

[105] http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf
[106] http://www.azed.gov/indian-education/files/2013/04/native_american_education_2012-official.pdf
[107] http://www.azed.gov/research-evaluation/files/2015/03/october_1_2014_enrollment_count.xls
[108] http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf
[109] http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf
[110] http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf

Proposal 3: Cross Stateline School Attendance

Allow Native American students to attend the schools in other states that may be nearer to their residence. Arizona has nations and tribes whose boundaries cross state lines and because of this, students might have to attend a school much further away because they must attend a school within their resident state. This will require multiple states to agree to an "open enrollment" in districts in adjoining states.

Background:

- Tribal borders regularly cross state lines and are generally rural areas with vast distances between schools.[111]
- Many times Native American students must travel in excess of an hour both ways to go to a public school in their resident state when, for a large population, there is a public school in a neighboring state that is closer.
- Inclement weather much of the year on tribal land and poor road quality prevents school access and decreases student engagement if a student is required to travel to a school located father away.
- A.R.S. § 15-823(F): The governing board may admit children who are residents of the United States, but who are nonresidents of this state, without payment of tuition if all of the following conditions exist:

    1. The child is a member of a federally recognized Indian tribe.
    2. The child resides on Indian lands that are under the jurisdiction of the tribe of which the child is a member.
    3. The area in the boundaries of the reservation where the child resides is located both in this state and in another state of the United States.
    4. The governing board enters into an intergovernmental agreement with the governing board of the school district in another state in which the nonresident child resides. The intergovernmental agreement shall specify the number of nonresident children admitted in this state and the number of resident children that are admitted by the governing board in another state.

- **What ADE has already done:**
    - In August 2015, ADE's Director of Indian Education spoke to New Mexico's leaders on this issue at the New Mexico Indian Affairs Committee meeting.
    - Since then, the Director of Indian Education has worked with ADE's Director of Legal Services to start the process of establishing inter-governmental agreements between the school districts involved.

[111] http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf

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Purpose:

Help reduce transportation time and allow for better access to schools for Native American students.

Details of Proposal:

ADE will work with other states to develop an interstate compact to allow Arizona residents to attend a school in Arizona if the child is a member of a federally recognized Indian tribe and the Indian lands of which the child is a member is in two different states, one including Arizona.

Conversely, ADE will propose legislative changes to A.R.S. 15-823(F) and work with surrounding states to propose language to ensure greater access to education for tribal students. The language would allow for a child to attend a school in Arizona if the child is a member of a federally recognized Indian tribe and the Indian lands of which the child is a member is in two different states, one including Arizona.

Funding should be able to follow the child. ADE is currently attempting to cost out the various scenarios.

Improve Outcomes for Homeless Students

"With nearly 30,000 homeless students enrolled in public school in Arizona, we must do better at addressing these students' needs. I have elevated ADE's Homeless program to my Special Projects division, which represents my highest priorities. Arizona's homeless children deserve better, and ADE will do better at addressing their specific needs."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Determine current education and other needs of children and youth experiencing homelessness.
2) Partner with all pertinent state/local/support agencies to support the educational and social needs of children and youth experiencing homelessness, bringing a more holistic approach to supporting students.
3) Reduce barriers limiting parental involvement.
4) Prevent students facing homelessness from being stigmatized.

Proposal 1: Determine Educational and Other Needs of Children and Youth Experiencing Homelessness

Conduct an informal needs assessment to better understand the resources needed for children and youth experiencing homelessness.

Background:

- During the 2013-2014 school year, there were 29,763 children and youth who experienced homelessness enrolled in Arizona schools.[112] This represents 2.9% of the 1,000,068 students enrolled in Arizona public schools.[113]
- In most cases, homeless students come to school nearly every day without their basic needs being met in their 'home' environment.
- In 2011, Arizona was the first state to conduct a formal statewide needs assessment of the McKinney-Vento Homeless Education Program.[114]
- Currently, Arizona doesn't have a mechanism to determine the specific needs of children and youth experiencing homelessness.

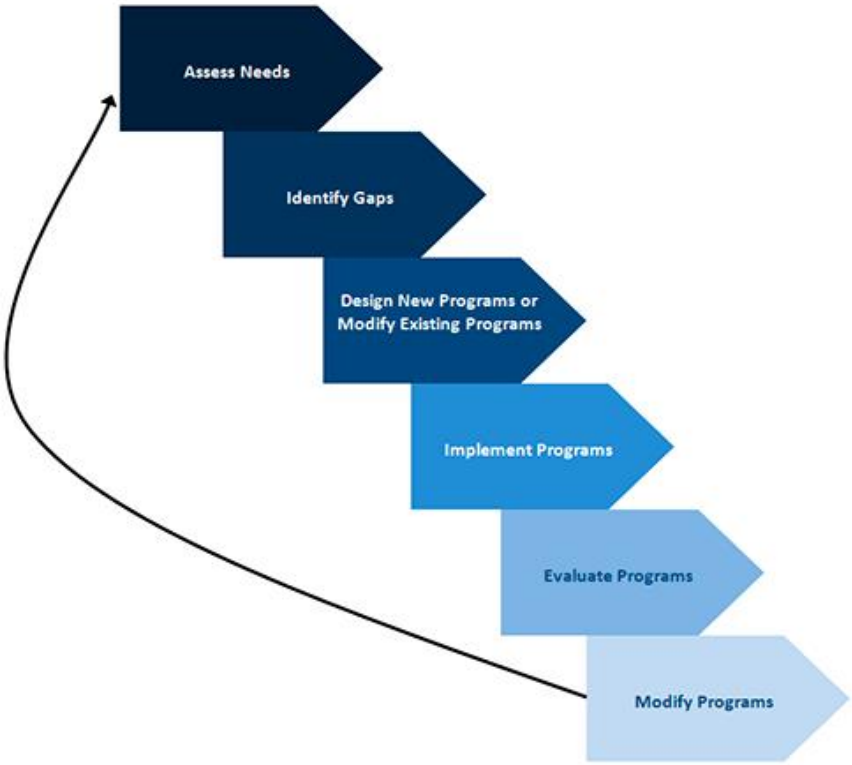
Purpose:

- In order to better support the academic achievement of children and youth experiencing homelessness, the agency will develop a mechanism to better assess the resources needed.

Details of Proposal:

ADE program staff will work with targeted local educational agencies with proportionally high numbers of children and youth experiencing homelessness, to conduct an informal needs assessment. Completing this type of needs assessment will provide the agency with details necessary to better implement, evaluate and modify programming to better support the needs of children and youth experiencing homelessness.

[112] http://www.azed.gov/populations-projects/files/2015/03/cspr-2013-14.pdf
[113] http://www.azed.gov/research-evaluation/files/2015/01/state-report-card-2014_final.pdf
[114] http://www.azed.gov/populations-projects/files/2015/09/2011-hcy-needs-assessment.pdf



Source: Heather Stombaugh. 2012. "Best Practices in Needs Assessment, Six Practical Steps."

Proposal 2: Support Students' Educational and Other Needs

Partner with state and local agencies and organizations to support the educational and social needs of children and youth experiencing homelessness, bringing a more holistic approach to supporting students.

Background:

- During the 2013-2014 school year, there were 29,763 children and youth who experienced homelessness enrolled in Arizona schools.[115]
    - This represents 2.9% of the 1,000,068 students enrolled in Arizona public schools.[116]
- Parents of these students often lack the ability to seek appropriate resources to support their needs.
- Without basic resources (shelter, clothing, school supplies, nutrition, etc.), students may come to school not ready to learn and achieve academically.
- Currently, program staff has existing relationships with the Arizona Coalition to End Homelessness, Homeless Youth Connection, and the National Association for the Education of Homeless Children and Youth
- There are many state/local/social agencies ADE can build partnerships with including, but not limited to:
    - Arizona Department of Economic Security
    - Arizona Department of Housing
    - Arizona Department of Health Services
    - UMOM New Day Centers
    - One in Ten
    - Tumbleweed Center for Youth Development
    - Save-the-Family

Purpose:

- In an effort to support the educational and social needs of children and youth experiencing homelessness, ADE must develop and improve its partnerships with state/local/social agencies to support families.
- Building strong partnerships will provide the opportunity for ADE to effectively integrate additional support strategies into the services provided to children and youth experiencing homelessness.

Details of Proposal:

Program staff will improve existing relationships and will develop strong partnerships with pertinent state/local/social agencies to support the educational and social needs of children and youth experiencing homelessness.

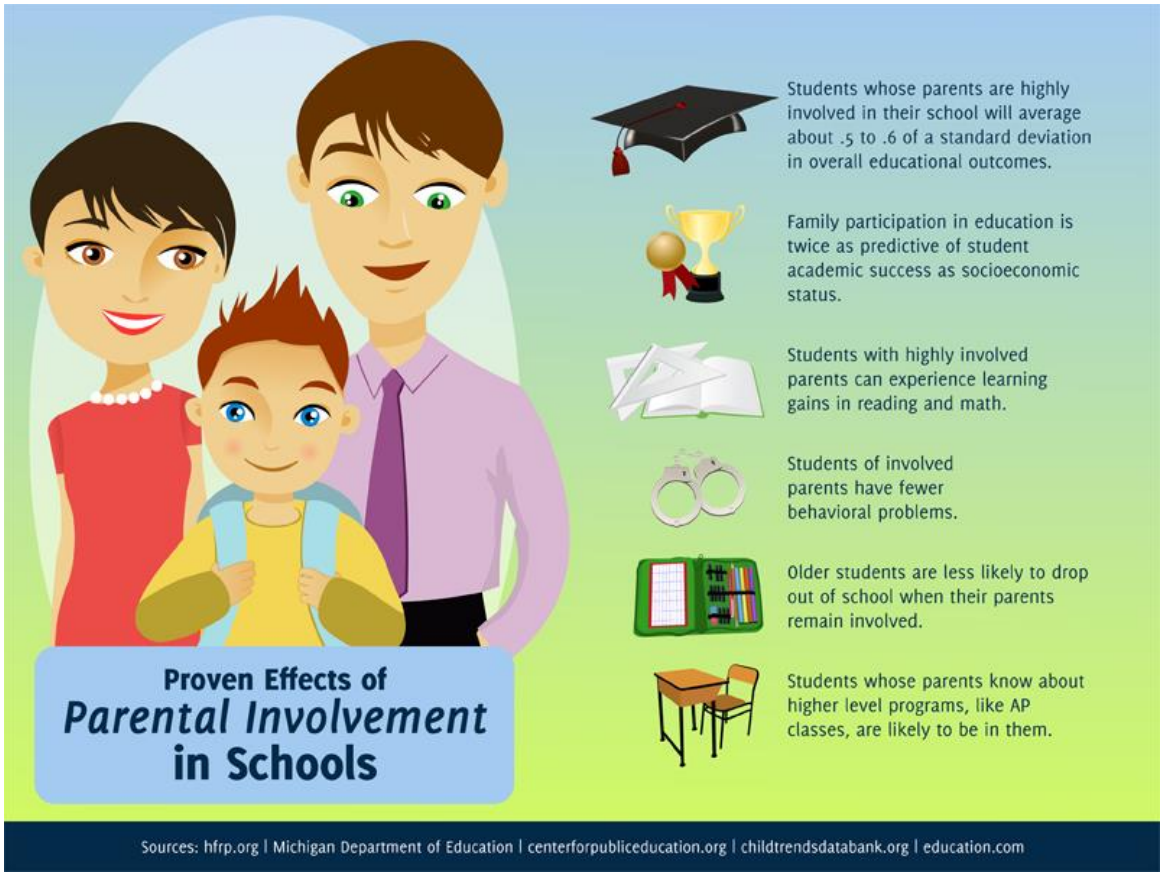
[115] http://www.azed.gov/populations-projects/files/2015/03/cspr-2013-14.pdf
[116] http://www.azed.gov/research-evaluation/files/2015/01/state-report-card-2014_final.pdf

Proposal 3: Reduce Barriers Limiting Parental Involvement

Generate a study to determine the barriers of families experiencing homelessness that limit parental involvement.

Background:

- Parental involvement of families experiencing homelessness is minimal.
- Often times, transportation is the most significant barrier that prevents families from taking part in school activities and opportunities.
- The agency knows that students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance.[117]



[117] http://www.childtrends.org/?indicators=parental-involvement-in-schools

Purpose:

- ADE must address these barriers faced by parents of children and youth experiencing homelessness. By addressing the barriers to accessing parental involvement, students experiencing homelessness may make stronger gains in academic achievement.

Details of Proposal:

Determine and address various barriers to accessing parental involvement activities among families experiencing homelessness. Develop guidance and provide resources to schools to help resolve the issues identified. Assist in the development of programs that adequately support the involvement of parents experiencing homelessness.

Proposal 4: Prevent Students Facing Homelessness From Being Stigmatized.

Review and possibly develop best practices for students facing homelessness to ensure students are not stigmatized.

Background:

- The McKinney-Vento Homeless Education statute mandates local educational agencies not "stigmatize" children and youth experiencing homelessness.

  The state educational agency and local educational agencies in the State will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless [42 U.S.C. § 11432 (g)(1)(J)(i)][118]

- Minimal best practices are available through the National Center for Homeless Education (NCHE).[119]
- Currently there is no state or national statistics on the impact of stigmatization on a child's education.

Purpose:

- Students and parents may hide their homelessness because they fear they will be judged or stigmatized.
- By ensuring children and youth experiencing homelessness are not stigmatized while attending school, they may enter school each day ready and eager to engage and learn.

Details of Proposal:

Provide best practices to local educational agencies to ensure children and youth in transition (or homeless) are not stigmatized while attending school. ADE will review the minimal best practices available, improve upon them and disseminate to all Homeless Education Liaisons in Arizona.

[118] http://www2.ed.gov/policy/elsec/leg/esea02/pg116.html#sec1031
[119] http://www.serve.org/nche

Improve Outcomes for Migrant Children

"The lifestyle of migrant families is often hard on their children. Migrant workers are an increasing population in Arizona. The education and success of migrant children is important to the Arizona Department of Education and we will improve support of the programs for migrant children."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Feasibility Study for Student Data Portability
2) Research the Mobility Patterns of Migrant Students
3) Create Partnership between Arizona and California to Reach Previously Unidentified Migratory Students

Proposal 1: Feasibility Study for Student Data

The Migrant Education Program (MEP) unit will work on a feasibility study to increase the accuracy of migrant student data using technology.

Background:

- According to Elementary and Secondary Education ACT (ESEA) § 1115(b)(1)(A) (incorporated into the MEP program by virtue of § 1304(c)(2)) and 1309(2) of the statute and §§ 200.81(e) and 200.103(a) of the regulations, a child is a "migratory child" and is eligible for MEP services if *all* of the following conditions are met:

    1. The child is not older than 21 years of age;
    2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance;
    3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher;
    4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work;
    5. With regard to the move identified in paragraph 4, above, the child:
        i. Has moved from one school district to another;
        ii. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
        iii. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)[120]

    Note that the terms "migratory agricultural worker," "migratory fisher," "move or moved," "in order to obtain," and "qualifying work" are defined in § 200.81 of the regulations.

- The Migrant Student Information Exchange (MSIX) has experienced errors in student mapping that has incorrectly classified students in their residency. It is estimated that between five and ten percent of Migratory students were not identified as Priority for Service (PFS) due to coding errors.[121]
- The United States Department of Education (ED), Office of Migrant Education, is conducting a Data Quality Initiative Analysis using Arizona student data.

[120] Migrant Guidance, http://ok.gov/sde/sites/ok.gov.sde/files/Migrant-Guidance.pdf
[121] United States Department of Education, Office of Migrant Education, 2015 Data Quality Initiative Report

- To serve the MSIX population, state data sent to MSIX must be accurate and up to date. The relevancy and quality of the MSIX data is impacted by the ability of individual states to provide correctly formatted and accurate data. Improving data collection and quality management processes make the MEP and MSIX more useful for everyone. The Data Quality Initiative (DQI) provides resources and assistance so that States can improve the quality of the data they submit to MSIX. The DQI also helps States prepare for the implementation of Regulations and Guidance from ED.[122]

- As of September 22nd, 2015, Arizona has 9,549 eligible Migratory students.[123]

Purpose:

- Increasing the accuracy and ease of access to migrant student data will enhance the quality and timeliness of services to our students.

Details of Proposal:

The Arizona MEP unit will produce a feasibility study to determine the need for changes to current systems or if additional technology and resources are required to ensure accurate student data. This study will be a partnership between Arizona Department of Education (ADE) Information Technology Unit and ADE Migrant Program staff, and Migrant Program District Staff.

[122] United States Department of Education, Office of Migrant Education, 2015 Arizona Data Quality Analysis Report Version 1.1
[123] COEStar database, September 22nd, 2015

Proposal 2: Research the Mobility Patterns of Migrant Students

The Arizona MEP will produce a research study outlining the mobility patterns of migrant students attending Arizona public schools periodically.

Background:

- Migrant work is by definition temporary or seasonal, creating difficulties for migrant families who move frequently. Students face many obstacles in achieving academic success because they move frequently and therefore have to attend different schools in different states.[124]
- ADE's MEP know that most migrant students face the following challenges:
  - Educational disruptions due to frequent moves
  - Economic Hardships
  - Cultural and language barriers
  - Lack of familiarity with the U.S. or local educational systems
  - Parents who struggle to provide educational support at home
  - Limited awareness of educational and health resources
  - An economic necessity to work instead of attending school
  - The responsibility of caring for their younger siblings
  - The highest dropout rates in the nation
- Many migrant families follow geographic streams when looking for their seasonal temporary work.[125]
  - Eastern Stream: Flows east of the Appalachian Mountains
  - Mid-Continent Stream: Flows to and from Texas in all directions
  - Western Stream: Flows between Arizona, California, Oregon and Washington.

Source: California Department of Education, Office of Migrant Education, Region 1

[124] http://www2.ed.gov/about/offices/list/oese/ome/index.html
[125] http://www2.ed.gov/admins/lead/account/identification.html

Purpose:

- Understanding the mobility patterns and having the ability to anticipate mobility of migrant students and families will help increase their educational opportunities in the following ways:
    - Teachers will be better prepared to receive additional students.
    - Provide an additional opportunity to create partnerships with giving and receiving states so that student transitions will be more streamlined.

Details of Proposal:

The Arizona MEP will produce a research study outlining the mobility patterns of migrant families which will help provide migrant students with greater educational opportunities in Arizona by having the ability to anticipate student mobility. ADE will complete the study by working with industry leaders in agriculture, leveraging partnerships with other states and further researching existing and new data recently reported.

Proposal 3: Partner with California to Reach Previously Unidentified Migratory Students

Develop a comprehensive partnership with the California Migrant Education Program (MEP) to enhance Arizona's identification and recruitment of unidentified migrant students.

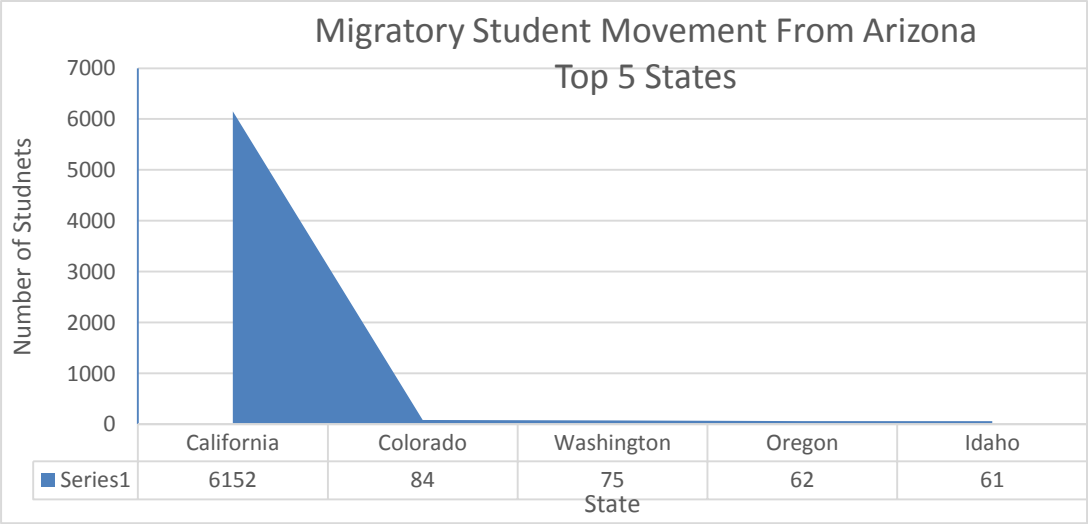
Background:

- The MEP is a Federally-funded program based on the number of eligible migratory students.
- The MEP heavily relies on the identification and recruitment of students.
  - Each Migrant LEA has at least one Migratory recruiter depending on the size of their program.
  - The recruiter (not the individual interviewed) determines the child's eligibility on the basis of statute, regulations, and policies that ADE implements through formal procedures.
  - A recruiter's primary responsibilities are:

    (1) To obtain information provided by parents, guardians, and others regarding the child's eligibility for the MEP;

    (2) To make determinations of eligibility; and

    (3) To accurately and clearly record information that establishes that a child is eligible for the MEP on a Certificate of Eligibility (COE) or like form.
- Arizona and California share a significant number of migratory students:[126]
  - From AZ to CA: 92.14% of overall AZ migratory students
  - From CA to AZ: 93.21% of overall AZ migratory students



Source: Migrant Student Information Exchange (MSIX)

[126] Migrant Student Information Exchange (MSIX); http://www2.ed.gov/admins/lead/account/recordstransfer.html

AZ Kids Can't Afford to Wait! 2015

Purpose:

- Without additional identification and recruitment activities, many students will miss out on educational opportunities available to them.
- With the significant number of students shared with California, a comprehensive partnership with California would greatly benefit our students in Arizona as they migrate with their families.

Details of Proposal:

- ADE's MEP will develop a comprehensive partnership with the California MEP to enhance our identification and recruitment efforts of unidentified Migratory students in Arizona.
- ADE will invest in flash drives that can be shared between California and Arizona schools each time a student relocates so that the receiving LEAs have current knowledge of the status and instructional level of each student.
- With parental permission, the flash drives can also contain any unique needs of an individual migrant student with respect to nutritional issues, health issues, transportation needs or other concerns that will help the receiving LEAs understand and accommodate the student.

Establish Arizona as a Leader in World Languages

"America is the greatest country in the world, but we fall behind most countries in providing our children with the ability to speak and write in more than one language. Studies have shown that knowing more than one language improves all cognitive functions. To be truly college and career ready, college entrance requirements often require more world language than our schools offer and in our current and future economy, knowing English and another language provides significantly improved employment opportunities."

-Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Enhance Student Proficiency in World Languages In Lower Grade Levels (after demonstrating proficiency in English)
2) Second Language Graduation Requirement
3) Seal of Biliteracy for Proven Multilingual Ability

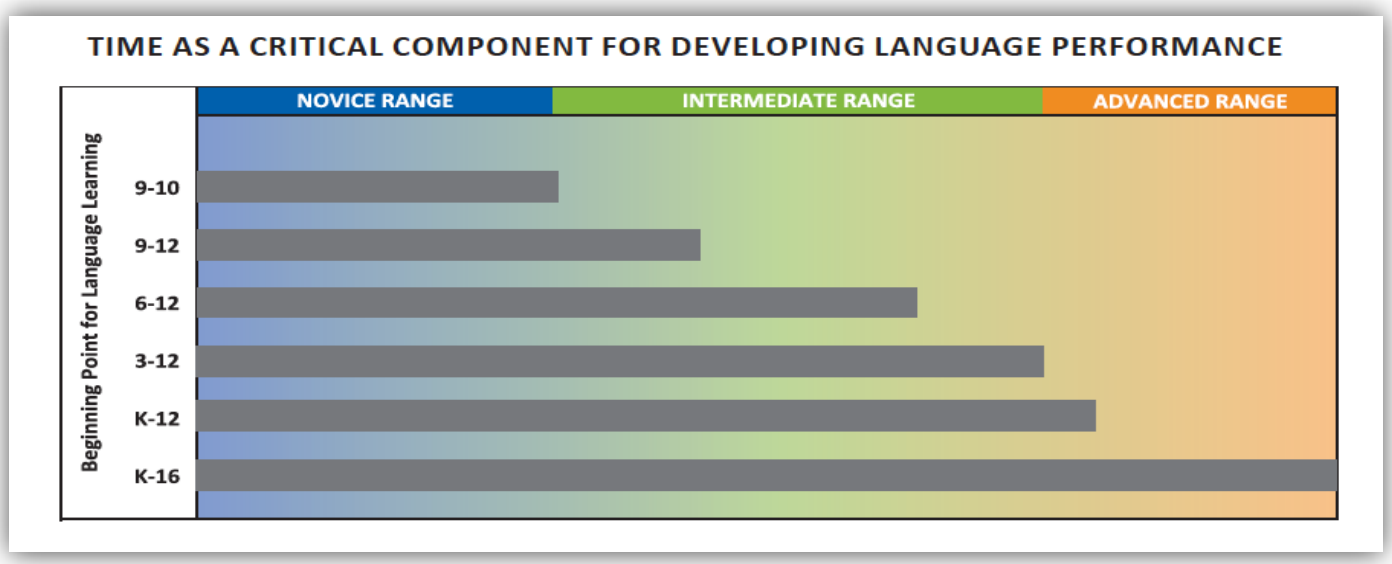
Proposal 1: Enhance Student Proficiency in World Languages in Lower Grade Levels

Create guidelines to increase and improve instruction, especially in lower grade levels, to enhance student proficiency in world languages for all Arizona students demonstrating proficiency in English, with a long-term goal that all students graduating high school are proficient in at least one, if not multiple, world languages.

Background:

- Currently, there is no statutory requirement for Arizona high school graduates to complete courses in a second language.[127]
- Most states and countries have more stringent second language requirements than Arizona (see table below).
- Many universities require a minimum of two (2) credits of world language for admission.[128]
- Most students in Europe must learn their first world language by the age of 9 and a second world language at some point prior to graduation.[129]
- In 2013, roughly 18% of Americans reported speaking a world language versus 26% of Canadian and 54% of Europeans. Although approximately 91% of high schools offered world languages, only around 30% of students actually enrolled in world language classes.[130]
- Many factors influence the rate of progress through three performance levels (Novice, Intermediate, and Advanced) and the level acquired by learners at the end of the program. Among those factors are types of program models, the category or difficulty of the language, student motivation, and the degree of exposure in the target language. These standards allow for multiple entry points into language learning (elementary, middle, or high school) and for instruction through various programs and/or models. In these standards, "the target language" may indicate world language, classical languages, second language, languages other than English, Native American languages, heritage languages, or American Sign Language.
- The American Council on the Teaching of World Languages (ACTFL) Anticipated Outcomes Table (below) illustrates grade-level targets for performance levels based on when students enter the study of the target language.

[127] http://www.azed.gov/hsgraduation/
[128] http://www.ncssfl.org/docs/States%20with%20Foreign%20Language%20Graduation%20Requirements%20-%20%20Revised%202010.pdf
[129] http://www.pewresearch.org/fact-tank/2015/07/13/learning-a-foreign-language-a-must-in-europe-not-so-in-america/
[130] http://studenttravelplanningguide.com/global-trends-in-foreign-language-demand-and-proficiency/



- **What the Department has already done:**
  - In May 2015 the Arizona State Board of Education adopted the World and Native Languages Standards which replaced the Foreign and Native Languages Standards previously adopted in April 1997. Full implementation of these standards is expected for the 2016-2017 school year. The World and Native Languages Standards describe what students should know and be able to do as they study and learn to communicate in languages other than English.
  - Included World and Native Languages as an area within the Department's K-12 Academic Standards Section to build relationships and begin conversations regarding current needs and trends of world and native languages teachers.

Purpose:

- Students will have the opportunity to learn multiple world languages prior to entering the workforce or attending a university or college.
- Many colleges and employers require students to meet minimum world language requirements. Arizona should exceed these requirements and provide greater opportunities for our students.
- Arizona will be at the forefront of educating the most well-rounded, qualified students that can compete in an ever-globalized economy, both here and worldwide.
- Arizona graduates with market-relevant world language skills are a strategic economic asset.

Details of Proposal:

- Provide local education agencies (LEAs) models and examples of classes, courses, and programs across multiple grade levels.
- Provide professional development opportunities and training for teachers of world languages.
    - Work with existing organizations to enhance/increase opportunities for Arizona world and native language educators by providing and/or directing them to appropriate trainings. This could include local chapters of ACTFL, state colleges and/or universities, and other relevant applicable organizations.
- Increase the number of qualified world and native languages teachers in Arizona.
    - Work with Arizona Department of Education (ADE) Teacher Certification program to determine current needs and trends.
    - Work with Arizona Educator Preparation Programs to communicate needs in order to develop a plan to attract highly qualified individuals to this field of study.
- Work with the State Board of Education to initiate rulemaking procedures to increase requirements for high school graduation to include the study of a second language.
- Guidelines for Native American and native language preservation.

Proposal 2: Second Language Graduation Requirement

Students (excluding those that are not English proficient, students with an Individual Education Plan, or are otherwise excluded) complete at least two (2) years of instruction on an approved world language prior to graduation; at least four (4) years of instruction will be offered to students.

Background:

- Currently, there is no statutory requirement for Arizona high school graduates to complete courses in a second language.[131]
- Most states and countries have more stringent second language requirements than Arizona (see table below).
- Many universities require a minimum of two (2) credits of world language for admission.[132]
- Most students in Europe must learn their first world language by the age of 9 and a second world language at some point prior to graduation.[133]
- In 2013, roughly 18% of Americans reported speaking a world language versus 26% of Canadian and 54% of Europeans. Although approximately 91% of high schools offered world languages, only around 30% of students actually enrolled in world language classes.[134]
- **What the Department has already done:**
    - In May 2015 the Arizona State Board of Education adopted the World and Native Languages Standards which replaced the World and Native Languages Standards previously adopted in April 1997. Full implementation of these standards is expected for the 2016-2017 school year. The World and Native Languages Standards describe what students should know and be able to do as they study and learn to communicate in languages other than English.
    - Included World and Native Languages as an area within the K-12 Academic Standards Section to build relationships and begin conversations regarding current needs and trends of world and native languages teachers.

Purpose:

- Students will have the opportunity to learn multiple world languages prior to entering the workforce or attending a university or college.
- Many colleges and employers require students to meet minimum world language requirements. Arizona should exceed these requirements and provide greater opportunities for our students.
- Arizona will be at the forefront of educating the most well-rounded, qualified students that can compete in an ever-globalized economy, both here and worldwide.
- Arizona graduates with market-relevant world language skills are a strategic economic asset.

[131] http://www.azed.gov/hsgraduation/
[132] http://www.ncssfl.org/docs/States%20with%20Foreign%20Language%20Graduation%20Requirements%20-%20%20Revised%202010.pdf
[133] http://www.pewresearch.org/fact-tank/2015/07/13/learning-a-foreign-language-a-must-in-europe-not-so-in-america/
[134] http://studenttravelplanningguide.com/global-trends-in-foreign-language-demand-and-proficiency/

- By allowing for various options in which world languages may be offered (e.g. Mandarin, Spanish, French, German , Diné Bizaad, and other native languages), each school will able to decide which language(s) to provide.

Details of Proposal:

- Recommend to the Arizona State Board of Education to require students (excluding those that are not English proficient, students with an Individual Education Plan, or are otherwise excluded) to complete at least two (2) years of instruction on an approved world language prior to graduation. Students will have the opportunity to take at least four (4) years of instruction in a world language.

- ADE will work with the State Board of Education to initiate rulemaking procedures to increase requirements for high school graduation to include the study of a second language. This recommendation will be implemented with the proposal "Enhance Student Proficiency in World Languages In Lower Grade Levels (after demonstrating proficiency in English)."

- ADE will support LEAs' efforts, especially in lower grade levels, to enhance student proficiency in world languages for all Arizona students. ADE will be providing models and examples of classes, courses, and programs across multiple grade levels, provide professional development opportunities and training for teacher of world and/or native languages.

Proposal 3: Seal of Biliteracy for Proven Multilingual Ability

Establish, in statute, a Seal of Biliteracy program where ADE recognizes students' high-level bilingual proficiency in English and one or more additional languages.

Background:

- As business becomes more globalized the economic benefit of biliteracy will grow in importance.[135]
- Bilingual education contributes to students' cognitive development and the national economy and security.[136]
- California implemented a Seal of Biliteracy program. 66% of employers surveyed in a California study stated that they "would prefer a bilingual employee over a monolingual English speaker, if comparable in other respects."[137]
- Nine (9) states have an official, state-endorsed Seal of Biliteracy program, fourteen (14) states have either implemented the program on some level (pilots) or are in the process of considering state-wide implementation.[138]
- In 2012 alone, approximately 10,000 high school seniors received the California State Seal of Biliteracy.[139]
- Cave Creek Unified School District became the first school district in Arizona to offer a Seal of Biliteracy (41 students).[140]
- At the federal level, an amendment has been proposed to H.R.5 that would establish a grant program to support interested states in implementing or improving their own Seal of Biliteracy programs.[141]

Purpose:

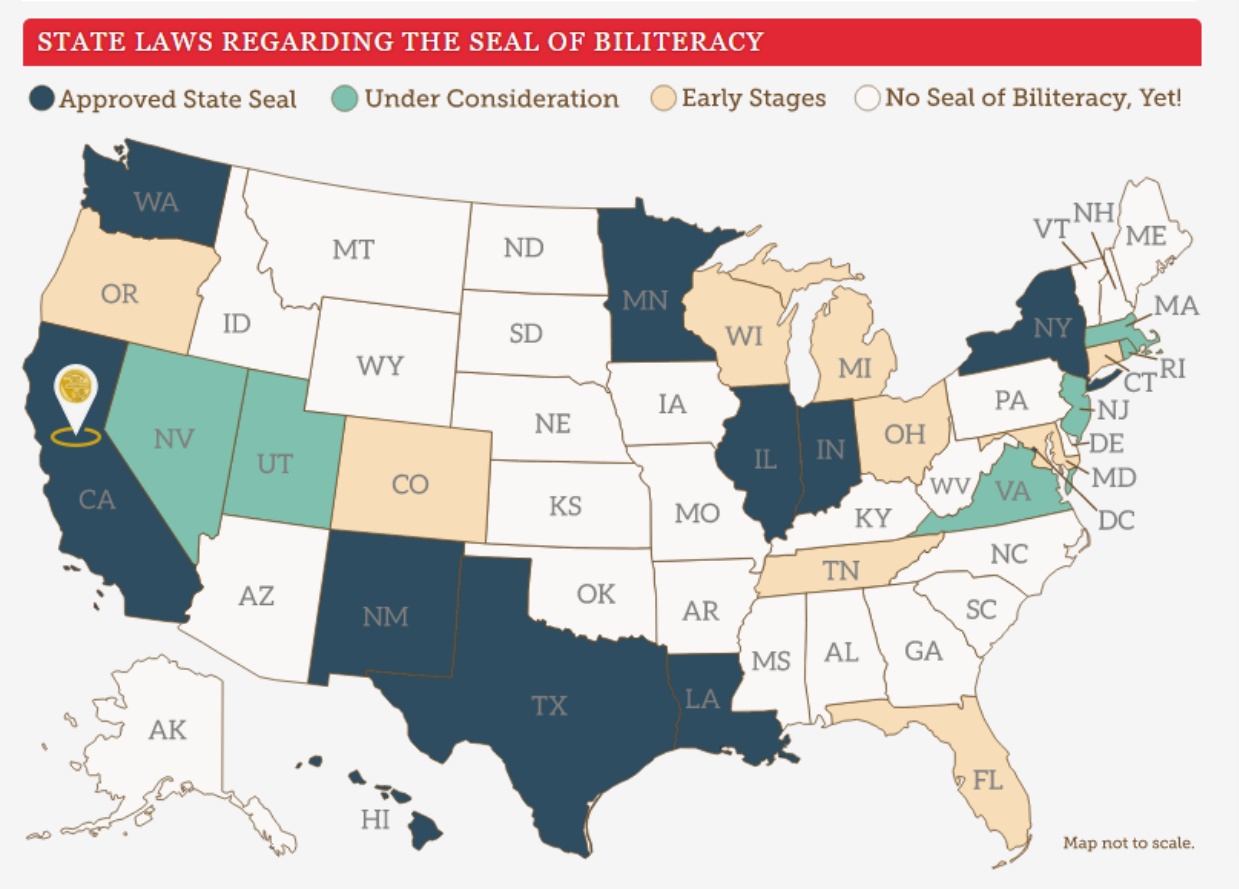
- Recognize individual students for their accomplishment in learning more than one language.

Details of Proposal:

- Propose legislation establishing a Seal of Biliteracy program in the State of Arizona, to recognize student proficiency in speaking, reading, and writing in at least two languages (English and one or more languages).
- The Seal of Biliteracy is an award created by ADE to recognize a student who has attained proficiency in English and one or more other world languages prior to high school graduation. Any high school student who achieves the requisite level of proficiency in English and one or more

[135] http://files.eric.ed.gov/fulltext/EJ796427.pdf
[136] http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf
[137] http://www.calsa.org/wp-content/uploads/2014/10/Value-of-Bilingualism-UCLA.pdf
[138] http://sealofbiliteracy.org/
[139] http://sealofbiliteracy.org/faq
[140] http://azednews.com/2015/07/16/cave-creek-graduates-receive-seal-of-biliteracy-for-spanish-french-and-chinese/
[141] https://www.congress.gov/amendment/114th-congress/house-amendment/55/text

other languages (native, heritage, or homespoken) would qualify for the award. The student should show language proficiency in both social and academic use. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students, whereon a seal is affixed.



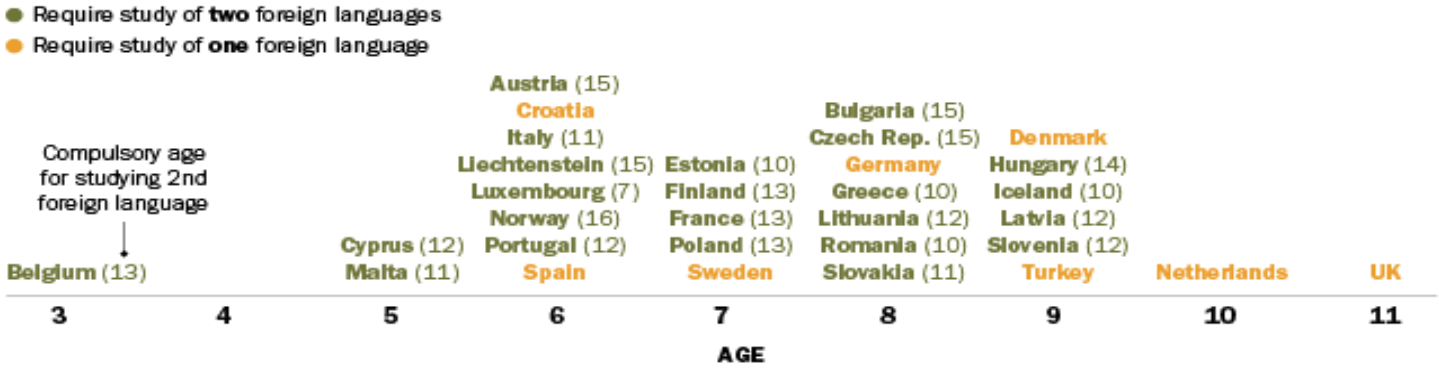
State	World Language Requirement	Comment http://www.ncssfl.org/reports2/view_question_responses.php
Arizona	No	
Arkansas	No	
California	Some	Students must complete one course in visual or performing arts, world language, or commencing with the 2012-13 school year, career technical education (this was a new option for 2012-13 and continued for 2013-14). For the purpose of satisfying the minimum course requirement, a course in American Sign Language is deemed a course in world language.
Colorado	No	Local control state that decision rests with the districts, but there is a one-year requirement recommendation.
Delaware	Yes	For the graduating class of 2015, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including (2) credits in a World Language.
Georgia	No	As of Sept. 2007 the State Board of Education voted to have one diploma for all students. World Languages are not required to receive a diploma from a Georgia high school. However, all students are encouraged to participate in world language courses, and students planning to attend college must take 2 years of one language to meet college admission requirements.
Hawaii	Some	Completion of two credits in the same World Language is one of three options for a two-credit graduation requirement. The other two options are 2 credits in Fine Arts or two credits in Career and Technical Education
Indiana	Some	The Indiana Academic Honors Diploma requires three years of study of one language or two years of study of two different languages. Additionally, new Indiana Core 40 Diploma requirements include five "Flex" credits, one component of this being world language. The Indiana General Assembly made completion of Core 40 a graduation requirement for all students beginning with those who entered high school in the fall of 2007. The legislation includes an opt-out provision for parents who determine their students could receive a greater benefit from the General Diploma. The legislation also made Core 40 a minimum college admission requirement for the state's public four-year universities beginning in the fall of 2011. http://www.doe.in.gov/achievement/curriculum/Indianas-diploma-requirements.
Kansas	No	Not for graduation. Board of Regents Kansas Scholars are required to complete two years of one language to be eligible for state scholarships.
Kentucky	No	• The University of Kentucky revised their Gen Ed admission requirement to include a demonstration of Novice Mid proficiency in another language. • Two years or competency is required for the Commonwealth's pre-college curriculum; three years and an AP course is required for the Commonwealth (Honors) Diploma. In spring, 2006, the State Board of Education approved a capacity building plan, now in progress, to prepare for a future graduation competency requirement of "basic user" level (A2 on the Global Scale; Novice High on the ACTFL Scale).
Louisiana	No	2 years of 1 world language is required for students who receive the state's Tuition Opportunity Awards for university study.
Maine	Yes	See Comments under #1 for the inclusion of world language study as a graduation requirement beginning in 2018.
Maryland	Some	However, students are required to earn one of the following: (a) Two credits of world language or two credits of American Sign Language; (b) Two credits of advanced technology education; or (c) Successfully complete a State- approved career and technology program.
Massachusetts	No	MassCore, accepted by the MA Board of Education in November 2007, recommends a

		comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school. The recommended program of studies includes: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same world language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning. MassCore is a recommendation, not a requirement.
Michigan	Yes	Two credit of the same world language or an equivalent alternative experience are required for students graduating in 2016.
Minnesota	No	World Languages are an elective. All related decisions are local.
Nebraska	No	
New Hampshire	No	
New Jersey	Yes	
New York	Yes	
North Carolina	Yes	The Class of 2013 and beyond will be earning the Future Ready Core diploma which has 6 credits required as electives, 2 of which come from any combination of Arts Education, Career and Technical Education (CTE), or World Languages. The University of North Carolina (UNC) system has a minimum admissions requirement of 2 credits in a language other than English. Middle school students are allowed to take high school world language courses in order to meet high school graduation requirements. The offering at the middle school must meet standards and seat time as required for high school credit. The grade earned at middle school is not factored into high school GPA. World Language Graduation Requirements page: http://seclang.ncwiseowl.org/policy___legislation/foreign_language_graduation_re quirements/
Ohio	No	Students may graduate from high school in Ohio without ever having studied a world language. Students make take world language courses to fulfill an elective requirement. One of many elective options for securing an Ohio Honors Diploma includes taking three consecutive years of one language or two consecutive years each of two different languages (for a total of four years).
Oklahoma	No	Beginning in the 2006-07 school year, the Achieving Classroom Excellence (ACE) Act requires that all students who have not opted out of college preparatory curricular requirements for high school graduation to complete two units of world language or two units of computer technology approved for college admission requirements.
Pennsylvania	No	But PA's 720 High School Reform highly recommends a 2 year graduation requirement of a World Language for ALL students. (140 pilot school districts of 500 school districts are currently participating in this program reform.) Eventually all school districts pending legislation will be part of the 720 Reform. In addition, there are probably at least 200 school districts that require 1 or 2 consecutive years as a graduation requirement of ALL students. In fact, just recently Philadelphia City School District changed their graduation requirements for ALL students from ONE year of a second language to TWO consecutive years.
Rhode Island	No	
South Carolina	Yes	One Carnegie unit is required for college-bound students.
Utah	Some	No, for most students. Yes, for students wanting to receive the Utah Scholars Diploma and some districts now have tier diplomas that require World Language.
Virginia	Some	World language is not required for graduation with a standard diploma, other than the requirement above. Students seeking an Advanced Studies diploma must take three

		years of one language or two years each of two languages.
Washington	Some	World language study (2 years) is required for admission to the state's public 4-year universities. It is also part of the State Board of Education's 24 credits in the Career and College Ready Graduation Requirements framework. However, there is an option for a personalized pathway without World Language.
West Virginia	No	In August of 2008, the West Virginia Higher Education Policy Commission implemented a policy that requires students to complete two credits in the same world language in order to satisfy undergraduate admission requirements for West Virginia public four-year colleges and universities. Although not a direct graduation requirement, students must have completed the two credits in order to fulfill admission policies.
Wisconsin	No	While there is, to date, no state graduation requirement for world langauge study, there are schools and districts within the state that have instituted world language study requirements for graduation.
Wyoming	Some	While there is no Carnegie-Unit requirement for graduation, students must demonstrate proficiency in a second language in order to receive either of the top two endorsements for their graduation diplomas. Districts may define proficiency.

Most Students in Europe Must Study Their First Foreign Language by Age 9 and a Second Foreign Language Later

Compulsory age for studying first foreign language, by country



Note: Pupils in Scotland (a part of the UK) and Ireland are not required to study a foreign language. The German-speaking Community in Belgium studies their first foreign language at age 3 and a second at 13; the Flemish Community does so at ages 10 and 12; and the French Community begins their first foreign language at age 8 or age 10 and are not required to study a second foreign language. In Estonia, pupils must study a *second* foreign language between ages 10 and 12. In Finland, pupils must start learning a foreign language between ages 7 and 9; in Sweden, between ages 7 and 10.
Source: Eurostat

PEW RESEARCH CENTER

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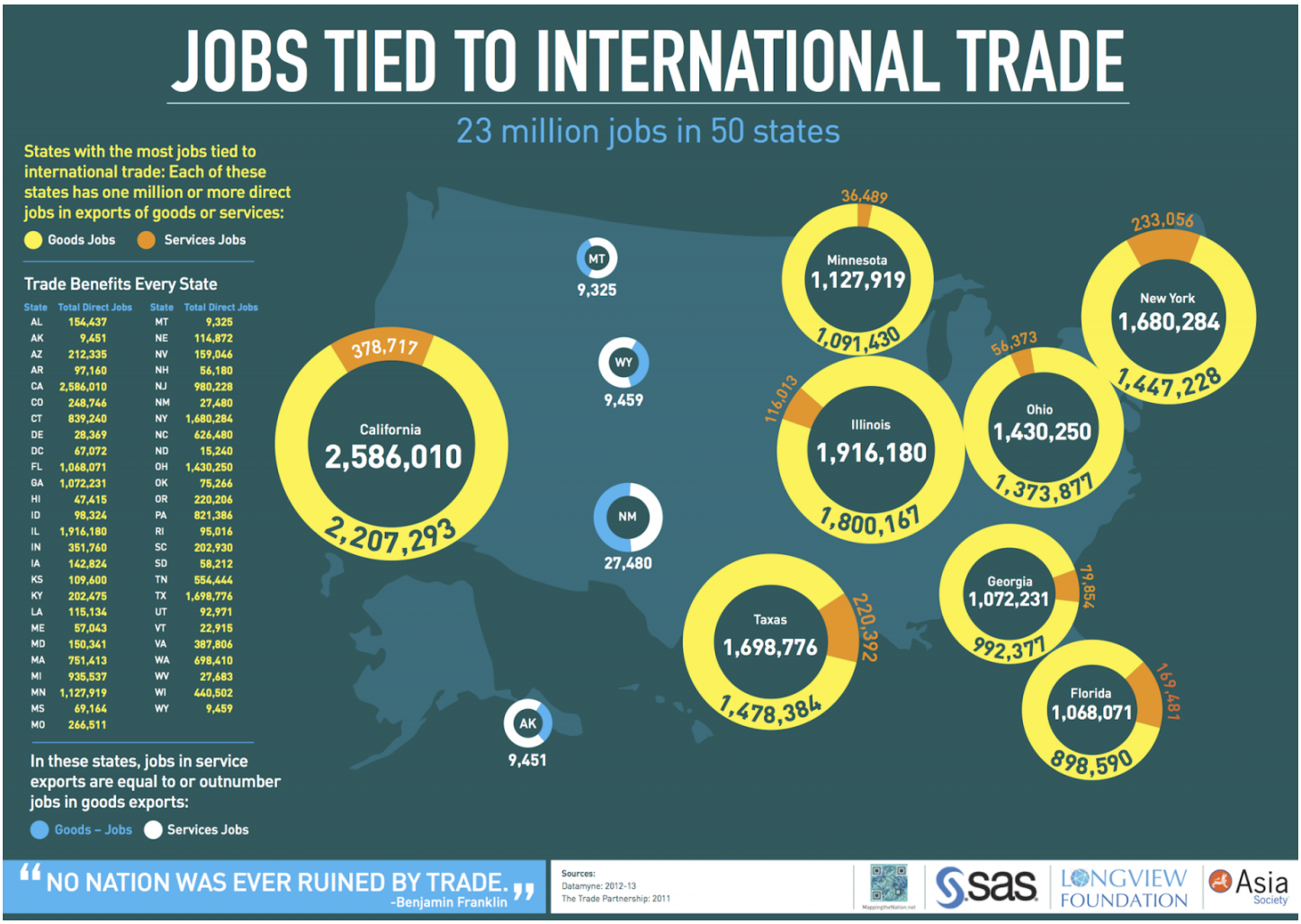
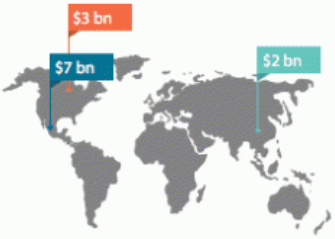


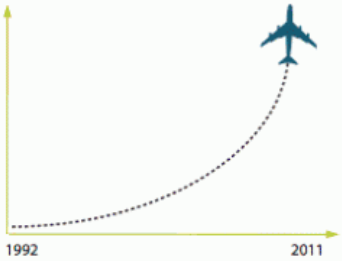
State	Total Direct Jobs	State	Total Direct Jobs
AL	154,437	MT	9,325
AK	9,451	NE	114,872
AZ	212,335	NV	159,046
AR	97,160	NH	56,180
CA	2,586,010	NJ	980,228
CO	248,746	NM	27,480
CT	839,240	NY	1,680,284
DE	28,369	NC	626,480
DC	67,072	ND	15,240
FL	1,068,071	OH	1,430,250
GA	1,072,231	OK	75,266
HI	47,415	OR	220,206
ID	98,324	PA	821,386
IL	1,916,180	RI	95,016
IN	351,760	SC	202,930
IA	142,824	SD	58,212
KS	109,600	TN	554,444
KY	202,475	TX	1,698,776
LA	115,134	UT	92,971
ME	57,043	VT	22,915
MD	150,341	VA	387,806
MA	751,413	WA	698,410
MI	935,537	WV	27,683
MN	1,127,919	WI	440,502
MS	69,164	WY	9,459
MO	266,511		

Global Arizona

How global is Arizona?

Changing demographics and economic opportunities show we're more global than ever.





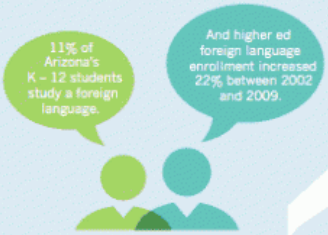
27% speak a language other than English at home
Spanish, Navajo, and Chinese are most commonly spoken.

#16 ranking among U.S. states in exports of services
Mexico, Canada and China are our top export markets.

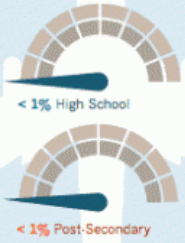
100% increase in jobs tied to international trade
One out of every five jobs in the state is now related to international trade.

How are we preparing students?

Schools can not yet meet community needs and workforce demands.



Twenty-one of the top 25 industrialized countries begin language instruction in elementary school.



Vast majority of Arizona students do not take part in study abroad programs.

"My main concern for the young children of Arizona and the USA as a whole, is that we are not equipping them with the educational tools necessary for them to be successful going forward."

– Craig Barrett
Retired CEO of Intel Corporation
Chairman of Arizona Ready Education Council

How do we plan for the future?

Visit our website
- Access one million data points
- Map it by county or state
- MappingtheNation.net

Connect locally
- Find partners
- Access resources

Make your case
- Use the toolkit
- Share your ideas

MAPPING THE NATION: LINKING LOCAL TO GLOBAL
a project from

Asia Society Partnership for Global Learning

LONGVIEW FOUNDATION

sas

Sources: American Community Survey 2007 - 2011; The American Council on the Teaching of Foreign Languages; Business Round Table / Trade Partnership; Committee on Economic Development; Datamyne; Modern Language Association; NAFSA: Association of International Educators; U.S. Bureau of Economic Analysis.

Return Arizona to Its People

"Nearly half of land in Arizona is owned by the federal government. Unfortunately, when the western states were set up the federal government confiscated large portions of the states. While land preservation and public parks are very important, huge tracts of land lie fallow which can be either sold and the proceeds go to the corpus of the state land trust or leased and the revenues go to the land trust. There is absolutely no reason to waste all of this land when it could be providing critical revenues for Arizona education."

-Arizona Superintendent of Public Instruction Diane Douglas

Request the transfer of title of federal lands, contained within the borders of the state of Arizona—excluding existing national parks, congressionally designated wilderness areas, Indian reservations and military installations—to the state of Arizona.

Background:

- In 1912, at the time of Arizona's Enabling Act, the course and practice of the United States Congress with all prior states admitted to the Union was to fully dispose, within a reasonable time, of all lands within the boundaries of such states, except for those Indian lands, or lands otherwise expressly reserved to the exclusive jurisdiction of the United States.
- The federal government currently owns approximately 48.1%;[142] private ownership accounts for only about 18%,[143] while the state of Arizona owns the rest of the land contained within the borders of the state of Arizona.
    - **If Arizona receives all of this land, we could conceivably double the amount of revenue and the value of the state land trust.**
- The federal government earns approximately 73 cents for every dollar of federal land it manages. In contrast, lands managed by four western states' land trusts–Montana, Idaho, New Mexico, and Arizona–earned an impressive $14.51 for every dollar spent between 2009-2013.[144] From 2009 to 2013, Arizona received about $50 million dollars a year from a federal land base that occupied about 42% of the state. During this time, state trust lands returned approximately $106 million per year to designated beneficiaries from a land base that occupied about 13% of the state.[145]
- Arizona currently receives approximately $32 million per year from the Federal government to help offset losses in property taxes due to non-taxable Federal lands within their boundaries.[146]
- Petition for disposal of public lands. In 1828, Illinois, Indiana, Missouri, Arkansas, Louisiana, Mississippi, and Alabama, all recently admitted states, petitioned the federal government for disposal of public lands, and after some court battling, received them.[147]
- Hawaii's 1959 enabling act put public lands into state ownership; Hawaii's lands are now less than 1% federally controlled.

[142] http://www.nytimes.com/interactive/2012/03/23/us/western-land-owned-by-the-federal-government.html?_r=0
[143] http://www.azcentral.com/story/news/politics/fact-check/2015/04/13/fact-check-gosar-correct-private-land-arizona/25740527/
[144] http://stewart.house.gov/sites/stewart.house.gov/files/Elwood%20Miller%20testimony-final.pdf
[145] https://www.nbc.gov/pilt/states-new.cfm?fiscal_yr=2015
[146] http://www.alaskajournal.com/Alaska-Journal-of-Commerce/January-Issue-3-2015/Utah-based-group-pushing-to-transfer-federal-land-to-states/
[147] http://www.alaskajournal.com/Alaska-Journal-of-Commerce/January-Issue-3-2015/Utah-based-group-pushing-to-transfer-federal-land-to-states/

- The Southern Nevada Public Land Management Act (SNPLMA), which became law in 1998, allows the Bureau of Land Management to sell public land within a specific boundary around Las Vegas, Nevada, with proceeds then made available to certain types of projects like the State of Nevada General Education Fund.[148]
- HB2658, which creates a transfer of federal lands study committee, was signed into law in Arizona in 2015. It requires the committee to examine processes to transfer, manage and dispose of federal lands in Arizona and must submit a report by January 1, 2020.[149]
- HCM2005, also signed in 2015, urges the federal government to dispose of public lands within the borders of Arizona to the state by no later than December 31, 2019 as well as urges Congress to communicate and consult with the state regarding that disposal.[150]

Purpose:

- Increase revenue used to fund education and support schools throughout Arizona.
- Improves public access for all people including sportsmen, tourists, recreational users, subsistence and sustenance activities and emergency personnel.
- Increases local involvement and accountability in maintaining the land.
- Preserves local customs and culture, and protects important wild, scenic and economic resources.

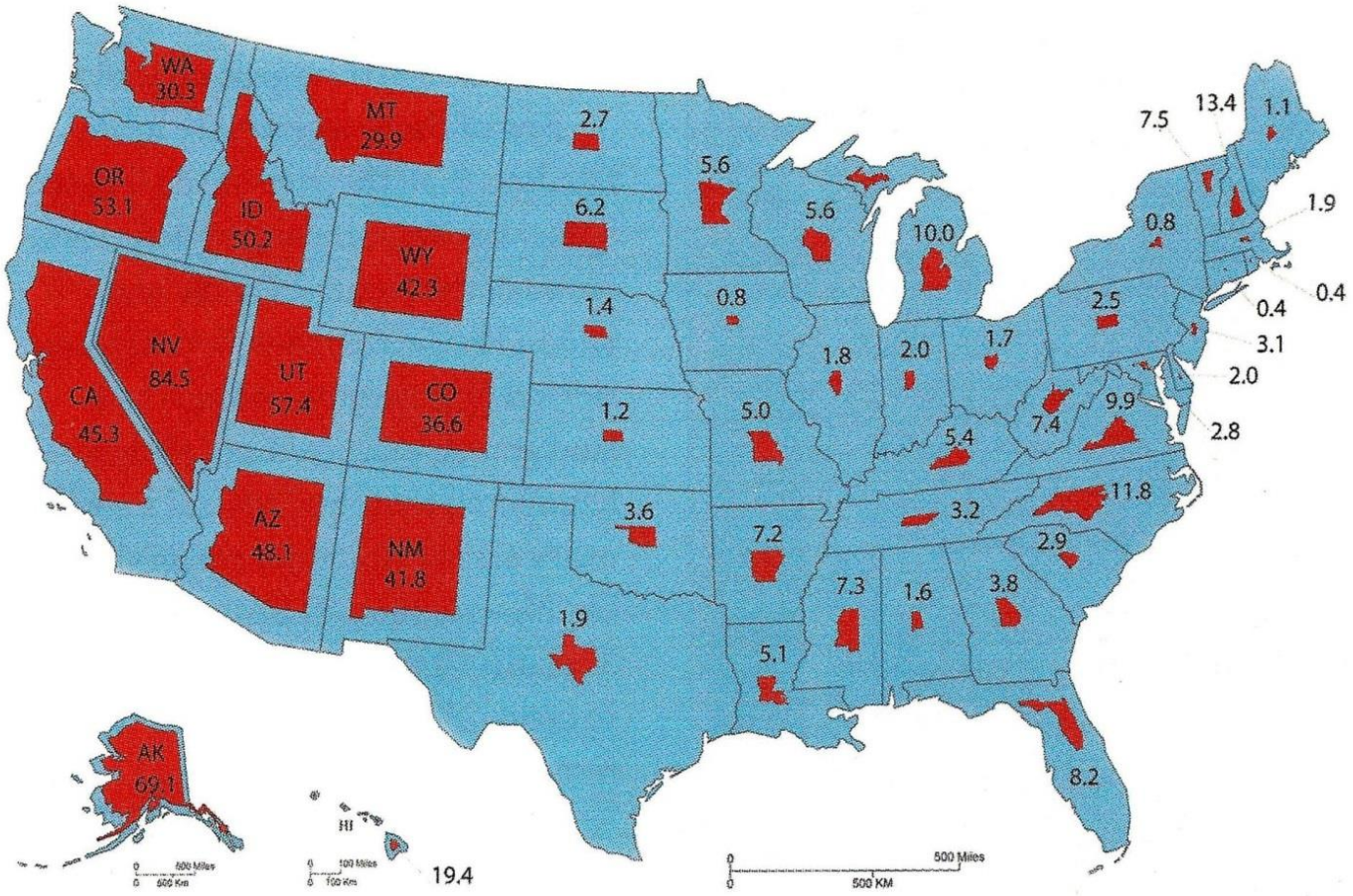
Details of Proposal:

Work with Congressional members from each of the western states to transfer title to all federal lands, contained within the borders of the state of Arizona—excluding existing national parks, congressionally designated wilderness areas, Indian reservations and military installations—to the state of Arizona. Arizona is currently unable to take advantage of the numerous economic benefits from currently-held federal land within its borders. When this land is transferred back to the state, Arizonans can determine how to more effectively leverage the land's value and better fund education.

[148] http://www.alaskajournal.com/Alaska-Journal-of-Commerce/January-Issue-3-2015/Utah-based-group-pushing-to-transfer-federal-land-to-states/
[149] http://www.azsba.org/wp-content/uploads/2015/05/2015-Wrap-Up-Brief.pdf
[150] *Id.*

WHO OWNS THE WEST?

Federal Land as a Percentage of Total State Land Area



Data source: U.S. General Services Administrataion, *Federal Real Property Profile 2004,* excludes trust properties.

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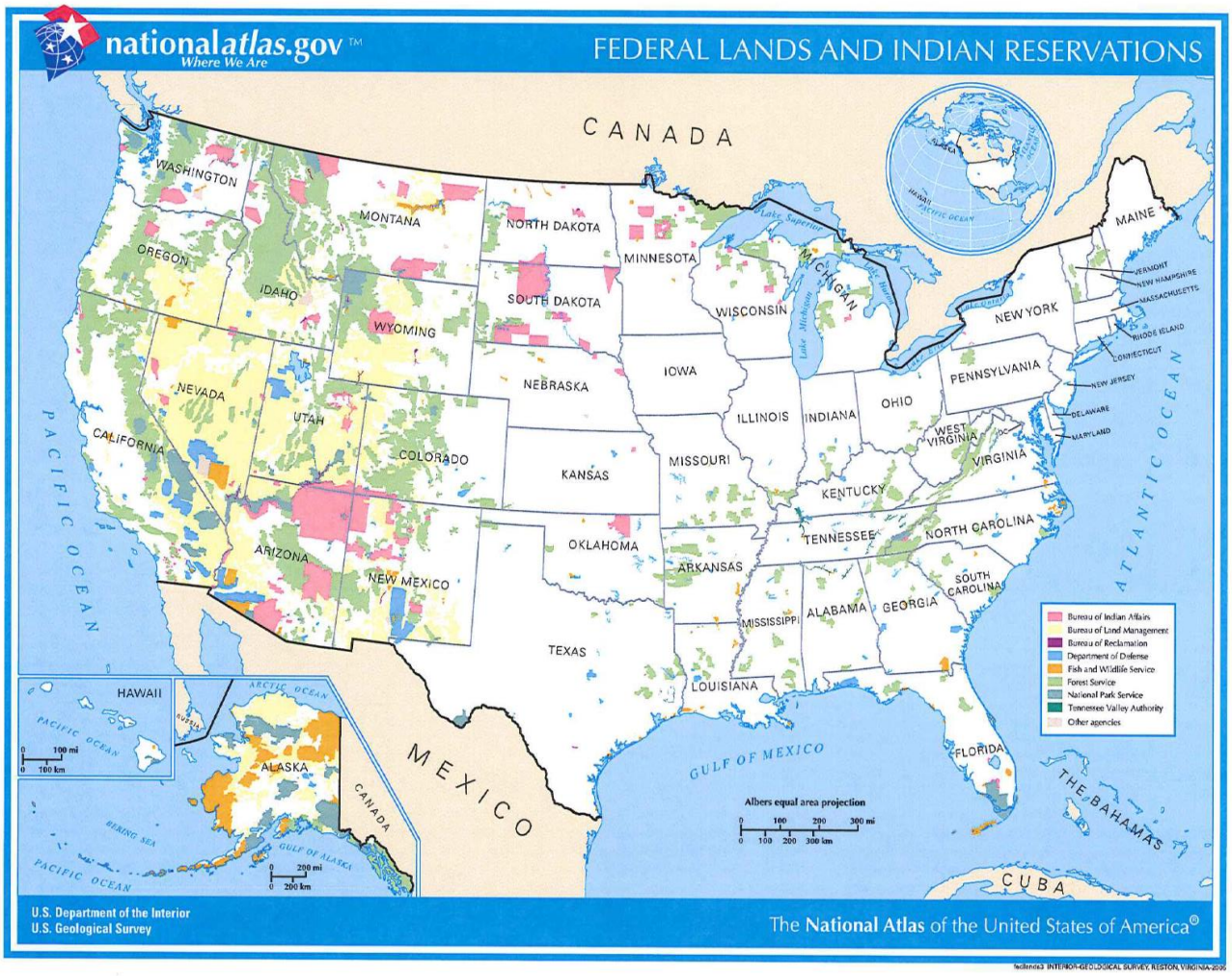


Data Source: U.S. Geological Survey

Seek Federal Funding and Assistance for Unaccompanied Minors

"Many children from Central America recently came to the United States illegally and were detained at the border in military facilities and hotels by the federal government, then dropped off in unmarked planes and buses across the country. This illegal act by the federal government has created a financial and humanitarian problem in Arizona.

"While I vehemently disagree with the actions of the federal government, my focus has to be on helping these children. These children are in an unfamiliar country with at best a distant relative, they faced a traumatic journey to get here, and some of their fellow English Language Learner students ostracize them as a Central American instead of a North American immigrant. They are likely afraid to seek health care or counseling or to complain at school for fear that they will be deported and face a return trip as brutal as the one they took to get here.

"These are children. They need our help. I will seek funding and assistance from the federal government to identify LEAs where these children were placed and provide the help both the LEAs and the children need to survive, thrive, and be educated."

- Arizona Superintendent of Public Instruction Diane Douglas

Seek federal financial assistance in educating and providing counseling and health screenings for undocumented students who arrived from Central America and randomly dropped off around the state of Arizona by the federal government.

Background:

- Under Federal law, states and local educational agencies are obligated to provide all children – regardless of legal immigration status – with equal access to public education at the elementary and secondary level. This includes children, such as unaccompanied children, who may be involved in immigration deportation proceedings, while residing in local communities with a parent, family member, or other appropriate adult sponsor.[151]
- As of July 17, 2015, approximately 427 unaccompanied immigrant children were apprehended by immigration authorities and placed with sponsors in FY14 and FY15 according to official reports.[152] However, others believe the numbers were well over 50,000 and video smuggled out of detention centers, and the size of the detention centers, support the much higher estimates.
- The figures also do not include children that were apprehended, given a court date and released without supervision.

[151] http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf
[152] http://www.acf.hhs.gov/programs/orr/programs/ucs/state-by-state-uc-placed-sponsors

- Upon being apprehended by the federal government, while students are in the custody of Health and Human Services (HHS) at HHS shelters, they are not enrolled in the local school systems. When students are released to an appropriate sponsor, typically a parent, relative or family member, or other adult sponsor, while awaiting immigration proceedings, they have a right – just like other children living in their community – to enroll in local schools regardless of their or their parents' actual or perceived immigration or citizenship status.[153] Arizona law requires children to attend school up to age sixteen (16) or complete 10th grade.[154]

Purpose:

- Many undocumented students were placed within the state, by the federal government, after entering the United States through other states. Federal funding to educate these students currently attending Arizona schools will help offset the cost to Arizona. It is blatantly unfair for Arizona communities to unexpectedly receive and pay local taxes for decisions made by the federal government not to enforce immigration policy.
- Educating these students is an increased financial burden for Arizona, its schools, and its taxpayers when Arizona is already facing significant education funding issues.
- Many of these children our traumatized, isolated and in need of services but afraid to access them.

Details of Proposal:

- Work with Congressional delegates to secure additional funding to educate undocumented students who are currently attending schools in Arizona.
- Work with LEAs to identify students in need of services.
- Organize a team within ADE to provide support to LEAs that received Central American undocumented and unaccompanied children.
- Partner with community support organizations to assist LEAs where possible with non-educational needs of these children.
- Work with the Congressional delegation to reverse the federal policy to drop off unaccompanied, undocumented children.

[153] http://www2.ed.gov/policy/rights/guid/unaccompanied-children.html
[154] A.R.S § 15-802

Southwest Border Unaccompanied Alien Children (0-17 yr old) Apprehensions

Comparisons below reflect Fiscal Year 2015 to date (October 1, 2014 - August 31, 2015) compared to the same time period for Fiscal Year 2014.

Sector	Fiscal Year 2014	Fiscal Year 2015	% Change
Big Bend Sector	244	656	169%
Del Rio Sector	3,147	2,023	-36%
El Centro Sector	612	596	-3%
El Paso Sector	945	1,454	54%
Laredo Sector	3,627	2,233	-38%
Rio Grande Sector	48,468	21,136	-56%
San Diego Sector	875	987	13%
Tucson Sector	7,869	5,501	-30%
Yuma Sector	328	908	177%
Southwest Border Total	66,115	35,494	-46%

Southwest Border Family Unit Apprehensions*

Comparisons below reflect Fiscal Year 2015 to date (October 1, 2014 - August 31, 2015) compared to the same time period for Fiscal Year 2014.

Sector	Fiscal Year 2014	Fiscal Year 2015	% Change
Big Bend Sector	165	579	251%
Del Rio Sector	4,838	1,854	-62%
El Centro Sector	592	580	-2%
El Paso Sector	530	1,011	91%
Laredo Sector	3,486	1,185	-66%
Rio Grande Sector	50,622	23,863	-53%
San Diego Sector	1,617	1,449	-10%
Tucson Sector	3,668	2,603	-29%
Yuma Sector	626	1441	130%
Southwest Border Total	66,144	34,565	-48%

*Note: (Family Unit represents the number of individuals (either a child under 18 years old, parent or legal guardian) apprehended with a family member by the U.S. Border Patrol.)

Unaccompanied Alien Children Encountered by Fiscal Year
Fiscal Years 2009-2014; Fiscal Year 2015 to date (October 1, 2014 - August 31, 2015)

Country	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
El Salvador	1,221	1,910	1,394	3,314	5,990	16,404	7,956
Guatemala	1,115	1,517	1,565	3,835	8,068	17,057	12,231
Honduras	968	1,017	974	2,997	6,747	18,244	4,680
Mexico	16,114	13,724	11,768	13,974	17,240	15,634	10,121

Family Unit Apprehensions Encountered by Fiscal Year*
Fiscal Year 2015 to date (October 1, 2014 - August 31, 2015)

Country	FY 2015
El Salvador	9,075
Guatemala	11,259
Honduras	9,276
Mexico	3,903

***Note:** (Family Unit represents the number of individuals (either a child under 18 years old, parent or legal guardian) apprehended with a family member by the U.S. Border Patrol.)

The state of Arizona is deemed "Tucson Sector" for the charts above.

(Source: https://www.cbp.gov/newsroom/stats/southwest-border-unaccompanied-children)

Reduce Administrative Burdens on LEAs

"Over time, Arizona's education code and its associated bureaucracy have grown, although not commensurate with student achievement or success. In many cases, no one can remember why regulations were included in statute in the first place. It's time to make Arizona's education code shorter, not longer."

- *Arizona Superintendent of Public Instruction Diane Douglas*

Invite an independent group of education and legal to annually develop and propose legislative changes to reduce unnecessary burdens and outdated statutory provisions in Title 15.

Background:

- Excessive and burdensome regulation of education takes the focus away from educating students and imposes unnecessary hurdles for schools, educators, and administrators.
- Many statutes in Title 15 are ineffective, outdated, or no longer relevant today.
- Superintendent Douglas created the Title 15 Working Group as a team of public volunteers. None of the members are lobbyists or Arizona Department of Education (ADE) employees and they all have diverse expertise and knowledge in Arizona's K-12 education system.
- Members include school superintendents, human resources personnel, business managers, parents, a teacher and other education stakeholders who are impacted daily by the statutes.
- Title 15 Working Group Members for 2015 were announced in June of 2015. The following are the members of the Working Group:
    - **Ernest Calderón (Chairman)** - President Emeritus of the Arizona Board of Regents & Partner in Ridenour, Hienton & Lewis law firm providing expertise in education law (Policy Representative).
    - **Kevin Hegarty (Vice Chairman)** - Executive Director of Business and Operations at Laveen Elementary School District (Business Operations Representative).
    - **Dr. Erica Havaty** - Director of Student Services focusing on transforming the special education program at Isaac School District (Special Education Representative).
    - **Jeremy Calles** - CFO at Kyrene Elementary School District (School Finance Representative).
    - **Jeanne Casteen** - Member of Creighton School District Governing Board & current teacher at North High School (Teacher & School Board Member Representative).
    - **April Hamilton** - Associate attorney at Ridenour, Hienton & Lewis law firm practicing in the area of education law (Policy Representative).
    - **Ricardo Hernandez** - Deputy County School Superintendent and CFO at the Office of the Pima County School Superintendent (County Representative).
    - **Todd Jaeger** - Associate Superintendent and General Counsel and Executive Director of Human Resources at Amphitheater Unified School District (Support Services Representative).
    - **Jody Johnson** - Founder & CEO of Pointe Charter Schools (Charter School Representative).

- **Dr. Quinn Kellis** - Superintendent of Madison School District (Superintendent Representative).
- **Bill Maas** - Retired Associate Superintendent of Fiscal Services for Deer Valley Unified School District (Superintendent Representative).
- **Dr. David Peterson** - Superintendent of Scottsdale Unified School District (Superintendent Representative).
- **Thomas Pickrell** - General Counsel for Mesa Public Schools (Large District & Legal Representative).
- **Jennifer Reynolds** - Parent of four school aged children (Parent Representative).
- **Carol Weekly** - Director of Child Nutrition at Queen Creek Unified School District (Health & Nutrition Representative).
- **Travis Zander** - CFO at Agua Fria Union High School District (High School & School Finance Representative).

Purpose:

- Free up time, money and other resources for public schools throughout the state.
- Direct education dollars where they are intended, for students, by removing unnecessary burdens which force local education agencies to use vital educational funding for administrative costs.
- Remove unnecessary, inefficient, and antiquated statutory language that is not otherwise required and does little to increase student achievement or improve accountability.

Details of Proposal:

- The Title 15 Working Group will meet annually during the summer and fall and will present proposed legislative changes to Superintendent Douglas before the start of each legislative session.
- Legislation will be proposed to reflect the Working Group's recommendations.

Provide Enhanced Service to Rural Areas

"Currently, ADE staff are almost exclusively located in downtown Phoenix, with a few employees in Tucson and Flagstaff. It's important that ADE brings services to rural areas whenever possible. We are not the state of Maricopa and as a service agency we will provide onsite assistance throughout the state."

- Arizona Superintendent of Public Instruction Diane Douglas

Partner with rural districts in efforts to locate available space to place Arizona Department of Education (ADE) staff on-site in order to deliver direct services to the region, including, but not limited to certification, teacher and instructional support, guidance on federal programs and financial reporting.

Background:

- In July 2015, Superintendent Douglas responded to comments on the "We Are Listening Tour" about the lack of certification assistance in the Northern Arizona, by placing an additional certification staff at ADE's Flagstaff office. This new position primarily supports current and prospective teachers in the Northern Arizona region with completion of certification requirements.
- Superintendent Douglas will travel frequently around the entire state to hear the unique needs of each area. Superintendent Douglas will continue to do the "We Are Listening Tour," and the "We Heard You Tour" in addition to school site visits, time permitting.
- Rural districts in Arizona frequently require services from ADE that would be better served by a local representative that best understands the needs within the rural community.
- The current lack of access to ADE staff with specialized knowledge of unique rural needs has created a need for local representatives to provide services to those locales servicing rural areas.
- By allocating staff where they are needed in rural areas, ADE staff will not be required to spend as much time traveling and can instead focus more of their efforts on addressing concerns of the education communities.
- New teachers and those renewing their certification currently have to drive to Phoenix. This commute creates an undue burden to teachers by the adverse imposition of commuter cost and increases travel safety. Unfortunately, the teachers driving the farthest are often the least compensated and educate some of the most challenging student population.

Purpose:

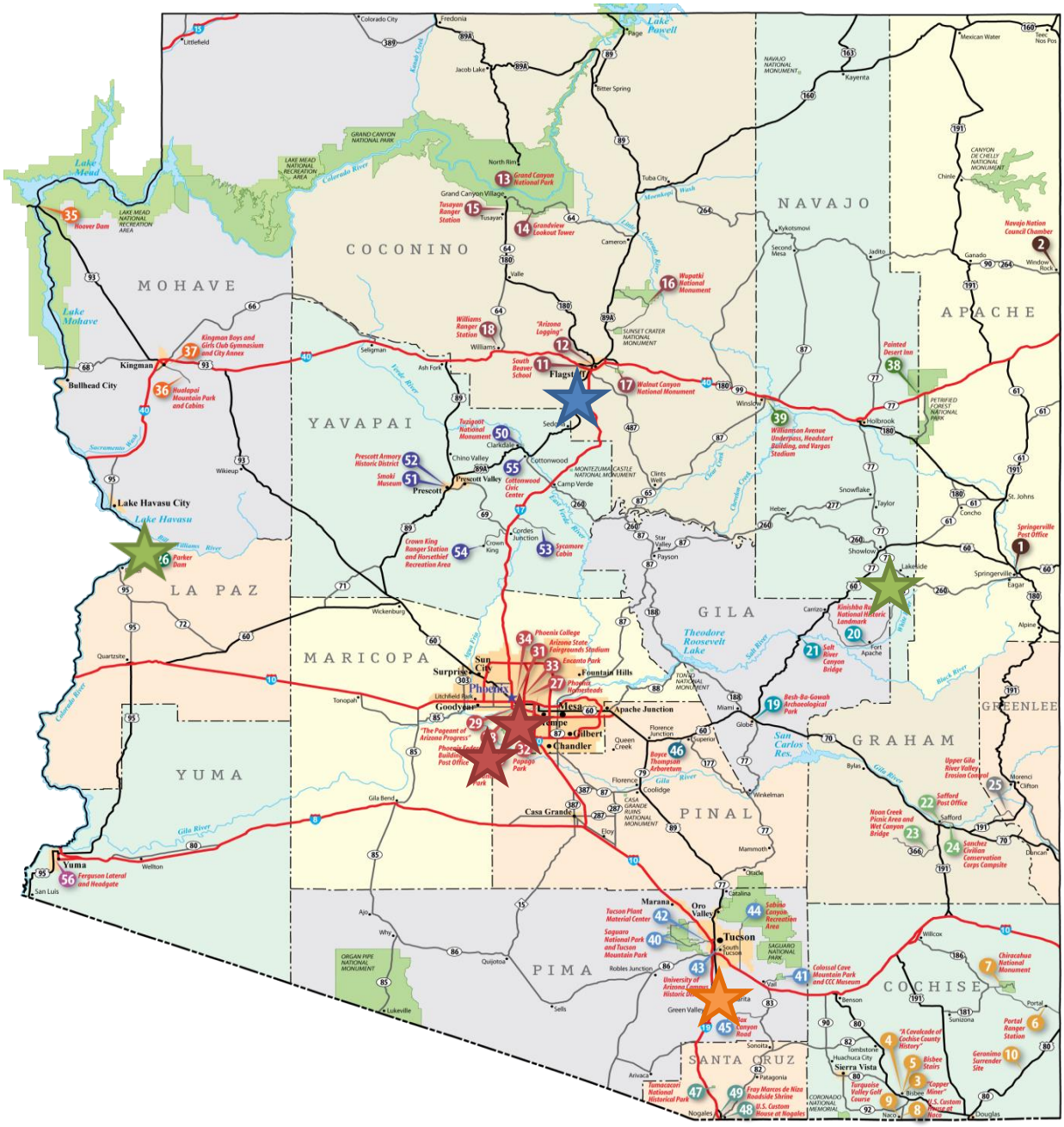
- Provide direct on-site services and support to rural areas that lack of access to ADE's main offices. The lack of access has created a need for increased ADE representation throughout the state. This proposal will reduce travel time and cost so that Arizona's rural teaching staff can be used productively in continuing to assist schools.

Details of Proposal:

- ADE will work with LEAs to place staff in district offices throughout the state, focusing primarily on rural areas, with the intent of providing increased services and access to resources that best meet the needs of the community. As current staff positions become vacant, candidates from these rural locales will fill positions in these areas, therefore imposing no additional cost and positions will be filled through attrition.

- ADE will ask LEAs for on-site work space rather than leasing or purchasing additional office space. Through this approach ADE can implement the program with little or no cost.

AZ Kids Can't Afford to Wait! 2015



- **Possible New Locations for Satellite Sites**
- **Current Phoenix ADE Sites**
- **Current Tuscon ADE Site**
- **Current Flagstaff ADE Site**

Create an ADE Enterprise Fund

"ADE's IT division was recognized as a Top 100 IT department worldwide by CIO Magazine for 2015. Our division was the only award winner in Arizona. Our IT director was recognized as a Premier 100 Chief Information Officer worldwide by Computer World for 2014. This award winning division continually develops innovative systems which are models for other states and cutting edge development. ADE receives frequent inquiries from other states and vendors asking to purchase or buy licensing agreements for these products. We are leaving money on the table if we do not create an Enterprise Fund to sell these programs and use the money for education in Arizona."

- Arizona Superintendent of Public Instruction Diane Douglas

Authorize the Arizona Department of Education (ADE) to sell licensing and information products and deposit the money into an Enterprise Fund. The Enterprise Fund revenues can be used to offset development costs and to develop new programs to benefit Arizona students and teachers.

Background:

- Other states and some countries need the same types of programs that we do in Arizona.
- Unlike those other states and countries, Arizona's outstanding Information Technology (IT) team has actually produced programs that work. Some states have received millions more than Arizona to develop their programs and systems that have failed and recognize the benefit to purchase our working programs.
- ADE anticipates always being ahead of other states in IT development. As a result, creating an Enterprise Fund will create a steady stream of income to offset and enrich our own development costs.
- If we do not continue to have revenue to develop these programs and maintain our IT staff at current levels, then Arizona will forever lose this uniquely qualified division.
- Arizona needs sustainable revenue to support maintenance of these new products and systems. Aside from poor design, lack of maintenance is the primary reason that the previous system, the Student Accountability Information System (SAIS), has problems and is now being entirely replaced; Arizona's education system can't afford to let that happen again.

Purpose:

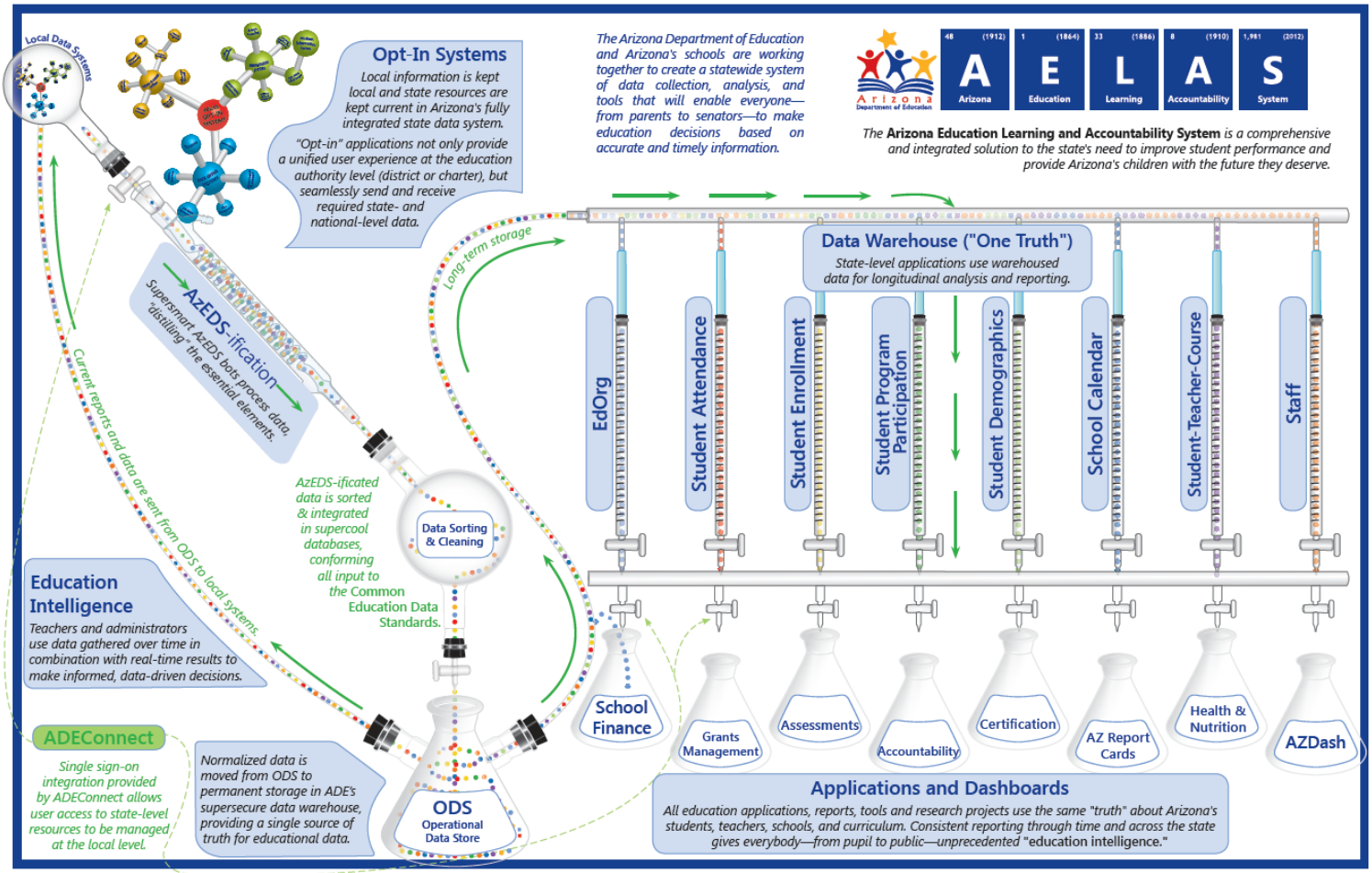
- Provide revenues to better sustain and make important improvements to the IT functionalities necessary for an effective system that properly supports Arizona's education, dissimilar to Arizona's previous system.
- Aid other states in finding an efficient and cost-effective way to implement their own systems, while generating revenue for the state of Arizona.

AZ Kids Can't Afford to Wait! 2015

Details of Proposal:

- Sell licensing and information products and deposit the money into an Enterprise Fund. The Enterprise Fund revenues can be used to offset development costs and to develop new programs to benefit Arizona students and teachers.

- ADE has multiple licenses and products that are in high demand:
  - Arizona Education Learning Accountability System (AELAS);
  - Event Management System (EMS);
  - Content Management System (CMS);
  - AZDash, dashboard technology for teachers, principals, superintendents, and school board members; and
  - Future projects, such as formative testing applications.
- ADE created AELAS as its comprehensive technology initiative to provide all levels of the educational community with the tools and data necessary to support education transformation, academic growth and accountability while dramatically reducing costs.



Optimize State Level Learning Management Systems

"We need to increase students' abilities to learn, whether in the classroom, or at home. Accessibility is one of the keys to providing an excellent education for our children, and Arizona deserves a cost-effective system to provide quality education and resources to its teachers."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

1) Learning Management Systems (LMS) K-12 Student Learning Pilot through Distance Learning
2) Learning Management Systems Online Professional Learning Opportunities

Proposal 1: LMS K-12 Student Learning Pilot (Distance Learning)

Arizona Department of Education (ADE) proposes to create a pilot program for Local Education Agencies (LEAs) to participate in the new ADE Learning Management System (LMS) by providing K-12 online student learning opportunities.

Background:

- Distance learning provides critical and expanded educational opportunities for students to access high-quality instruction.
- Online learning opportunities and the use of open educational resources and other technologies increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time.[155]
- Arizona educators provided feedback to the ADE on the development of the Arizona Education Learning and Accountability System (AELAS). During that input process, educators expressed interest in the lack of access to systems that support distance student learning and professional development opportunities to meet high local need and demand. Out of all of the comments, this was one of the highest rated systems in terms of need.[156]
- It has been difficult for LEAs to procure its own learning management system. This is due largely in part of procurement costs, initial set up and implementation, and annual licensure costs. The difficulty is exacerbated for smaller LEAs, which reduces their ability to effectively negotiate with LMS vendors.
- ADE procured an LMS, leveraging the buying and negotiating power of the state. This LMS has the capacity to support both K-12 student learning and professional learning. The LMS is powered by Blackboard Learn™ and Blackboard Collaborate™.[157]

Purpose:

- The LMS K-12 pilot program provides industry-leading online learning tools for qualified systems at significant cost savings.

Details of Proposal:

Offer a pilot program for LEAs to utilize ADE's new LMS.

[155] http://www.ed.gov/oii-news/use-technology-teaching-and-learning
[156] http://www.azed.gov/aelas/files/2013/10/aelas-business-case-v1.5.pdf
[157] http://www.blackboard.com/news-and-events/press-releases.aspx?releaseid=122725

AZ Kids Can't Afford to Wait! 2015

Digital natives and their parents expect education to be engaging, personalized, and to reflect the 21st century. With Blackboard's innovative classroom solution, you are poised to deliver blended and online learning programs that have a powerful effect on student achievement.

COMPREHENSIVE SET OF TEACHING & LEARNING TOOLS, INCLUDING:

- Education's most popular online learning & collaboration tools
- Tight integration with digital curriculum and open educational resources
- Time saving features like automated grading and integrated lesson plans

K-12 ONLINE LEARNING & COLLABORATION

Powered by Blackboard, the system allows educators to create, deliver, and track powerful instructional activities and courses for students.

FEATURES

- Create full online courses—or blended learning activities for traditional classes
- Deliver rich, media-based content such as videos, wikis, chat rooms, etc.
- Support all phases of instruction, assignments, and assessment
- Track student progress
- Support student self-management

STUDENT BENEFITS

- Greater learning flexibility
- Individualized learning opportunities
- Expanded access to courses
- Effective blended learning strategies
- Increased teacher/student communication
- Greater student collaboration

ADMINISTRATORS—Access reports to measure progress and success of courses.

TEACHERS—Create stand-alone, online courses or supplements to your existing courses.

STUDENTS—Learn anytime, anywhere via computer or mobile devices.

CALL: **866.577.9636 OPTION "2"**
EMAIL: **AELAS@AZED.GOV**
VISIT: **WWW.AZED.GOV/AELAS**

Arizona Department of Education

AELAS

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ARIZONA DEPARTMENT of EDUCATION

Core Benefits & Supporting Features

EMPOWERING K-12 ONLINE LEARNING & COLLABORATION

TEACHER EFFICIENCY
- Simple Content Creation
- Calendars, Announcements and Date Management
- Grade Center with Automated Regrading
- Professional Development for Teachers, including
  - "Five Ways to Blend Your Class With Blackboard"
  - "Getting Started with Blackboard"

PERSONALIZED & SOCIAL LEARNING
- Digital Badges & Achievements
- Gradeable wikis, blogs, journals, & discussions
- Mobile learning and collaboration tools
- Web conferencing

DIGITAL CONTENT
- Mashups with Video Everywhere
- Portfolios and Content Collection
- xpLor: Cloud based global cross-platform learning object repository

COMPETENCY BASED LEARNING & ARIZONA STANDARDS
- State & Next Generation Science Standards
- Standards Alignment and Visibility
- Content Alignment Reporting
- Student and Class Performance Reporting

AUTHENTIC ASSESSMENT
- Assessment Engine
- Question Reuse and Randomization
- Interactive Rubrics
- Gradeable wikis, blogs, journals, discussions, & web conferencing
- Plagiarism Protection

ANALYTICS
- Class Activity Report
- Student and Class Performance Reporting
- Item Analysis
- Retention Center

Ways to use Blackboard

NEW MODELS OF LEARNING
- Blended Learning
- 1:1 or BYOD
- Flipped Classrooms
- Online Classes/Virtual School
- Personalized Learning
- Education Continuity

COMPETENCY BASED LEARNING
- Digital Curriculum & Multimedia
- Standards alignment & reporting
- Standards aligned rubrics

EVALUATION
- Standards Proficiency Reporting
- Formative Assessment
- Automated Grading
- Learner Achievement Reporting

70% of teens ages 13-17 **own a smartphone**[2]

8-18 year-olds consume **10+ hours of media** content daily[1]

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Arizona Department of Education

AELAS

Proposal 2: LMS Professional Learning

Allow LEAs to participate in ADE's LMS to provide online professional learning opportunities.

Background:

- Distance learning provides critical, expanded educational opportunities for educators to access professional learning on demand to help build their capacity to effectively support student learning and growth.
- Arizona educators provided feedback to the ADE on development of the Arizona Education Learning and Accountability System (AELAS). During that input process, educators expressed interest in access to systems which support distance student learning and professional development to meet high local need and demand. Out of all of the comments, this was one of the highest rated systems in terms of need.[158]
- Currently, it is difficult for a LEA to procure its own LMS. This is largely in part due to the costs of procurement, initial set up and implementation, and yearly licensing costs. This becomes an exacerbation for smaller LEAs, which thereby reduces their ability to effectively negotiate with LMS vendors.
- ADE procured an LMS, leveraging the buying and negotiating power of the state. This LMS has the capacity to support both K-12 student learning and professional learning. The LMS is powered by Blackboard Learn™ and Blackboard Collaborate™.[159]

Purpose:

- The LMS professional learning program provides industry-leading online learning tools for qualified systems at a significant cost savings.

Details of Proposal:

- Offer a program for LEAs to utilize ADE's new LMS.

[158] http://www.azed.gov/aelas/files/2013/10/aelas-business-case-v1.5.pdf
[159] http://www.blackboard.com/news-and-events/press-releases.aspx?releaseid=122725

ARIZONA DEPARTMENT of EDUCATION

Professional Learning & Collaboration

Digital natives and their parents expect education to be engaging, personalized, and to reflect the 21st century. Educators embrace the potential of online learning for their students and themselves as they see students' and catch the vision of online learning firsthand from professional development based on best practices of online and blended learning.

COMPREHENSIVE SET OF TEACHING & LEARNING TOOLS, INCLUDING:

- Education's most popular online learning & collaboration tools
- Tight integration with digital curriculum and open educational resources
- Time saving features like automated grading and integrated lesson plans

PROFESSIONAL LEARNING & COLLABORATION

Powered by Blackboard, the system organizes, delivers and tracks online and blended courses.

FEATURES

- Create professional learning courses—or supplemental activities
- Individualize learning plans
- Track educator progress
- Provide participant access to progress reports and transcripts

PARTICIPANT BENEFITS

- Greater learning flexibility
- Match to learning opportunities
- Expanded course access
- More educator collaboration
- Easy participation tracking

ADMINISTRATORS—Create your own blended and online professional learning activities. Monitor and track them in one system.

EDUCATORS—Easily complete your personalized professional learning plan.

CALL: **866.577.9636 OPTION "2"**
EMAIL: **AELAS@AZED.GOV**
VISIT: **WWW.AZED.GOV/AELAS**

Arizona Department of Education

AELAS

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ARIZONA DEPARTMENT of EDUCATION

Core Benefits & Supporting Features

EMPOWERING PROFESSIONAL LEARNING & COLLABORATION

TEACHER EFFICIENCY
- Simple Content Creation
- Calendars, Announcements and Date Management
- Grade Center with Automated Regrading
- Professional Development for Teachers, including
  - "Five Ways to Blend Your Class With Blackboard"
  - "Getting Started with Blackboard"

PERSONALIZED & SOCIAL LEARNING
- Digital Badges & Achievements
- Gradeable wikis, blogs, journals, & discussions
- Mobile learning and collaboration tools
- Web conferencing

DIGITAL CONTENT
- Mashups with Video Everywhere
- Portfolios and Content Collection
- xpLor: Cloud based global cross-platform learning object repository

COMPETENCY BASED LEARNING & ARIZONA STANDARDS
- State & Next Generation Science Standards
- Standards Alignment and Visibility
- Content Alignment Reporting
- Student and Class Performance Reporting

AUTHENTIC ASSESSMENT
- Assessment Engine
- Question Reuse and Randomization
- Interactive Rubrics
- Gradeable wikis, blogs, journals, discussions, & web conferencing
- Plagiarism Protection

ANALYTICS
- Class Activity Report
- Student and Class Performance Reporting
- Item Analysis
- Retention Center

Ways to use Blackboard

NEW MODELS OF LEARNING
- Blended Learning
- 1:1 or BYOD
- Flipped Classrooms
- Online Classes/Virtual School
- Personalized Learning
- Education Continuity

PROFESSIONAL DEVELOPMENT
- Sustained & Continuous PD
- Anywhere, Anytime Learning
- Online Meetings
- Department Collaboration
- Cross-curricular Collaboration
- Frequently repeated courses

COMPETENCY BASED LEARNING
- Digital Curriculum & Multimedia
- Standards alignment & reporting
- Standards aligned rubrics
- Teacher preparedness for new standards

EVALUATION
- Standards Proficiency Reporting
- Formative Assessment
- Automated Grading
- Learner Achievement Reporting

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Arizona Department of Education

AELAS

Administrative Innovations at ADE and the LEAs

"It's important that the Arizona Department of Education and all Local Education Agencies (LEAs) spend their limited funds as effectively as possible, always with the educational outcomes of children as their goal and that additional options be made available for joint purchasing and cooperation."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals -

1) Implement mindful spending at ADE and the LEAs.
2) Broaden group purchasing procurement options to allow public-private partnerships and intergovernmental agreements between political subdivisions.
3) Re-evaluate expenditures for traditional items that have modern alternatives or have proven ineffectual for their original purpose.

Proposal 1: Implement mindful spending at ADE and the LEAs

Each conference, each purchase of office supplies and each hour of work should be tied to a specific educational outcome. Staff is mindful about everything they do and how it impacts their mission. If it does not help the mission, it should be eliminated.

Background:

- The Superintendent has made it a priority to review expenditures of each division throughout ADE to ensure that all monies were being spent appropriately pursuant to all regulations and policies and that each dollar spent was tied to student success.
- The Superintendent established a Title 15 Working Group that will annually review statutory provisions and propose legislative changes to decrease unnecessary administrative burdens on our public schools. Arizona's public schools spend a great deal of time and money on outdated reporting and administrative requirements that have little to no benefit to student success.

Purpose:

- Every dollar spent by ADE and the LEAs should increase student achievement and help to create a better education system for our students.

Details of Proposal:

- ADE has implemented mindful travel in which the cost of the trip has to be justified by an equal or greater value to the ultimate educational outcome of a child.
- Federal grants, as they are renewed, are having as many federal requirements removed and as much flexibility and waivers granted as possible.
- ADE through its daily management processes and the Title 15 reduction committee are reducing administrative burdens and providing flexibility to LEAs.
- ADE will provide online training and materials on mindful spending for LEAs so they too can participate in results oriented spending management.

Proposal 2: Broaden group purchasing procurement options to allow public-private partnerships and intergovernmental agreements between political subdivisions

Background:

- Current statutes allow LEA's to enter into intergovernmental agreements to share services and group purchasing with other public agencies in some cases. For instance, a small district that needs a single school bus can join through an IGA a consortium which buys buses in bulk and receive a much better deal and not have to duplicate the purchase process over and over.
- Currently, school districts use various purchasing groups such as Mohave Educational Services, The Trust, and ASBAIT to purchase goods and services, liability coverage, worker's compensation and employee benefits.

Purpose:

- Allow our education system to have greater flexibility to do business in the most effective way for their LEAs and schools.

Details of Proposal:

This proposal would broaden regulations to allow school districts to enter into joint purchasing cooperatives with private sector companies and other political jurisdictions. For instance, if a city provides bus services, private companies have transportation, private companies and hotels have shuttles, a charter school provides transportation for a fee, and a school district buses children, accommodations could be made to reduce duplication and costs where possible through a sharing agreement. This could also be used for food services, landscaping, building maintenance and any other area in which working cooperatively saves money that can be used in classrooms instead of for administrative costs.

Proposal 3: Re-evaluate expenditures for traditional items that have modern alternatives or have proven to be ineffective for their original purpose

Background:

- Many expenditures have been mandated and yet do not end up achieving their goals. Unfortunately, there is no regular review process to examine these requirements, and they pile up, not resulting in any measurable educational process.
- For instance, testing was originally mandated as high stakes for schools, then changed to teachers, then a requirement for graduation, and now for nothing. The amount of time and resources spent on testing has increased dramatically, taking more instructional time and resources away with a constantly changing purpose. There is no evidence that the testing is resulting in consistent improvement in either education or changes at a school level.

Purpose:

- Every major expenditure made by ADE or an LEA should be examined on a regular basis to determine if it is accomplishing its original goal. If it is not, it should be modified or eliminated.

Details of Proposal:

ADE will review regulations and policies to identify unnecessary expenditures and propose changes to better support our schools and allow them the flexibility to use monies in more productive ways.

AZ Kids Can't Afford to Wait! 2015

AZ Kids Can't Afford to Wait!

State Superintendent of Public Instruction, Diane M. Douglas

2015 "We Heard You Tour" Schedule

Time – 6:00 pm to 7:00 pm

Date	Location	Venue
Thursday, October 1, 2015	Phoenix	Phoenix Art Museum 1625 N Central Ave, Phoenix, AZ 85004
Tuesday, October 6, 2015	Window Rock	Navajo Nation Museum - Library Highway 264 and Loop Road, Window Rock, AZ 86515
Tuesday, October 13, 2015	Peoria	Flex Academy - Auditorium 11200 N. 83rd Ave., Peoria, AZ 85345
Thursday, October 15, 2015	Show Low	Whipple Ranch Elementary – Multipurpose room 1350 N Central Ave., Show Low, AZ 85901
Thursday, October 22, 2015	Flagstaff	Coconino High School – Mini Auditorium 2801 N. Izabel St., Flagstaff, AZ 86004
Thursday, November 5, 2015	Yuma	Arizona Western College – Schoening Center 020 S. Avenue 8E, Yuma, AZ 85365
Tuesday, November 10, 2015	Mesa	Westwood High School – Auditorium 945 West Rio Salado Parkway, Mesa, Arizona 85201
Thursday, November 12, 2015	Prescott	Prescott High School – Ruth Street Theater 1050 Ruth St, Prescott, AZ 86301
Tuesday, November 17, 2015	Kingman	Mohave County Board of Supervisors – Auditorium 700 West Beale St., Kingman, AZ 86402
Thursday, November 19, 2015	Tucson	Catalina Magnet High School - Auditorium 3645 E. Pima St., Tucson, AZ 85716