

AZ Kids Can't Wait! 2018

AZ Kids Can't Wait



**A comprehensive plan to improve
Arizona's education system.**



Superintendent of Public Instruction Diane Douglas
Arizona Department of Education
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State of Arizona
Department of Education
Office of Diane M. Douglas
Superintendent of Public Instruction

Dear Fellow Arizonans,

It is with great pleasure that I present the 2018 AZ Kids Can't Wait! plan. This plan includes new proposals in addition to accomplishments under my leadership at the Arizona Department of Education (ADE).

One of my top priorities is to consider public input when determining education plans and policies. The best way to do that is to hear directly from you. Throughout my first year as your elected Superintendent of Public Instruction, I traveled to 15 locations statewide on my We Are Listening Tour to hear the concerns and suggestions of citizens regarding Arizona's education system. I compiled all the comments and developed a comprehensive strategy to fix Arizona's education system, called AZ Kids Can't Wait!

Recognizing how rapidly our society changes, I pledged to continue gathering input to build upon and evolve our AZ Kids Can't Wait! plan. My We Are Listening Tour continued in 2016, and 2017 when I received hundreds of new in-person comments. I also received online input and met with dozens of stakeholder organizations and education officials to gather their feedback. It is from this feedback that I created the new proposals for the 2018 AZ Kids Can't Wait! plan.

There have now been fifty-six (56) We Are Listening Tour meetings. I continue to hear Arizonans' dissatisfaction with the lack of funding for education, especially for teachers. I could not agree more with them, so that is why this plan includes a proposal to expand the Prop 301 education funding: Prop 301 is due to sunset in 2021. From teacher salaries to student achievement, I am committed to putting Arizona back on top in every aspect of education. I hope you will join me in this important mission.

Beyond the accomplishments and the new proposals, the 2018 plan also features progress updates from the original plan. It is important that we work to accomplish the original proposals, or see them updated, as the state of our education system is constantly changing. Some of these proposals may never come to fruition during my time in office, but it is important that we get these conversations started and bring these ideas to light.

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Arizona has one of the most diverse education systems in the country, and maybe even the world. Our traditional district schools offer Open Enrollment for students from outside of the geographic district. We have a higher percentage of students in charter schools than any state in the nation; second only to the District of Columbia. We have tax credits for Student Tuition Organization donations and donations to Public Schools. We also have Empowerment Scholarship Accounts that allow parents of students with Special Needs and certain other categories make direct education choices.

It's our responsibility to the students and parents of Arizona, to make sure all these educational opportunities are administered correctly. It is also our responsibility, as an incubator of innovative education programs and ideas, that all Arizona education programs serve as models to the nation.

I ask that you read the proposals I have included in the 2018 AZ Kids Can't Wait! plan, which includes short, medium and long-term goals for the vision of Arizona's future. Our children are our future and they simply can't wait. God bless our children, God bless our education system, God bless Arizona and God bless America.

Sincerely,



Diane M. Douglas
Arizona Superintendent of Public Instruction

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New Proposals

in the 2018 AZ Kids Can't Wait! Plan

"Based on input received from the hundreds of Arizonans who provided input throughout my 2017 We Are Listening Tour, I am proud of the new proposals that have been created. Our vast and diverse state has provided many great ideas that I will work to implement in my upcoming years as your elected Superintendent of Public Instruction. Some of these ideas may be completed through internal changes at ADE, while others may require legislative changes. Either way, I pledge to do my very best to make sure every Arizonan's voice is heard."

- Arizona Superintendent of Public Instruction Diane Douglas



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Proposition 301 Extension and Expansion: Teacher Salaries and School Capital Funding

"My proposal would generate \$400 million annually for teacher salaries and school buildings. Setting aside the majority of this funding for teacher salaries, we will provide close to an 11 percent raise for teachers in the first year, nearly \$5,000 more in take-home pay. The remaining funding for school facilities can address another looming crisis; the depreciation of our school buildings and infrastructure."

-Arizona Superintendent of Public Instruction Diane Douglas

Advocate for the legislature to adopt a ballot measure for the permanent extension and expansion of Proposition 301 monies to a full cent, which if supported by voters would result in an immediate 11 percent raise for teachers and \$100 million for school facilities.

Background:

Proposition 301:

- In November of 2000, Proposition 301 received voter approval to permit the collection of an additional .06% sales tax beginning June 1, 2001 to be distributed to 10 different fund sources for K-12 and high education.
- In Fiscal Year 2017, approximately \$667 million was collected from the Proposition 301 sales tax. Of this total amount, approximately \$384 million was allocated to the classroom site fund to be utilized for classroom-based expenses such as performance based teacher compensation, teacher base compensation and related expenses, and maintenance and operation purposes.
- Proposition 301 sunsets July 1, 2021, meaning if this measure does not make it to the ballot or does not receive voter approval, this funding source will expire starting in Fiscal Year 2021.
- A permanent extension of Proposition 301 is needed to give a reliable income source for schools and to curb the potentially devastating fiscal cliff every year.

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Teacher Salaries:

- The concern that Superintendent Douglas hears most frequently is the lack of funding and lack of support for teachers. Regardless of how sophisticated standards and curriculum become, only a high-quality teacher, connecting with an individual student, results in learning.
- Teacher Shortage:
 - Nationally, 46 percent of new teachers leave within 4 years of teaching.¹
 - In 2014, 24% of first-year and 20 percent of second-year teachers left the profession in Arizona.²
 - Teachers typically report leaving for other careers with higher compensation, more respect, and that provide better support.
- Teacher Salaries
 - In the 2016-2017 school year, the U.S. average classroom teacher salary was estimated to be \$57,611. In comparison, the average Arizona teacher's salary for the 2016–2017 school year was estimated to be \$47,218. Arizona ranks 43rd in comparison to other states for average teacher salaries.³
 - In 2016, the average estimated starting salary for beginning educators in Arizona was \$31,874.⁴

School Capital Funding:

- Historically, SFB calculated a “formula requirement” for how much should be appropriated for building renewal/capital improvement funds, which ended in FY2014. The chart below provided from JLBC shows the historical appropriations for SFB:

Fiscal Year	Formula Requirement	Building Renewal	Building Renewal Grants Fund	Deficiencies Correction	Total
		<u>Approp.</u>	<u>Approp.</u>	<u>Approp.</u>	<u>Approp.</u>
1999	\$103,747,800	\$75,000,000	\$0	\$35,000,000	\$110,000,000
2000	108,389,300	82,500,000	0	21,000,000	103,500,000
2001	122,725,300	122,725,300	0	482,150,000	604,875,300
2002	132,000,000	40,685,800	0	6,350,000	47,035,800
2003	137,827,900	38,274,100	0	331,500,000	369,774,100
2004	N/A	0	0	247,125,000	247,252,400
2005	134,894,500	70,000,000	0	100,000,000	171,000,000
2006	130,080,500	70,000,000	0	20,000,000	100,000,000

¹ <http://www.azed.gov/leadingchange/files/2015/06/6-23-15-what-is-the-err-taskforce-doing.pdf>

² <http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf>

³ http://www.nea.org/assets/docs/2017_Rankings_and_Estimates_Report-FINAL-SECURED.pdf

⁴ <http://azednews.com/2016/03/02/whats-being-done-to-recruit-and-retain-teachers-in-arizona/>

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Fiscal Year	Formula Requirement	Building Renewal	Building Renewal Grants Fund	Deficiencies Correction	Total
2007	161,465,300	86,283,500	0	0	86,283,500
2008	190,220,000	40,685,800	0	0	40,685,800
2009	216,511,500	0	7,000,000	0	7,688,000
2010	227,913,500	0	2,667,900	0	2,667,900
2011	231,715,400	0	2,667,900	0	2,867,900
2012	241,593,600	0	14,167,900	0	18,263,200
2013	248,897,300	0	2,667,900	0	3,142,118
2014	260,009,700	0	16,667,900	0	16,756,350
2015	N/A	0	26,787,594	1,000,000	28,903,041
2016	N/A	0	16,667,900	0	16,667,900
2017	N/A	0	31,667,900	0	31,667,900

Purpose:

- Schools districts and charter schools rely on Proposition 301 funds as a source to sustain. Discontinuing this funding will be detrimental to already underfunded schools.
- A permanent extension of Proposition 301 funding is imperative so schools do not experience this devastating fiscal cliff that may culminate school closures, an increase of already overpopulated classrooms, a reduction in teacher salaries, and many other alarming outcomes.
- An expansion of Proposition 301 to a full cent is necessary to solve many of the current and looming crises involving our education system relating to teacher recruitment and retention and school facilities issues.

Details:

- Increasing the Proposition 301 sales tax to a full cent will generate an additional \$400 million a year toward education funding.
- In Superintendent Douglas' plan to expand the Proposition 301 sales tax, the largest portion of this revenue will be placed in a fund devoted to classroom teacher salary increases. This dedicated funding will generate an average increase of \$5,000 per teacher, which equates to an 11 percent average salary increase.
- A portion of this funding will be provided for school capital funding and repairs to account for the severe lack of funding for building maintenance. The lack of maintenance has resulted in poor and sometimes undesirable working and learning conditions for Arizona's students, teachers and school personnel.

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- The following chart breaks down the funding distribution if this expansion of proposition 301 is voter approved:

Prop 301 Expansion to Full 1%:		
Additional funds	\$400,000,000 per year	
Teacher Salary:	Take-Home Pay:	Percentage Increase:
Immediate Teacher Salary Increase:	\$4,876	10.7%
Full Phase-in of Additional Funding by Year 3:	\$5,688	11.3%
Capital Repair:	New Money:	
Immediate School Capital Increase in years 1 and 2:	\$100,000,000 per year	
Recurring Amount to School Capital After Year 3:	\$50,000,000 per year	
Plan:	Teachers:	School Facilities Board:
Years 1-2:	\$300,000,000	\$100,000,000
Year 3 and Beyond:	\$350,000,000	\$50,000,000

Estimates are based on the 2015-2016 average teacher salary of \$45,477 and a total of 61,526 state positions. Percentage increases are non-compounding.



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Ensure all Local Education Agencies (LEAs) have access to high-speed broadband networks that can support student learning

"For too many schools in our state's rural areas, reliable high-speed internet access is simply not an option. This type of inequity is one of the reasons we so often see achievement gaps among our students, and we must address the issue if we hope to see improvement. That is why I am excited to roll out our Broadband Initiative. Following ADE submitting a grant proposal, Arizona has received a grant worth up to \$100 Million to help underserved schools in rural and other areas."

- Arizona Superintendent of Public Instruction Diane Douglas

Continue to increase the state's broadband infrastructure so every student has reliable access to the virtual tools they need to be successful. Additionally, work to ensure that all Arizona schools have the technological capability to administer appropriate assessments in an online format as desired.

Background:

- 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.
- The world is becoming more technology-driven, and without consistent high-speed internet access schools may struggle to keep up.
- Many LEAs have expressed a desire to use computer-based assessment models for both formative and summative tests, but may not have the ability to do so because of limited broadband access.
- Superintendent Douglas has expressed a desire to keep paper testing as an option available to LEAs while making online assessments a viable choice for any school or district wishing to employ them.
- Formative testing is assessment **FOR** learning that provides teachers with information about student understanding when instruction can still be adjusted.
- Summative Testing is assessment **OF** learning that measures student learning, at a particular point in time, relative to content standards.
- Sixty percent of Arizona's schools had the capability to administer the AzMERIT online while only 40 percent actually administered it online in spring of 2015.



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Purpose:

- Improve broadband access to ensure all students, no matter where they are in Arizona, can take advantage of valuable classroom technologies and improve students' technology skills.

Details of Proposal:

- Develop a statewide broadband access program allowing reliable connectivity between schools and ADE.
- Advocate for increased classroom technology funding.

Progress Updates:

- ADE has developed the statewide E-Rate broadband access program, and in 2015 secured an all-time high of \$86 million to help schools gain access to technology that allows reliable connectivity between schools and ADE.
- For the 2017-2018 school year, ADE has allocated \$1.1 million in state matching funds, totaling \$10.5 million in construction projects for 67 schools in Arizona using the combined state and federal fund sources.
- Typically, only 30 percent of E-Rate funds are granted, but Arizona has had 65 percent of its funding approved. E-Rate has already benefitted approximately 600 schools, approximately 1.2 million students and approximately 2,300 buildings throughout the state.
- In 2017, ADE and the Governor's Office worked with the Arizona Corporation Commission to identify a source to generate \$8 million in funding for the broadband initiative. The Legislature also appropriated \$3 million towards this project. Because of this combined effort to generate state funding for this matching grant, Arizona schools and communities will now have access to over \$100 million in federal funds to bring broadband internet connections to schools and libraries across the state.
- Those districts and schools that have received E-Rate funds have witnessed dramatic increases in their broadband speed.
 - Phoenix Union High School District, which secured \$1 million in E-Rate funds, has improved from not having any broadband to a 1 GB per second connection.
- Ultimately, the project could bring more than \$1 billion worth of services to the state.
- Only six percent of Arizona schools meet the FCC target of \$3 per MB for internet access; ADE's vision is for a statewide network capable of delivering 100 kbps per student to every school.
- ADE hopes to provide rural schools with multiple options for internet connectivity that can offer up to 1 GB per student.

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- Numerous LEAs have applied for the Broadband Initiative grant – at the time of publication this impacts over 80,000 students.
- The opportunity to apply for the grants continue through April of 2018.

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Read 20: Increase Support for Literacy Programs

"Our great state already has amazing literacy and vocabulary programs doing wonderful work for our children. Where those resources may not be readily available, we must shine as much light as possible on them and help families and parents access them for the benefit of our youngest students."

- Arizona Superintendent of Public Instruction Diane Douglas

Active promotion and distribution of existing literacy programs that will help promote the importance of language development, early literacy skills and family involvement.

Background:

- Findings show that several school-level factors are predictive of third grade reading achievement.
 - Most notably, two independent measures of student attendance were predictive of school-level reading achievement.
 - Results indicate that policies aimed at increasing school-level attendance rates may be effective and inexpensive methods of increasing early literacy rates.
- Current Arizona-based programs such as Read On Arizona, First Things First, Piper Charitable Trust and Expect More Arizona have existing evidence-based literacy and language-development programs in place that have been developed, vetted and tested.
- Based on the research of national experts, including Dr. Nonie Lesaux, Director of the Language and Literacy Diversity Research Group within the Harvard University Graduate School of Education, the campaign will intentionally work to build increased awareness of the critical importance of the quality versus the size of a child's vocabulary and to build a child's language abilities from an early age so that they will continue as they enter school.



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- This means a more focused attention on quality of words over quantity and an increased use of language rich vocabulary and back and forth extended conversations in both home and classroom settings.
- To leverage work from some of the leading education institutes based on early learning science, Read On Arizona is also partnering with the state of Georgia to utilize and integrate materials from their Talk With Me Baby campaign, which is focused on helping parents learn tips and simple steps to support their infant's language development with a focus on "language nutrition" and a "healthy serving of loving words every day for your baby."
- Integrating all of the best early learning science will help strengthen Arizona's awareness campaign to achieve maximum results by encouraging parents to talk, read and sing with their children to support their early literacy development.
- ECE created an informational brochure for families on early childhood special education services under IDEA, Part B, Section 619. The brochure has been shared at all conferences, and is available on the ECE website.

Purpose:

- To increase awareness of available resources and materials for Arizona parents.
- To assist parents and families in developmental areas relating to parent-child interaction.
- To increase resource materials for Arizona teachers to use in early language and literacy programs, as well as continuing language development and literacy programs.
- To assist the transition of English Language Learners (ELL) students and parents.
- To encourage the importance of reading 20 minutes a day with children.

Details of Proposal:

- ADE and Read On Arizona, in partnership with First Things First, Piper Charitable Trust, and Expect More Arizona, will distribute and promote at a state level the resources made available by the new language and early literacy awareness campaign.
- Superintendent Douglas became the spokesperson for the Smart Talk initiative and kicked-off this initiative at the Read On Arizona Summit in September.
- Professional Development has been created to support practitioners/teachers as they support families implementing SmartTalk recommendations. The professional development includes a 4-module series on the following topics: an overview of the importance of language from birth; brain research to support the importance of language; strategies for using appropriate, high-quality language with children (Language Nutrition); and strategies for focusing on high-quality, adult-child conversations (Language Transactions).

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Increase Opportunities for Veterans to Become Teachers in Arizona

"There is a teacher shortage in Arizona and many of our veterans lack employment. Bringing veterans with their life experience and dedication to public service into our classrooms, is a win-win proposition."

- Arizona Superintendent of Public Instruction Diane Douglas

Background:

- Arizona, like many other states, is experiencing difficulty in hiring and retaining K-12 teachers.
- Many veterans have great skills and even classroom experience, but are unaware of the opportunities to become teachers or how the certification process works.

Purpose:

- To help alleviate Arizona's teacher shortage by facilitating veterans entering into our classrooms.

Details of Proposal:

- Partnering with veteran organizations to increase awareness of classroom teaching opportunities among our veteran population.
- Working with the Troops to Teacher's program to help interested veterans with the Arizona teacher certification process.
- ADE will apply for a grant from the U.S. Department of Defense Troops for Teacher's program.
- Improve Arizona's education by providing motivated, experienced, and dedicated personnel for the state's classrooms.
- Address teacher shortage issues in K-12 schools that serve low-income families and in the critical subjects - math, science, special education, foreign language, and career-technical education.



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Implement Federal Foster Care Provisions and Enhance Foster Care Educational Services in Arizona

"That children in foster care have enormous achievement gaps compared to their peers is unacceptable to me. I am proud that Arizona now has more freedom to ensure consistent, immediate access to education to remove additional obstacles and close those gaps."

- Arizona Superintendent of Public Instruction Diane Douglas

Background:

- The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), contains key provisions to promote educational stability and success for students in foster care. ESSA replaced No Child Left Behind and built upon the advances of the Fostering Connections Act.

Purpose:

- ESSA requires state and local educational agencies (public school districts & charters) to collaborate with child welfare agencies to effectively address the educational needs of children in foster care.

Details of Proposal:

- For the purposes of school stability, when a child enters foster care, the schools, in collaboration with the child welfare agencies, are to ensure that these children will remain in the school in which the child is enrolled at the time of placement in foster care. If the placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the change.
- If a foster child needs transportation to attend their school of origin, the schools and child welfare agencies will share the responsibility of ensuring that transportation will be provided, arranged, and funded. ADE has provided a plethora of resources, guidance, and technical assistance to assist with these requirements.
- If it is in the best interest of the foster child to change schools, that new school would immediately enroll them, even without all the necessary paperwork.
- The schools will accurately identify children in foster care in their database for the purpose of reporting student achievement and graduation rates of this specific subgroup.



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Accomplishments

from Previous AZ Kids Can't Wait! Plans

"In October 2015, I launched my first AZ Kids Can't Wait! plan based on input received from Arizonans and their ideas to improve our education system. Since then, ADE has actively worked to make these proposals a reality. I am proud of the proposals from my original plan that started as an idea and became reality. Although we consider these accomplishments, we will continue to work hard to expand upon these objectives as we build the best education system for Arizona."

- Arizona Superintendent of Public Instruction Diane Douglas

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End Arizona's Relationship with Common Core and Improve Arizona's Existing Math and ELA Standards

"Just over five years ago, our state standards for Math and English Language Arts were discarded and replaced with Common Core standards in an abrupt departure from Arizona's traditional standards adoption process. One of my top campaign promises was to move Arizona away from Common Core, and I am pleased that we have taken several steps to ensure our state's children and parents once again have access to the best possible standards that have been tailored to fit the unique needs of Arizonans."

- Arizona Superintendent of Public Instruction Diane Douglas

Recommend that the State Board of Education reverse its decision to adopt the Common Core standards and approve revisions to the Arizona Math and English Language Arts standards following a thorough review and public comment process.

Background:

- Superintendent Douglas' primary pledge to Arizonans upon taking office was to sever our state's ties to the Common Core standards, something she fought to do throughout her first year in office.
- In the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas directed the K-12 Academic Standards section at ADE to review the Mathematics Standards and English Language Arts standards for grades K-12 with public comment.
- ADE began the revision process with standards revision workgroups comprised of more than 200 Arizona educators from eight counties who contributed more than 2,900 hours to the revision process.
- The standards revision workgroups consulted research from numerous scholarly sources in addition to state departments of education, noted scholars, K-12 teachers, academic and instructional coaches, school administrators, university professors, parents, students, and other members of the public.
- The first drafts of the Mathematics and English Language Arts standards were released for public comment in August 2016.

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Purpose:

- Ensure Arizonans have a proper voice in the development of the standards.
- 'Ensure that standards properly build upon each other within grade levels and across grade levels.
- Ensure an emphasis on phonics instruction at the lower grades to improve K-3 Literacy.
- Clarify mathematics standards regarding the knowledge and skills required of students.

Accomplishments:

- In March of 2015 Arizona was released from restrictions to changing Common Core by the national organization that holds the Common Core copyrights.
- On October 26, 2015, Superintendent Douglas celebrated a 6-2 State Board of Education vote to sever Arizona's ties to the nationally developed Common Core standards, which gave Arizona the flexibility to make its standards more rigorous and tailor them to the unique needs of our students.
-
- The Arizona Department of Education and the Arizona State Board of Education worked to revise the ELA and Math Standards. After robust public feedback and further revisions by the standards working groups, the new Arizona Mathematics Standards and English Language Arts Standards were adopted by the State Board of Education in December 2016. The revision process involved over 200 Arizona educators and over 10,000 public comments were reviewed. Full implementation of these standards will begin during the 2017-2018 school year.
 - In the New Mathematics Standards;
 - Fluency was defined to encompass Efficiency, Accuracy, Flexibility, and applying procedures Appropriately.
 - Algebra I, Geometry, and Algebra II standards were clarified and formatted into separate courses.
 - In the New English Language Arts Standards:
 - Reading Foundational Skills in K-5 were augmented to increase the focus on phonics.
 - A Foundational Writing Strand was created to ensure effective teaching of writing by focusing on handwriting, sound letter basics, and spelling.

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Rising Test Scores

"While I am not in favor of assessing students, or schools, based primarily on one day's worth of testing, it is encouraging to see the rise of test scores in our state."

- Arizona Superintendent of Public Instruction Diane Douglas

Improve the performance of Arizona Students on statewide tests.

Background:

- Arizona State statutes and the federal Every Student Succeeds Act require statewide assessment testing of Arizona Students.
- The AzMERIT tests for English Language Arts and Math began in 2015.
- The public results of the Spring 2017 AzMERIT tests were released in September. This was the third time these tests were administered.

Purpose:

- To evaluate the progress of Arizona students in English Language Arts and Math aligned to Arizona's Academic content standards.

Accomplishments:

- English Language Arts passing rates in 2016 increased in six out of the nine grades tested compared to the first test in 2015.
- Three grade levels showed double-digit increases in English Language Arts passing rates; Fifth Grade increased by 12 percent, Seventh Grade by 11 percent and Ninth Grade increased by 10 percent between first test in 2015 and the latest test in 2017.
- Math passing rates increased in eight out of the nine grades tested compared to the first test in 2015.

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Update Certification Rules to Align with Every Student Succeeds Act

Background:

- Under No Child Left Behind (NCLB), all core academic subject area teachers were required to be “highly qualified” by having a Bachelor’s degree, full state certification, and demonstrated expertise in the subject(s) they were teaching through one of the following:
 - Passing an exam in the subject;
 - Showing completion of 24 semester hours of coursework in the subject; or
 - Meeting requirements under a High Objective Uniform State Standard for Evaluation for the subject area.
- Federal highly qualified teacher requirements were not re-authorized under the Every Student Succeeds Act (ESSA), but federal law still requires districts to verify that their teachers meet state certification requirements.
- Due to the changes in federal law, certification rules need to be updated:
 - A “grandfathering” provision is needed to allow teachers who are determined to be highly qualified under NCLB in order to qualify to add the approved area(s) with documentation of their highly qualified status, without the need to complete additional requirements, such as passing an exam.

Purpose:

- Eliminate unnecessarily burdensome requirements for teachers who had been determined to be highly qualified under NCLB to meet new ESSA requirements for them to meet state certification requirements.

Details of Proposal:

- Recommend the State Board of Education take emergency action in December 2016 and January 2017 to provide for the “grandfathering” of teachers who have been previously determined to be highly qualified under NCLB so they may now meet state certification requirements as required by ESSA without requiring additional burdensome requirements, such as passing an exam.

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Accomplishment:

- The State Board of Education adopted board rule R7-2-607.01 on January 23, 2017. This rule provided a temporary grandfathering provision that allowed teachers with a valid Elementary, Secondary, or Special Education certificate that included grades 6-12, issued prior to August 1, 2016 to become “appropriately certified” in a subject, and add one or more approved subject areas to their certificate, without requiring a subject knowledge exam if they met the following requirements:
 1. Hold a valid Elementary, Secondary, or Special Education certificate issued prior to August 1, 2016
 2. Most recent evaluation was within the two highest performance classifications while teaching the subject
 3. Verification from the LEA of one of the following:
 - a. Highly Qualified under the AZ HOUSSE rubric; or
 - b. Twenty-four (24) semester hours of coursework in the subject area
 4. Submit an application to add the approved area before August 1, 2017

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Additional Learning Disability Resources

"It is important that we identify students with learning disabilities early, to ensure we take the necessary steps in their learning path to secure academic success. Although classroom teachers certainly play an important role in this process, it is vital that we provide resources to assist parents in the identification of reading and learning disabilities. Parents truly know their own child best and should have the ability to help identify disabilities as soon as possible."

- Arizona Superintendent of Public Instruction Diane Douglas

Develop and enhance resources and support for parents with children experiencing learning disabilities.

Background:

- Throughout the 2016 We Are Listening Tour, Superintendent Douglas heard concerns about the lack of resources and support available to students, parents, and families for children that are challenged with reading and other specific learning disabilities.
- Reading disabilities, including dyslexia, are among the most commonly identified educational concerns for both educators and families.
- The most recent demographic data from 2014 indicates that 11.6 percent, or 116,428 Arizona students ages 5-21 years old were identified as having a disability under IDEA.
- Of these students, 5.28 percent were identified as having Specific Learning Disability (SLD). Specific Learning Disabilities can be identified solely or as a combination of learning difficulties that significantly interfere with a student's ability to benefit from the general education program without the support of specialized instruction (special education services and supports) in reading, writing, math or language.
- For the Spring 2014 administration of the statewide assessment, the following percentages of students with disabilities passed the English Language Arts test:

Grade	Percent Passed
3	16.8
4	15.4
5	10.8
6	9.6
7	9.1
8	8.9
HS	4.2

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- This data demonstrates that students with disabilities need additional support with reading at the school level and that they may be less likely to benefit from grade level texts due to reading delays as they move from one grade level to another.
- The data also indicates that there is a great need to improve educational interventions that lead to improved reading outcomes for students with disabilities.

Purpose:

- Develop and implement additional tools and resources for parents and LEAs to assist students with reading disabilities and Specific Learning Disabilities.

Details of Proposal:

- Increase the resources available to parents of youth dealing with learning disabilities.
- Increase parental and LEA outreach efforts to better assist youth with executive function issues, including dyscalculia, dysgraphia, and dyslexia.
- Provide additional resources for parents with gifted children that have a learning disability.

Accomplishments:

- In April 2017, ADE unveiled *The Dyslexia Handbook*; a resource available for families and teachers to help identify and support students with dyslexia.
- The development of this handbook was the result of House Bill 2202. Since then the Arizona Department of Education and the State Legislature have continued their mission to bring awareness to dyslexia among our students, teachers and parents.

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Funding for Arizona's Teachers

"On September 11, 2015, I called for the immediate infusion of \$400 million to go directly to current classroom teachers, or to be used by schools to reduce class size by hiring additional teachers and/or filling vacant teaching positions. While the additional money appropriated through Prop 123 fell just short of my initial \$400 million request, I believe the recommendation influenced that increase in education funding."

- Arizona Superintendent of Public Instruction Diane Douglas

Background:

- Throughout Superintendent Douglas' 2015 and 2016 We Are Listening Tours, thousands of Arizonans expressed their disappointment with the lack of education funding, and specifically low teacher salaries.
- In 2014-2015, the national teacher salary average was \$57,678. In comparison, the average Arizona teacher salary was \$45,406. In 2015-2016, the U.S. average classroom teacher salary is estimated to be \$58,064. In comparison, the average Arizona teacher's salary for the 2015-16 school year is an estimated \$45,477.⁵
- In Fiscal Year (FY) 2016, Arizona's Rainy Day Fund had approximately \$460 million, with state revenues running significantly higher than expected.⁶ As of October 2016, Arizona's Rainy Day Fund had approximately \$454.5 million.⁷
- On September 11, 2015, Superintendent Douglas called upon the Arizona Legislature for the immediate allocation of \$400 million from the state's Rainy Day fund.
- The funds requested would have gone to classroom teachers, either for higher salaries, smaller classroom sizes or both.
- From October 28-30, the Arizona Legislature conducted a special session to address the lack of education funding. The Legislature ultimately passed House Bill 2001, which increased the Base



⁵ https://www.nea.org/assets/docs/2016_NEA_Rankings_And_Estimates.pdf

⁶ <http://www.azleg.gov/jlbc/mfh-jul-15.pdf>

⁷ <http://www.azleg.gov/jlbc/mfh-oct-16.pdf>



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Level for FY 2016 and made additional school funding appropriations, subject to voter approval via what became known as Proposition 123.

- The Arizona Education Finance Amendment, Proposition 123, passed on the May 17, 2016 ballot as a legislatively referred constitutional amendment.
- The measure was designed to increase education funding by \$3.5 billion over the course of 10 years (2016-2025) by allocating money from the general fund and increasing annual distributions of the state land trust permanent fund to education. Local school boards have the authority to allocate the money as they see fit.

Purpose:

- Superintendent Douglas pledged to conduct an annual statewide We Are Listening Tour to develop an education agenda that incorporated the input of all Arizonans.
- In response to the public request for increased education funding, Superintendent Douglas took immediate action to advocate for desperately needed salary increases for Arizona teachers. She argued that such increases could in turn aid in teacher retention and recruitment, including out-of-state candidate recruitment, and help reduce classroom sizes.

Accomplishment:

- Superintendent Douglas' request for additional education monies helped influence the recent legislation and special election that saw an immediate increase of \$350 million to education funding in FY 2016, with a planned \$3.5 billion to be paid out over the next 10 years (2016-2025).

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Deliver High Quality Instructional Support to Arizona Teachers

"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

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

Background:

- In the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas wanted to ensure that educators have the resources they need to help children succeed in school, including access to professional development and relevant support materials.
- LEAs provide excellent support systems, but may have limited resources to support teachers.
- ADE specialists have extensive knowledge in best practices and instructional techniques in order to provide relevant support to teachers.



Superintendent Douglas,
ADE Leading Change Conference 2016

Purpose:

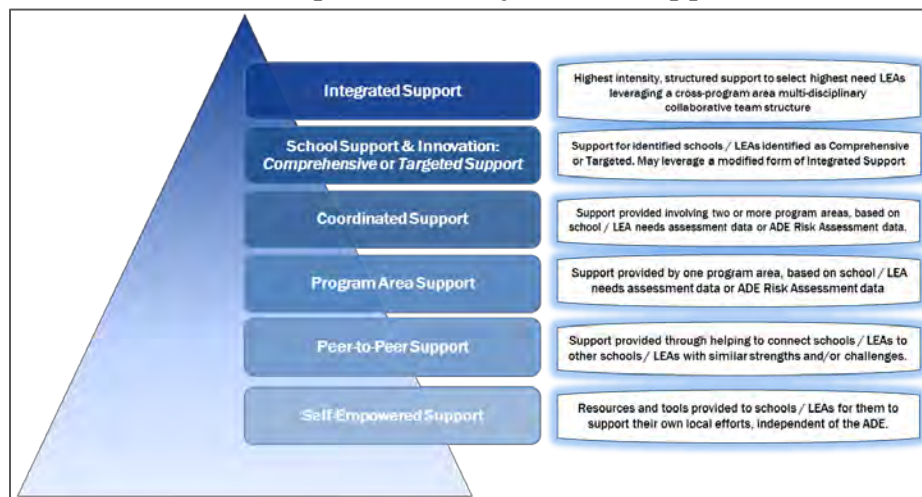
- K-12 Academic Standards continues to provide professional development opportunities for educators throughout the state, both at ADE and LEA sites in collaboration with other partners. In 2017, the ADE held the Teachers' Institute and Leading Change conferences during the same week under the unifying theme of the 7 Principles of the CNA.

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Accomplishments:

- In September 2016, the Arizona Career Ready Project for Educators was successfully launched to provide Arizona educators with the needed components to ensure Arizona students leave high school ready for their next steps. The Arizona Career Ready Project was developed and consists of four key modules for educators to complete. Each module includes:
 - Current research and readings covering specific introduced topics
 - Peer discussion
 - Actions plans for next steps in instruction.
- As part of its Every Student Succeeds Act (ESSA) Plan, ADE has developed the Comprehensive System of Support, which is a tiered continuum of comprehensive supports that may be offered in conjunction with other partners including Regional Centers, colleges and universities.
- The Comprehensive System of Support includes the following areas to ensure LEAs and educators have access to resources best suited for their needs: Integrated Support, School Support and Innovation, Coordinated Support, Program Area Support, Peer-to-Peer Support, and Self-Empowered Support.

Arizona Department of Education Comprehensive System of Support



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Reduce Administrative Burdens on Local Education Agencies

"Last legislative session we celebrated the success of our Title 15 Working Group with the passage of House Bill 2190. The celebration was short lived, however, as the group already reconvened to help further the practice of alleviating bureaucratic regulation on overtaxed schools and freeing up vital funds that have been allocated to unnecessary requirements."

- Arizona Superintendent of Public Instruction Diane Douglas

Annually invite an independent group of stakeholders, from across the educational landscape, to develop and propose legislative changes that can help reduce unnecessary burdens and outdated statutory provisions found in Title 15, which contains Arizona's education statutes.

Background:

- Excessive and burdensome regulation of education takes the focus away from educating students and creates unnecessary hurdles for schools, educators, and administrators.
- Many statutes in Title 15 are ineffective, outdated, or no longer relevant.
- Superintendent Douglas created the Title 15 Working Group (Working Group) as a team of public volunteers. Each member is able to provide his or her own diverse knowledge and expertise of Arizona's K-12 education system.
- Members of the Working Group may include school superintendents, school human resources personnel, school CFOs, parents, teachers, and other education stakeholders who are regularly impacted by the statutes.

Purpose:

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



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Accomplishments:

- The first annual Title 15 Working Group convened in the fall of 2015 to analyze dozens of unnecessary and outdated statutes.
- The 2015 Working Group findings were reflected in House Bills 2189 and 2190; House Bill 2190 was signed into law on May 18, 2016.
- The 2016 Working Group convened in the fall of 2016 to continue the identification of unnecessary burdens and outdated statutory provisions affecting Arizona's public schools.
- Any bill(s) containing statutory change suggestions from the 2016 Working Group will be lobbied by ADE during the 2017 Arizona Legislative session.

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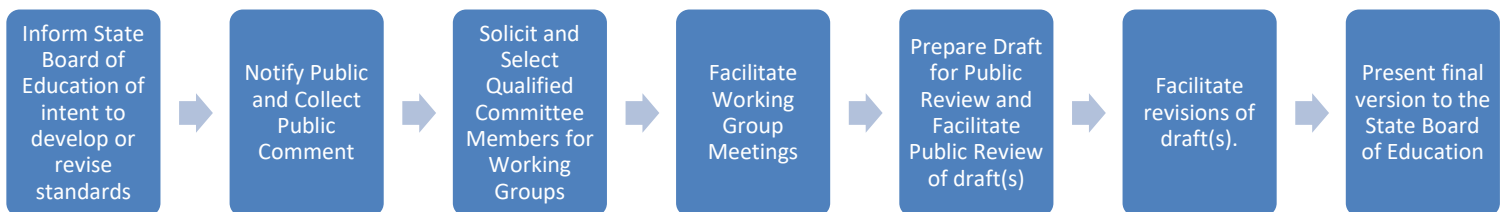


Arizona Continuous Improvement Standards Process

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

Background:

- In the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas called for the consistent and timely review of all academic standards, with extensive public input.
- The State Board of Education approved the Arizona Continuous Improvement Standards Process.
- The Arizona Continuous Improvement Standards Process was designed to consider timeframes related to the following:
 - The time needed to complete the development/revision cycle of standards.
 - The time between State Board adoption and the start of the next school year.
 - The time needed to transition and begin implementation of the new/revised standards prior to full implementation.
 - Timeframes may be extended or shortened based upon the scope of the task and other statewide education initiatives.
- The Arizona Continuous Improvement Standards Process includes the process outlined below.



- The Arizona Continuous Improvement Standards Process was used in the development of the following standards:
 - Arts Education (adopted 2015)
 - Physical Education (adopted 2015)
 - World and Native Languages (adopted 2015)
 - Education Technology (adopted 2009)
 - Health Education (adopted 2009)
 - Social Studies (adopted 2005)
 - Science (adopted 2004)

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Purpose:

- Ensure all academic standards are continuously improved based on public input, recommendations from ADE specialists and recommendations from Arizona educators at every level and that they are developed with evidence-based practices and research.
- Ensure Arizona's standards represent the best interest of Arizona's students.

Accomplishments:

- ADE has developed a review schedule for Academic Content Standards, which includes the following subjects scheduled to be reviewed:
 - Revisions for the Science Standards and Social Studies Standards are currently in progress with an anticipated adoption timeline of Spring 2018. The revision process from these two standards has included nearly 200 Arizona educators representing 12 counties.
 - Health Education (revisions to begin in 2018)
 - Educational Technology (revisions to begin in 2018)
 - World and Native Languages (revisions to begin in 2020)
 - Physical Education (revisions to begin in 2020)
 - The Arts (revisions to begin in 2020)

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The Zip Code Project

"Many children face challenges just getting to school, whether or not they have 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 areas of disconnected youth and focuses on bringing community resources together to help at-risk children holistically."

- Arizona Superintendent of Public Instruction Diane Douglas

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

Background:

- Statewide statistics for student dropout rates and disconnected youth suggest the need to address the issues facing disconnected youth.
- Disconnected youth are young people between the ages of 16 and 24 who are not working or attending school.⁸
- In the metro areas of Phoenix and Tucson, nearly one in five young people are considered disconnected.⁹
- Each disconnected youth is missing out on over \$695,100 over their lifetime due to decreased earnings and increased public and private expenses for health, crime and welfare.¹⁰ Arizona has over 183,000 disconnected



⁸ Hair, E. C., Moore, K. A., Ling, T. J., McPhee-Baker, C., & Brown, B. V. (2009, July). Child Trends Research Brief. Retrieved October 2015, from <http://www.childtrends.org/>

⁹ Arizona Mayors Education and Economy Profiles. (2014). Retrieved August 2016, from www.azmayors.org

¹⁰ Tung, D., Guyer, P. N., Subramani, S., & Bennett, N. (2012, September). One in Seven: Ranking Disconnection in the 25 Largest Metro Areas. Retrieved October 2015, from www.measureofamerica.org



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youth which equates to \$127.3 billion in lifetime economic loss.¹¹

- The Arizona Mayors' Education Roundtable has reported that state and local governments are losing \$1.5 billion in lost tax revenues and increased welfare costs for the more than 18,000 youth who failed to graduate in 2012.¹²
- According to Measure of America research, not only are disconnected youth suffering financial losses, they are dealing with increased likelihood of chronic unemployment later in life.¹³ This research shows that labor force participation is important for reasons beyond earning a paycheck.¹⁴
- Employment matters for topics such as social inclusion, self-reliance and a sense of purpose, and has tangible advantages for physical and psychological health.¹⁵
- Youth whose parents lacked a high school diploma had higher rates of disconnection by 40 percent.¹⁶ Superintendent Douglas established the Zip Code Project to address dropout prevention and disconnected youth by targeting high-need areas.

Current Community Partners

Organization	Type	Zip Code
A For Arizona	Non-Profit	All
C.O.R.E.	Non-Profit	TBD (Mesa)
Chinle Unified School District	LEA	86503
City of Phoenix	Government	85040, 85031
City of Phoenix – Parks and Recreation	Government	85040, 85031
EAGLE College Prep: Maryvale	LEA	85031

¹¹ Arizona Mayors' Education and Economy Profiles. (2014). Retrieved August 2016, from www.azmayors.org

¹² Arizona Mayors' Education and Economy Profiles. (2014). Retrieved August 2016, from www.azmayors.org.

¹³ Tung, D., Guyer, P. N., Subramani, S., & Bennett, N. (2012, September). One in Seven: Ranking Disconnection in the 25 Largest Metro Areas. Retrieved October 2015, from www.measureofamerica.org

¹⁴ *Id.*

¹⁵ *Id.*

¹⁶ Hair, E. C., Moore, K. A., Ling, T. J., McPhee-Baker, C., & Brown, B. V. (2009, July). Child Trends Research Brief. Retrieved October 2015, from <http://www.childtrends.org/>

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Governor's Office of Youth, Faith, and Family	Government	All
Organization	Type	Zip Code
Hope College and Career Readiness Academy	LEA	85040
International Sonoran Desert Alliance (ISDA)	Non-Profit	85321
Las Artes School	LEA	85321 +
Maricopa Association of Governments (MAG)	Non-Profit/Government	All
Maricopa County Education Service Agency (MCESA)	Government	85040, 85031
Maricopa County Regional School District	LEA	85040, 85031
Opportunity for Youth Leadership Council	Non-Profit/ Government	85040, 85031
Opportunity Nation	Non-Profit (National)	All
Pima County Community Action Agency (One-Stop)	Non-Profit	85321 +
United Way of S. AZ	Non-Profit	85321 +
Valley of the Sun United Way	Non-Profit	85040, 85031
Youth on the Rise	Non-Profit	85321 +

Purpose:

The Zip Code Project focuses on underserved and disconnected (unemployed and not attending school) youth in high-need communities throughout Arizona.

• Services Provided by the Zip Code Project:

- Partnership building between community-based organizations and the Arizona Department of Education to enhance services provided to youth in Arizona.
- Collaborate with the Maricopa County-based Opportunities for Youth Leadership Council to collectively impact youth in the county.
- Develop and maintain Dropout Prevention toolkits specifically designed to be utilized by youth, parents, and schools.
- Assist communities with the identification of issues and roadblocks to success for the at-risk and disconnected youth in their zip codes.
- Facilitate solution building in high-need communities to reduce and eventually end the disconnection epidemic.

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Accomplishments:

- The Zip Code Project launched community meetings in Chinle, AZ (86503) on July 28, 2016. This beneficial meeting focused on youth success and roadblocks.
 - The most valuable outcome was the conclusion that social and emotional learning is a primary issue that youth face in that community. Parents are often absent due to extreme commute time, lack of employment opportunity, and/or substance abuse.
 - ADE also learned about the impressive family engagement that Chinle High School receives. The community of Chinle is proud of their youth and work to promote their success in reengagement of disconnected youth.
- Launched community meetings in Ajo, AZ (85321) on September 26, 2016.
 - One of the key takeaways from this fantastic meeting was that there are no recreational activities available for youth in Ajo. This provides a greater opportunity to be involved in non-productive and sometimes dangerous behaviors. These behaviors can lead to dropping out of high school or becoming disconnected from school and work.
 - Another major issue facing the Ajo region is the lack of steady employment opportunities. Ajo is a seasonal community with a spike in residence during the winter months. Some residents have to commute two hours to the Phoenix area for employment.
- Active member of the Leadership Council at Opportunities for Youth, a collaboration initiative of agencies and organizations to create a comprehensive system of opportunity that re-engages disconnected youth.
 - This initiative focuses on using a collective impact model to reach the disconnected youth in Maricopa County.
 - The Zip Code Project is a member of the leadership council, education momentum action team, and youth re-engagement centers action team.
- Re-launched the Zip Code Project website with additional information and easier navigation (www.azed.gov/zipcode).
 - The Zip Code Project Blog launched in October 2016 with weekly updates that includes news, zip code profiles, partner profiles, interviews, and more.
- The Zip Code Project was invited to convene with a national group of professionals in New York City to discuss issues related to disconnected youth and highlight programs that are working to help end the cycle.
- Developed more than 25 meaningful partnerships locally and nationally, including government, non-profit organizations and local education agencies.
- Published the Zip Code Project toolkit, which provides detail on disconnected youth and how the Zip Code Project is going to become a leader nationally on the issue.

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Seal of Biliteracy for Proven Multilingual Ability

"I entered office with a goal of opening doors for students and the Seal of Biliteracy does just that. This program incentivizes our students to focus on mastering languages beyond English and steers our state in the right direction as we work to establish Arizona as leader in world languages. I am thrilled that this proposal from my 2015 AZ Kids Can't Wait! plan became a reality!"

- Arizona Superintendent of Public Instruction Diane Douglas

Establish, in statute, a Seal of Biliteracy program that recognizes students achieving a high level of bilingual proficiency in English and one or more additional languages.

Background:

- In the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas proposed the statutory establishment of the Seal of Biliteracy Program.
- Senate Bill 1239 was introduced during the 2016 Legislative Session to create a Seal of Biliteracy to celebrate students who have reached proficiency in English and one or more world languages prior to high school graduation.
- High school students who achieve the requisite level of proficiency in English and one or more languages would qualify for the seal to be affixed on their high school transcript and diploma.
- The intent of the seal is to help students attract the interest of colleges and employers and ultimately give graduates access to greater career opportunities.

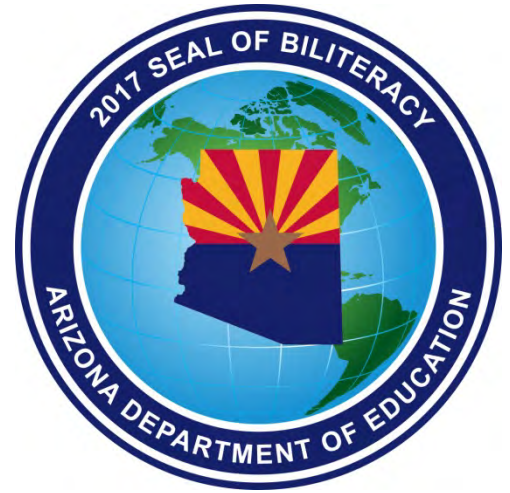
Purpose:

- Recognize students for their accomplishment in learning more than one language.
- Incentivize students to become proficient in languages beyond English to enhance their college and career opportunities.
- Encourage students for whom English is a second language to enrich their bilingual abilities and preserve their native language.

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Accomplishments:

- Superintendent Douglas promoted the introduction and passage of Senate Bill 1239 during the 2016 Arizona Legislative Session; it later became law on May 12, 2016.
- The Seal of Biliteracy guidelines, procedures and acceptable language proficiency tests were adopted by the Arizona State Board of Education on October 24, 2016.
- The Seal of Biliteracy program officially launches in 2017 for schools to participate.
- In September 2016 Arizona received recognition for a commitment to multiliteracy and dual language education from the U.S. Department of Education at the Multiliteracy and Dual Language Learning Symposium in Washington, D.C.
- The first year of the seal has recently concluded with 316 students from seven LEAs earning the seal during the 2016-2017 school year. The top four languages tested include, Spanish, French, German, and Mandarin.
- Applications are open for the next school year with 13 LEAs expressing an intent to apply for eligibility of the seal.



AZ Kids Can't Wait! 2018



Funding for Arizona JTEDs, CTE, and Related Programs

"As a strong advocate for school choice in Arizona, I am very supportive of the many education options we offer our students, especially our career and technical education programs. I recognize that one size doesn't fit all, and it is important that we continue to offer our students a variety of education paths so they can pursue their talents and dreams."

- Arizona Superintendent of Public Instruction Diane Douglas

Support funding for Arizona Joint Technical Education Districts (JTEDs), Career and Technical Education (CTE) and any related programs.

Background:

- State aid funding for JTEDs was earmarked to be cut by \$30 million with the FY17 budget.
- Senate Bill 1525 restored funding and initiated new requirements for JTED eligibility. Implementation has included the following:
 - All 73 approved Career and Technical Education programs are being reviewed for compliance and eligibility per the requirements of A.R.S. § 15-391.3 and 15-391.5.
 - The Arizona Technical Skills Assessments system is entering its next phase to increase test fairness and reliability and ensure compliance with SB1525.
 - CTE/JTED program reviews have been scheduled through December 2018 to ensure compliance and eligibility for all courses/programs with the new requirements set forth in SB1525.

Purpose:

- Funding for JTEDs and CTE was to be severely cut, which would have reduced the number of students participating in the programs and in turn could have led 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

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- Such a drastic cut to funding may have shuttered some CTE programs entirely. It is projected that, in the first year of cuts, 30% of CTE teachers would have been let go. Those programs would close, and any future attempts at getting those specialized teachers and programs back may have been difficult, if not impossible.

Accomplishments:

- Through a grassroots effort and extensive support from business and industry, educators, professional organizations, community members and other stakeholders, \$29 of the \$30 million was restored with the signing of Senate Bill 1525 on February 18, 2016.
- The passage of the legislation included significant JTED reform which set new eligibility requirements for JTED courses and JTED programs.
 - Collaborative meetings have been held with various CTE/JTED stakeholders to discuss the implementation of SB1525 and CTE program eligibility for JTED funding.
 - Each approved CTE program has a verification template identifying JTED eligibility and compliance with the new requirements.
 - CTE program working groups convened to review JTED eligibility for 23 programs. The groups included CTE Administrators, JTED representatives, CTE teachers, business and industry representatives and CTE/ADE program staff and directors.
 - Industry recognized certifications have been identified for CTE programs and approved by the State Board of Education for use in the traditional schools A-F accountability system
 - A process for adding and removing industry recognized certifications has been adopted to ensure high quality opportunities for all CTE students. Per A.R.S. § 15-391.5(b), the Technical Skills Assessment System demonstrating skills, knowledge and competencies in CTE programs has been revised to meet the requirements of SB1525.
 - Quarterly reports have been regularly submitted to the Joint Legislative Budget Committee per Session Law describing the activities conducted by ADE/CTE in the implementation process.
 - CTE Program Specialist continue to complete compliance reviews of all CTE programs.
 - The programs will be monitored for compliance every 5 years.
 - ADE and JTEDs are working collaboratively to develop an A-F accountability system for JTEDs.

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Improve Outcomes for Latino Students

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 begin 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;¹⁷
 - b. Families who engage their children in at-home learning activities and monitor homework help students achieve academic expectations;¹⁸ and
 - c. Families who understand developmental milestones and academic expectations are confident and guide their children toward scholastic and social success.¹⁹

Purpose:

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

Accomplishments:

- The Latino Education Action Committee worked 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.

¹⁷ http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm

¹⁸ http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm

¹⁹ <http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf>

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- During the 2015-16 school year, ADE's Migrant Education Program held four *State Migrant Program Action Committee* meetings. Topics included, but were not limited to: education, community supports, resources and training to encourage parental involvement leading to student success and joint decision making.
- The Migrant Education Program also published quarterly bilingual newsletters featuring information and resources for families and school staff.
- ADE developed additional resources for Latino families, including Spanish translations for the 2016 We Are Listening Tour, Every Student Succeeds Act (ESSA) resources, social media announcements, and translation functionality on the Arizona Department of Education website redesign.



ADE Staff at Camino al Éxito Education Fair 2016

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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 percent of English language learners in Arizona.²⁰
- 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 for the needs of Arizona's ELLs.
- Identify issues Local Education Agencies (LEAs) are facing with the implementation of the Four-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.

²⁰ Arizona Department of Education October 1, 2014 Enrollment Count. www.azed.gov/research-evaluation/arizona-enrollment-figures/.



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Accomplishment:

- The Arizona Department of Education (ADE) met with its Latino American Education Action Committee in a summit of highly effective practitioners of ELLs and stakeholders who identified concerns and challenges surrounding the implementation of the Four-Hour Model.
- ADE addressed these concerns in follow-up meetings and will continue to meet with ELL stakeholders in 2017-2018 to communicate best practices regarding the Refinements, including clarification on how to identify children for reduction to two hour immersion and finally for full inclusion in English-proficient classes.
- An English Learner (EL) Advisory Group was established in November, 2017 and will begin quarterly meetings in 2018 to discuss and provide guidance on critical issues impacting EL students in Arizona.
- A Secondary English Learner (EL)Coordinator Group was established in 2017 and will continue to meet in 2018 to discuss strategies to better support our high school EL students.
- An English Language Proficiency (ELP) Standards Review Committee convened in 2017 to align the ELP Standards to Arizona's English Language Arts Standards. This committee will continue to meet in 2017-2018 and will present revised ELP Standards to the State Board of Education in December, 2018.

AZ Kids Can't Wait! 2018



Cross Stateline School Attendance

"My visit to Window Rock last June opened my eyes to an appalling realization that Native American students have been severely deprived of their right to an accessible public education. After hearing about this unacceptable situation, I pledged to assist and support this community. This intergovernmental agreement is a step in the right direction, but there is still much work to be done."

-Arizona Superintendent of Public Instruction Diane Douglas

Allow Native American students to attend schools in other states that may be nearer to their residence. Arizona has nations and tribes whose boundaries cross state lines, but because students are required to attend a school within their resident state many students are forced to travel significantly farther to school than if they were allowed to cross those state lines and attend a school within closer proximity of their residence. Allowing this flexibility will require multiple states to agree to an "open enrollment" for districts in adjoining states.

Background:

- Tribal borders cross state lines and are generally in rural areas, with vast distances between schools.
- Many Native American students must travel in excess of an hour each way to go to a public school in their resident state when, for a large portion of this population, there is a public school in a neighboring state that is significantly closer.
- Frequent inclement weather on tribal land and poor road quality prevents school access and decreases student engagement, especially in areas where students are required to travel a considerable distance to attend an in-state school.
- 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.



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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.

Purpose:

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

Accomplishments:

- In August 2015, ADE's Director of Indian Education spoke to New Mexico 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.
- ADE staff worked collaboratively with districts to address the main administrative concerns raised, namely, reporting requirements and funding.
- Window Rock Unified School District (AZ) and the Gallup-McKinley County School District (NM) Governing Boards have passed an IGA for students crossing the state line.
- An agreement between Red Mesa Unified School District USD (AZ) and Central Consolidated School District (NM) is expected in the near future.

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Support Homeless Students' Educational and Other Needs

"As a state, it is so important that we provide support to our most at-risk students to give them the opportunity to thrive. I am proud of our strong, dedicated efforts to better support Arizona's youth experiencing homelessness. By giving these children strong support, we are giving them the tools to a successful future. But as with all accomplishments, we are not done and must continue to fight for them."

- Arizona Superintendent of Public Instruction Diane Douglas

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:

- In the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas proposed added supports for students' educational and social needs.
- Program staff developed existing relationships with non-profit programs supporting homeless children and youth, including:
 - Arizona Coalition to End Homelessness
 - Homeless Youth Connection
- Additional outreach and partnership were needed to best support children and youth experiencing homelessness, ensuring the needs of children and youth experiencing homelessness were considered in the planning and execution of homeless service delivery.

Purpose:

- Support the educational and social needs of children and youth experiencing homelessness.
- Develop and improve partnerships with state/local/social agencies to support families.
- Effectively integrate additional support strategies into the services provided to children and youth experiencing homelessness.

Accomplishments:

- Program staff developed ongoing, sustained partnerships with the following organizations:
 - Arizona Department of Housing
 - Arizona Department of Health Services
 - UMOM New Day Centers

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- Save-the-Family
- Through these ongoing partnerships, the Arizona Department of Education has been engaged in conversations to request additional resources to specifically support youth experiencing homelessness in the Homeless Continuum of Care.

Updates:

- Added the following partners in 2017:
 - City of Phoenix (MAG, Early Childhood & Recourse Centers)
 - Maricopa County (Resources @ Work)
 - Arizona Rural Schools Association

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Actively Engage All Arizonans

"During my statewide tours across Arizona, I heard from many communities with very diverse backgrounds about the crucial need for education reform. I listened as each community shared their unique requests and heard several consistent pleas statewide. The knowledge I gained from these tours has set the foundation for my education agenda in the upcoming years."

- Arizona Superintendent of Public Instruction Diane Douglas

Background:

- In 2015 the Superintendent pledged to travel across the state each year to listen to suggestions from parents, educators and members of the public. The comments would then be reviewed and used to develop plans to improve education.

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.



Superintendent Douglas' We Are Listening Tour in Parker

Details of Proposal:

- The We Are Listening Tour was developed 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 was developed to share the Superintendent's visions for an outstanding education system for Arizona children, which is based on what she heard on the We Are Listening Tour.

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Accomplishments:

- On her 2015 We Are Listening Tour, Superintendent Douglas held 15 meetings to hear from citizens regarding Arizona's education system. She compiled all of the comments and developed a comprehensive strategy to fix Arizona's education system. The 156-page plan, called AZ Kids Can't Wait! was released to the public in October 2015.
- This was the first time a detailed written plan based on public comments was implemented to improve Arizona's education system.
- Superintendent Douglas then conducted the We Heard You Tour, including 11 additional meetings, to provide Arizonans an opportunity to voice their feedback on the proposals in the plan.
- Since then, the Arizona Department of Education has diligently worked to analyze, evaluate and implement as many of the plan's proposals as practical. The 2017 AZ Kids Can't Wait! plan lists the accomplishments and updates from the 2015 plan and features new proposals based on this year's comments.
- Superintendent Douglas also collected more than 20,000 pieces of public comment used in the creation of the Arizona State Plan required by the Every Student Succeeds Act.
- Superintendent Douglas is committed to constant public engagement as a means to develop the Department's initiatives and policies, and the We Are Listening Tour will continue in 2017.

Update:

- There have now been fifty-six separate We Are Listening Tour events at locations across the state.
- Live Online Streaming has been added to the events allowing online viewers to pose questions.
- The We Are Listening Tour will continue in 2018.

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Support Meaningful Family, School and Community Engagement through Councils and Action Committees

Provide increased opportunities for all families to partner with schools and communities to support student success.

Background:

- True family engagement in our schools begins at the local level, where administrators and school staff have direct contact with families. As noted in the following excerpts from Superintendent Douglas' family engagement proclamation, research on family engagement at school shows:^{21 22 23}
 - a. Families who are welcome in a safe and healthy learning environment that respects cultural, socioeconomic, and linguistic differences build positive relationships with school staff;
 - b. Schools that establish and maintain effective two-way communication with families increase participation in the learning process;
 - c. Families who engage their children in at-home learning activities and monitor homework help students achieve academic expectations;
 - d. Schools that include families in the decision-making process develop shared goals and actions to improve schools and students' education;
 - e. Families who understand developmental milestones and academic expectations are confident and guide their children toward scholastic and social success; and



Superintendent Douglas honors Gallego Intermediate Fine Arts Magnet School for strong family, school and community engagement.

²¹ Head Start, *Parent, Family and Community Engagement Framework*, <https://goo.gl/k0nYtL>

²² National PTA, *National Standards for Family-School Partnerships*, <https://goo.gl/dbaKC8>

²³ National Network of Partnership School, *Six Types of Involvement: Keys to Successful Partnerships*, <https://goo.gl/XzNEix>



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- f. Communities that collaborate to strengthen family engagement initiatives impact positive student outcomes.

Purpose:

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

Accomplishments:

- The Superintendent established education action committees and councils to engage members of the community in an effort to support minority students and encourage cultural inclusivity across our state. One of the top priorities for the action committees is to develop, implement and support initiatives to increase the number of their community members who pursue education as a career.
- In addition, each group has been asked to develop other actionable proposals that they believe will lead to improved outcomes for the students they represent.
 1. African American Education Action Committee
 2. Asian American/Pacific Islander Education Action Committee
 3. Latino American Education Action Committee
 4. Native American Education Advisory Council
- Parent representatives are required participants in state level program advisory groups, providing an additional opportunity for the voice of parents to be heard to influence state policies. Examples include the State Migrant Parent Advisory Council and Title I Committee of Practitioners.
- ADE's Family Engagement Initiative, which was established to build and strengthen partnerships between families, schools, and communities, will consult with the councils, action committees and projects as needed.

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Preservation of Native American Language and Culture

"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 an important part of its formation and ongoing success, it is unacceptable to me that the education of these students has been so neglected."

- Arizona Superintendent of Public Instruction Diane Douglas

Preserve Native American languages and cultures to prevent them from disappearing as a result of disuse and lack of integration with society.

Background:

- Superintendent Douglas established her Native American Education Advisory Council 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 slowly becoming extinct. In Arizona, our Native American population faced the same challenge as many others, where for many years speaking their native tongue was punished or met with disapproval and they were forced to use English only.
- Our tribes and nations are on the brink of losing native speakers.²⁴

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.

Accomplishments:

Through dedicated workshops and outreach efforts by ADE, the number of teachers certifying to teach Native Languages has increased immensely. Based on numbers provided by ADE Teacher Certification:

- The total number of teachers certified to teach a Native language went from 107 in 2015 to 134 in 2016, a 25 percent increase.

²⁴ <http://www.livescience.com/18553-endangered-native-languages-survival-aaas.html>

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- The total number of teachers certified to teach a Native language went from 19 in 2012 to 134 in 2016.
- Teachers certified to teach Akimel O'otham went from 0 to 4 in 2016.
- Teachers certified to teach Apache went from 9 to 21 from 2012 to 2016.
- Teachers certified to teach Hualapai went from 0 to 1 in 2016.
- Teachers certified to teach Navajo went from 10 to 97 from 2012 to 2016.
- Teachers certified to teach Tohono O'odham went from 0 to 9 from 2014 to 2016.
- The number of Native languages being taught by certified teachers went from 2 to 7 from 2012 to 2016.

Native American Language & Culture Programs (numbers based on ADE survey results):

In school year (SY) 2015-2016, 710 students completed a Native American language course; this year, 1,779 students are currently enrolled in a Native American language course.

In SY 2015-2016, 683 students completed a Native American culture class; 1,722 are currently enrolled in a Native American culture class this year. (Note: 23 are being taught Navajo at South Mountain Community College.)

- Reporting schools had a total of 21 Native Language teachers each year.
- In both SY 2015-2016 and SY 2016-2017, the following languages were being taught:
 - Akimel O'otham
 - Apache
 - Navajo
 - Tohono O'odham
 - Yavapai

Seal of Biliteracy Program:

- In the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas proposed the statutory establishment of the Seal of Biliteracy Program to recognize students' high-level bilingual proficiency in English and one or more additional languages, including Native American languages.
- Superintendent Douglas promoted the introduction and passage of Senate Bill 1239, the Seal of Biliteracy Program, during the 2016 Arizona Legislative Session and the bill became law on May 12, 2016.
- The Seal of Biliteracy program will officially launch in 2017. Native American community members participated in the working group to develop the requirements to represent the Native American languages.

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Comprehensive Education Resources and Support for Parents

Provide parents with an easily accessible system of resources and supports to answer questions, address concerns, and promote effective involvement in their child's education.

Background:

- Many parents who attended the 2015-16 We Are Listening Tour events discussed some of the complex issues facing their children.
- Resources for those parents will better equip them to advocate for their children and aid parents in helping their child learn at home.

Purpose:

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

Accomplishments:

- To elevate the significance of parental engagement, the Arizona Department of Education's stated mission was updated by Superintendent Douglas to include parental engagement: "To serve Arizona's education community, *and actively engage parents*, to ensure every student has access to an excellent education."
- A wide range of resources to promote effective engagement in their child's education are now available on the ADE's new Parent Gateway website: www.azed.gov/parents.
- An Ombudsman position has been created at ADE to field questions and identify support for parents, particularly if a local LEA has been unable to assist the parent.

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Strengthen Student Data Protection Policies

"Student data should be protected with the care that parents 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

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. LEAs are sometimes unaware that 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 appropriate 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.

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Accomplishments:

- ADE has implemented a system that allows for innovative and cutting-edge research to be conducted that improves teaching and learning in Arizona for Arizona's students, while strengthening the protections around students' most private educational records.
- Under the new process, data that can be directly tracked back to an individual student never leaves the security of ADE's system for use in research studies.
- Researchers wishing to conduct work using Arizona students' data must submit a thorough and detailed application, which is vetted by many levels of ADE staff. Only the most rigorous, qualified applications are accepted.
- Once approved, researchers must conduct their work on a highly secure system with supervision by an ADE staff member at all times.
- Researchers are only allowed to take their findings and inferences with them at the conclusion of their study; thus, student data never leaves ADE.
- This new process exceeds requirements under the Family Educational Rights and Privacy Act (FERPA) and has been recognized as a model for other states.

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Encourage Local Education Agencies to Strengthen Family Engagement

Provide Arizona LEAs (school districts and charter schools) with resources and proven practices that can help strengthen and sustain strong relationships with families.

Background:

- True family engagement in our schools begins at the local level, where administrators and school staff have direct contact with families.

Purpose:

- Increase awareness of the many benefits of parent and family engagement in a child's education among administrators and school staff.
- Provide educators with tools to strengthen relationships with parents and families in order to increase student achievement.



Superintendent Douglas met with students at Gallego Intermediate Fine Arts Magnet School to hear about the importance of family engagement in their education.

Accomplishments:

- Superintendent Douglas proclaimed November 2015 to be Family Engagement Month to celebrate successful family/school partnerships and feature high-impact strategies to build and sustain family engagement programs.
 - The 2015-16 State Strategic Plan goal to have 50 percent of the ADE program area units support one of the six evidence-based principles of effective family engagement during November 2015 Family Engagement Month was achieved with an impressive 94 percent participation through a variety of family, school, and community activities.
 - The November 2015 Title I MEGA Conference featured a keynote presentation and numerous workshops focused on high-impact family engagement strategies. Educators reported principles and practices offered during the keynote presentation and breakout session by the National Network of Partnership Schools founder and director, Dr. Joyce Epstein, would be implemented with high expectations for success.

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Parental Engagement in Statewide Education Policy Development

Actively seek out 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 created the 2015-16 We Are Listening Tour events to increase opportunities for parent participation when important education decisions are made at the state level.
- Parents provide a valuable, unique perspective in conversations about our education system.

Purpose:

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

Accomplishments:

- During the 2015-16 school year, Superintendent Douglas led 25 statewide We Are Listening Tour and We Heard You Tour events, receiving valuable input from the public, and with particular parents, on issues that are of concern to them. Comments were considered in the development of the Superintendent's AZ Kids Can't Afford to Wait! proposals and other state policy decisions.
- ADE established the *AzMERIT Parent/Community Sensitivity Review Committee*, comprised of a wide variety of community stakeholders, to review AzMERIT questions for any inherent bias that might be present, which represented one of the first steps toward making AzMERIT a test that truly belongs to Arizona.

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Progress Updates from Previous AZ Kids Can't Wait! Plans

"I am so proud of the accomplishments that have been achieved and the progress that has been made for the students of Arizona over the past year. I created my 2015 AZ Kids Can't Wait! plan with direct feedback from Arizonans to make sure they have a voice in improving our state's education system. Education is constantly evolving, so it is important that my tours continue and new proposals are created. But, it is just as important that we continue the fight to accomplish and advance the original proposals to create the best education system for Arizona."

- Arizona Superintendent of Public Instruction Diane Douglas

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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 outlined in law."

- 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 statewide testing.

Background:

- Arizona parents currently are not afforded the option to opt out of standardized testing without having their children lose classroom instruction time and face potential consequences at school.
- Under current federal accountability regulations, each school's rate of participation on statewide tests and is required to be 95 percent. If Arizona fails to meet the 95 percent requirement, it faces the risk of additional federal monitoring or the potential loss of up to \$600 million.
- Under the newly enacted Every Student Succeeds Act (ESSA), a 95 percent participation requirement in statewide testing is a mandatory element of a state's accountability system; however, nothing in the law is to preempt state or local law with respect to a parental decision on assessment participation.
- Parents who wish to opt out from testing may do so only 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.
 - 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



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for excessive pupil absenteeism pursuant to section 15-803, including failure in a subject, failure to pass a grade, suspension or expulsion.

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 with respect to their child's education, and those rights should be protected. ADE will work to ensure parental rights are not interfered with by federal or state government and will seek additional flexibility to safeguard parents' right to make critical decisions occurring at an educational facility, including whether to opt out of statewide testing.

Progress Update:

- Superintendent Douglas asked for a formal opinion from the Office of Attorney General Mark Brnovich.
- In a formal opinion issued in late 2015, Attorney General Brnovich said state law does allow parents to exempt their children from certain learning materials and activities they find objectionable. However, his opinion went on to say that parents of students in public schools have no legal right to withdraw their children from statewide standardized tests. Nothing in the formal opinion precludes lawmakers from putting a formal opt-out provision in state law.
- In the 2016 Legislative Session, Superintendent Douglas actively supported opt-out legislation that would have permitted a parent, on behalf of the student, to opt-out of the statewide student assessment system (Strike everything amendment to S.B. 1455). Although this legislation did not move forward in the legislative process, Superintendent Douglas will continue to support opt-out legislation, or any other legislation that protects and reinstates a parent's inherent right to choose what is best for their child.
- ADE plans to continue advocating in 2018 for an opt-out provision to be added to existing law and will actively working with legislators and other policymakers to determine how best to accomplish that goal.

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Provide Increased Early Childhood Education Learning Opportunities for Families

Better prepare Arizona's students for lifelong success through parent and community education opportunities that detail important K-3 education topics.

Background:

- A strong foundation in the early years improves the odds for positive outcomes for kids; a weak foundation increases the odds of problems later in life.²⁵
- Strong family engagement is central in promoting children's healthy development and wellness, including:
 - Social-emotional and behavioral development
 - Preparing children for school
 - Seamlessly transitioning them to kindergarten
 - Supporting academic achievement in elementary school and beyond²⁶
- Providing children from birth to five with consistent, language-rich experiences – such as talking, reading, and singing – can have important benefits on their brain development and future school success.²⁷



Superintendent Douglas reading to pre-school students in Show Low.

Purpose:

- In order to establish a solid foundation for lifelong learning and a strong sense of cultural identity, workshops should be inclusive of culturally relevant components, have a data-driven focus, and be informed by the many unique disadvantages that different communities face.

²⁵ <http://www.readyazkids.com/building-better-brains/>

²⁶ <http://www2.ed.gov/about/inits/ed/earlylearning/families.html>

²⁷ <http://www.ed.gov/early-learning/talk-read-sing>

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Details of Proposal:

- Provide informational resources for families, such as workshops on early brain development, the importance of reading to young children and accessing healthy foods for children in grades K-3.
- Stress the importance of parental involvement for young students as a means to nurture a habit that may continue throughout the child's K-12 education path.

Progress Updates:

- In late 2016, the ADE Office of Indian Education facilitated a meeting between the Ak-Chin Indian Community and the Maricopa Unified School District, which educates many of the tribe's students, to discuss the importance of parent and family engagement and its positive impact on educational outcomes.
- This partnership was designed to act as a pilot to explore the potential to replicate and strengthen relationships between tribes, districts, and tribal communities across Arizona. The Office of Indian Education would like to pursue similar opportunities in the future once additional resources have been identified to support this important work.
- Parent and Family Engagement was the focus of several sessions at the inaugural Arizona Indian Education Stakeholders Summit, hosted by the ADE Office of Indian Education, which took place in September 2017. Topics included *Family Engagement: The Impacts of Lifelong Learning* and *Parents and Family Engagement Specialists*.
- ADE's Early Childhood Unit hosted a two-day conference on family engagement. The goal of the conference was to help educators develop strategies to strengthen family engagement in early learning settings (birth to 3rd grade), and to support programs and families in forming strong partnerships that will improve outcomes for Arizona's children. Sessions provided opportunities for both practitioners and families, with a focus on the image of families as their child's first and most important caregiver, utilizing a strengths-based approach to working with families, building relationships, and engaging fathers. Topics included *Engaging Families in Early Math*; *Engaging Families from the Start5*; and *Batteries Not Included: Building Toys that Build the Brain*.

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Prioritize Rural School Transportation Funding for Distance Compensation

"Our children's lives are precious and their safety is of the utmost importance. For too long, we have been neglecting proper transportation support to rural districts that face unique challenges caused by rough roads, unsafe school buses and bus driver vacancies. It's time we properly support rural districts and recognize their extensive operating and capital needs."

-Arizona Superintendent of Public Instruction Diane Douglas

Seek General Fund allocations for the establishment of a grant that schools can apply for to receive additional funding for rural transportation costs in high-need situations.

Background:

- Arizona Revised Statute §15-921 requires the Superintendent of Public Instruction to evaluate the transportation program and routes for the purpose of evaluating accurate transportation support levels for the budget year.²⁸
- Arizona Revised Statute §15-945 details the Fiscal Year 2016 transportation funding levels for each school district which varies based on the mileage of students transported.²⁹
- While visiting rural areas of Arizona on the We Are Listening Tour, Superintendent Douglas received public requests to increase transportation resources, specifically the tribal areas that cover hundreds of miles to pick up and drop off students.
- It was reported in 2015 that in an effort to cut costs, 41 mostly small, rural districts moved to a four-day school week.³⁰



²⁸ <http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00921.htm&Title=15&DocType=ARS>

²⁹ <http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00945.htm&Title=15&DocType=ARS>

³⁰ <http://azednews.com/2015/05/21/four-day-school-weeks-who-uses-them-and-why/>



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- In rural areas, routes that buses cover are often times unpaved and rough:
 - Example: More than half of the 4,200 miles of routes that buses cover in the Chinle Unified School District are unpaved. Because of the rural road conditions, the school district spends approximately \$1 million a year on new buses.³¹
- Rural school districts find difficulty passing school bus inspections because of the low funding and high maintenance costs associated with driving on rough, unpaved roads:
 - From 2013 to 2015, Chinle Unified School District failed 94 school bus inspections out of 231, a failure rate of almost 41 percent.
 - The fail rates in the rural parts of our state ranged from more than 40 percent (Window Rock, Whiteriver and Pinon school districts) to 88 percent (Cedar Unified School District).
- Rural districts also face challenges with bus driver vacancies because of workforce recruitment struggles:
 - Chinle Unified School District has had bus driver vacancies since 2010. To fill the routes, it was reported that mechanics had to get behind the wheel to drive students to and from school; taking away time spent repairing buses. Administrators and the district transportation department's secretary also have stepped in and driven routes.
 - Bus drivers in rural areas may be required to drive longer routes to meet school transportation needs, meaning students have to spend more time on the bus.³²

Purpose:

- It must be recognized that rural school districts face higher maintenance costs for school buses because of the rough and unpaved roads and the longer distances they are required to travel. Immediate action must be taken to combat this higher cost.
- Schools are not intentionally refusing bus maintenance; they are doing everything they can with the little funding they have towards transportation support. We need to increase assistance from a state level to support the transportation needs of struggling rural schools.
- An increase of funding specifically for rural school transportation costs is essential to preserve the safety of our students. Our children are precious, and we cannot continue to put them at risk because of the lack of funding for proper transportation maintenance.

³¹ <http://www.azcentral.com/story/news/local/arizona-investigations/2016/09/14/chinle-arizona-school-district-bus-safety/87558372/>

³² <http://www.azcentral.com/story/news/local/arizona-investigations/2016/09/14/chinle-arizona-school-district-bus-safety/87558372/>

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- We need to incentivize the rural workforce to fill bus driver vacancies through higher salaries so that we can reduce the lengthy routes drivers and students complete daily.

Details of Proposal:

- Partner with education stakeholders to advocate for the appropriation of \$20 million for the maintenance of current school buses and the purchase of new buses in rural areas to replace vehicles that are over 10 years old or have traveled over 100,000 miles.
- Create a Rural School Working Group to determine the provisions of this additional transportation funding for rural schools.

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Adequate Funding for Rural School Support Services

“Rural schools face significant financial constraints that are not as common in our urban and suburban schools along with heightened challenges in teacher recruitment and retention. Although I believe schools and classroom teachers statewide are being severely neglected financially, it is the rural schools that are suffering the most. We need to give all our students—whether they are in urban, suburban or rural communities—the opportunity to be successful.”

-Arizona Superintendent of Public Instruction Diane Douglas

Add ten percent to the current student weight for students in the most rural ten percent of school districts to increase support and services to those communities.

Background:

- During the We Are Listening Tour’s stops in rural Arizona communities, Superintendent Douglas received public requests to increase funding for rural school districts that face issues related to a lack of resources for their students and teachers.
- The current K-12 school finance system is based on a statutory formula enacted in 1980 and substantially modified in 1985. The established formula aims to “equalize” per-pupil spending among school districts, taking into account student enrollment and property values. Under the current school finance formula, school districts receive approximately the same amount of funding per pupil.³³
- School districts receive weights that are applied to a school district’s student count based on varying factors. “Group A” weights are applied based on the number of students taught in certain grade levels. “Group B” weights are applied using specific student characteristics and needs such as special education, English language learners and severe developmental disabilities.



³³ <http://www.azleg.gov/briefs/Senate/ARIZONA%27S%20SCHOOL%20FINANCE%20SYSTEM.pdf>

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- It was reported in 2015, 41 mostly small, rural districts made the decision to move to a four-day school week in an effort to cut costs.³⁴
- Rural communities depend on their schools to serve many functions beyond their primary mission of educating children. Rural school districts are often the largest single employer in their area and serve as the social, recreational and cultural foundation of their communities.³⁵
- Rural school districts are underfunded and are disadvantaged by size as well as geography. For example, when rural districts apply for grants, the resulting funds based on number of students are often too small to accomplish the purpose of the award.³⁶
- Rural education employees serve many roles in their communities and they, too, face many unique challenges, such as:
 - Lower salaries and benefits;
 - Lack of access to professional development opportunities;
 - Professional isolation;
 - Preparation for multiple subjects and grade levels; and
 - Multiple extracurricular duties.³⁷
- Many Arizona educators and administrators in small and rural school districts feel that in the enactment of educational policies their special concerns are overlooked. They also find it difficult to share resources and valuable information due to geographical isolation.³⁸
- According to the National Rural Education Association (NREA), rural schools face unique and heightened challenges in comparison to urban schools, such as:
 - Rural areas may be more vulnerable to capacity shortfalls than urban and suburban areas;
 - Education isn't always "one-size-fits-all" and closing gaps in rural schools may require a myriad of solutions;
 - Rural communities have fewer employment and internship opportunities than non-rural, increasing the implications of poor performance and/or poor postsecondary preparedness.
 - Many rural districts struggle to find teacher candidates for their openings;

³⁴ <http://azednews.com/2015/05/21/four-day-school-weeks-who-uses-them-and-why/>

³⁵ <http://www.nea.org/home/16358.htm>

³⁶ *Id.*

³⁷ *Id.*

³⁸ http://www.azruralschools.org/About_Us

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- High teacher and administrative turnover presents a unique challenge for rural districts in that the recruitment pool is much smaller and the local labor force is more limited. Urban and suburban areas have more resources to attract new teachers and administrators; and
- Rural areas have been slow to benefit in full from recent technological advancements and many lack access to sufficient bandwidth to support simultaneous whole-school online access.³⁹

Purpose:

- Rural school districts require additional financial support to address their unique challenges, such as teacher recruitment and retention, access to support and resources for teachers, students and families, and minimal technological access in comparison to urban schools.

Details of Proposal:

- Partner with education stakeholders, Governor Doug Ducey, and the Legislature to generate additional monies in the approximate amount of \$40 million for increased rural school funding by adding a 10% increase to the current allocations for base level support in the “Group A” weight.
- Create a Rural School Working Group to define the 10% of highest need rural populations and to determine the provisions of this additional student support weight. Factors to consider include but are not limited to:
 - Distance from Phoenix or Tucson
 - Student population
 - Bus route miles
 - Poverty count
 - Distance from nearest district
 - Employment statistics
 - Employment providers

³⁹ http://toolbox1.s3-website-us-west-2.amazonaws.com/site_0439/NREAResearchAgenda081116_082416.pdf

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An Effective Teacher in Every Classroom

"One of the factors that can make the biggest impact on our students' success in school is having an outstanding educator in every classroom. Currently, there are simply too many barriers to attracting and keeping great teachers in our schools. In order to ensure that every child in Arizona has access to an excellent education, we must develop new and innovative ways to help our teachers flourish."

- Arizona Superintendent of Public Instruction Diane Douglas

The Arizona Department of Education's Educator and School Excellence Unit will propose updates to State Board of Education Certification rules to ensure that teachers complete training and assessments that prepare them to be effective in the classroom, remove barriers for qualified candidates to enter the teaching profession, streamline processes for teachers to add endorsements to their certificates and offer pathways for certified educators to expand the areas they are qualified to teach.



Details of Proposals:

- 1) Develop a new 'micro-credentialing' system to support and recognize teacher professional growth and expertise.
- 2) Streamline certification requirements and align Board rule with statute by allowing teachers to qualify for a Standard teaching certificate, instead of a Provisional teaching certificate, once they complete their teacher preparation program and pass the required professional knowledge and subject knowledge exams.
- 3) Update certification rules to align with the Every Student Succeeds Act.



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Develop New Micro-Credentialing Options for Educators

Provide new opportunities for educators to gain credit for completing structured, rigorous local professional learning and training, known as micro-credentials, particularly in specialized areas of study. In the future, financial incentives will be sought to encourage educators to complete micro-credentialing opportunities and to further recognize teacher experience and expertise.

Background:

- The completion of professional learning clock hours is a requirement, or a pathway option, for certificates, certificate renewals and endorsements.
- Current professional learning efforts may, in some cases, lack rigor and structure, leading to wide variations in the preparation of teachers serving in different schools and LEAs.

Purpose:

- Micro-credentials could be used by educators to help fulfill existing professional learning requirements for certificates, certificate renewals and endorsements.
- Help LEAs to identify and recruit teachers that have completed professional learning in key areas of need for their schools.
- Provide new ways to recognize educators for completing rigorous professional learning opportunities.

Details of Proposal:

- Develop a rigorous micro-credential system to provide additional opportunities to support and recognize the professional growth and expertise of Arizona's educators.
- Seek to update existing processes to allow for teachers' use of micro-credentials to meet existing professional learning requirement for certificates, certificate renewals and endorsements.

Progress Update:

- ADE has had discussions with State Board of Education (SBE) staff and representatives from Institutes of Higher Education (IHE) regarding the planning phase and implementation of micro-credentials. The Department will work with LEA representatives and the Certification Advisory Committee to create a proposal to submit to the State Board of Education.



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Standard Certification Streamlined for Qualifying Applicants

Amend Board rules to remove language that conflicts with statute and allow applicants who have completed a teacher preparation program and passed all required exams to qualify for a Standard certificate instead of a Provisional teaching certificate.

Background:

- The initial teaching certificate issued to individuals who complete their teacher preparation program and meet all educator exam requirements is a three-year Provisional certificate.
- Under Board rule R7-2-606(D), a performance assessment is established as a requirement for the Standard teaching certificate. However, until the Board adopts a performance assessment, individuals who are certified with a Provisional certificate may qualify for a Standard certificate by teaching for two years during the valid term of a Provisional certificate.
- If they are not teaching, they may apply for a one-time extension for an additional three years and they may apply to re-instate their Provisional certificate after they have used the one-time extension.
- There are four issues with the current Board requirements for Standard teaching certificates:
 - A.R.S. 15-203(A) states that the proficiency examination to qualify for a teaching certificate “shall consist of only a professional knowledge and a subject knowledge test.” Adopting a performance test would conflict with statute.
 - While teachers are certified with a Provisional teaching certificate, they are able to maintain their certificate but are not required to complete any professional development hours that would help them improve their skills needed to be effective in the classroom.
 - The Provisional certificate leads to additional burdens on new teachers by requiring them to submit an application and fee within three years to convert their certificate.
 - The requirements to qualify for a Standard certificate are imbalanced when compared to in-state applicants, since teachers who are certified out-of-state are able to qualify for a Standard teaching certificate under reciprocity rules.

Purpose:

- Remove Board rule language indicating the need for a performance assessment when such an assessment conflicts with statutory requirements.
- Reduce burdens on educators by extending the timeframe of their initial certificate.



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- Improve the effectiveness of new teachers in the classroom by requiring professional development under the Standard teaching certificate.
- Make requirements for certification equitable for in-state and out-of-state teachers.

Details of Proposal:

Current State Board Rule/Arizona Statute	Proposed Rule or Statute Change
<ul style="list-style-type: none">• Board rule R7-2-606(D) establishes a performance assessment as a requirement to convert a Provisional certificate to a Standard certificate. This rule also indicates that two years of teaching experience during the valid term of the Provisional certificate will be required until the performance assessment is adopted.• Board rules R7-2-608(E), R7-2-609(C), R7-2-610(C), R7-2-611(D), (F), (H), (J), (L) and (N), and R7-2-613(C) and (E) establish that Standard teaching certificates require two years of teaching experience during the valid term of the Provisional teaching certificate if a performance assessment is not adopted by the Board.	<ul style="list-style-type: none">• Remove the performance assessment rule language under Board rule R7-2-606(D).• Amend R7-2-608, R7-2-609, R7-2-610, R7-2-611, and R7-2-613 to establish that applicants who meet the teacher preparation and Professional Knowledge and Subject Knowledge exam requirements will qualify for the Standard teaching certificate.• For discussion: because of SB 1208, the Board could consider allowing the Provisional certificate to be issued to individuals who have completed a teacher preparation program but have not met the professional knowledge and/or subject knowledge exam requirements.

Progress Update:

- ADE will work with the State Board of Education to open rulemaking on R7-2-606(D) to remove Board rule language indicating the need for a performance assessment that conflicts with statutory requirements.
- Senate Bill 1042 was passed by the First Regular Session of the Fifty-third Legislature and amended Arizona Revised Statute 15-782.01 to read, "The state board of education shall also revise state board rules to eliminate the issuance of provisional certificates and issue standard certificates to applicants from all available certification pathways."
- The State Board of Education amended Board rules R7-2-608, R7-2-609, R7-2-610, R7-2-611, R7-2-612, R7-2-613, and R7-2-614 by removing provisional from the certificate names and replacing with Standard Professional.
- Senate Bill 1042 amended Arizona State Statute 15-203 to make all initial issuance and renewal of certificates 12 years.

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- The State Board of Education amended R7-2-607 and R7-619 to make initial issuance and renewal of certificates to 12 years. Certificate renewal requires 15 hours of continuing education credits each year of the certificate term and may be accumulated in various increments per year prior to renewal.
- Out-of-state teachers who possess a comparable, valid certificate or endorsement and apply for reciprocity are issued the same Standard Certificate as an in-state teacher who completed a Board approved preparation program.

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Menu of Assessments Simplification to Promote Local Control

"I am an avid supporter of school choice and local control of education, recognizing that each community has unique needs. The Legislature passed the Menu of Assessments last session, but some barriers have created an imbalance between high performing and low performing schools. I believe every student deserves access to the same options when it comes to their education and I will work to ensure."

- Arizona Superintendent of Public Instruction Diane Douglas

Remove the statutory restrictions on the current Menu of Assessments to allow all school districts to select the assessment that is best able to test the progress of their students.

Background:

- A.R.S. § 15-741 directs the Arizona State Board of Education to adopt and implement an annual assessment to evaluate student achievement of the state's academic standards in reading, writing and math; currently this assessment is the AzMERIT test. School district governing boards and charter school administrators are responsible for administering the test.
- Throughout Superintendent Douglas' 2015 and 2016 We Are Listening Tours, Arizonans called for reduced testing of students. Many schools are using norm-referenced tests beyond AzMERIT, which equates to more time spent testing.
- In the 2016 legislative session, House Bill 2544 was passed into law. Supported by Superintendent Douglas, the bill requires that the Arizona State Board of Education (SBE) to adopt a menu of locally procured achievement assessments from which school districts and charter schools may select an assessment to administer. The menu can in turn give schools using additional testing measures the ability to reduce their testing of students by allowing them to use a test other than AzMERIT to determine their students' achievement.
- The Arizona Legislature passed Laws 2016, Chapter 7, Article 3 adding section A.R.S. § 17-741.02 directing the adoption of a menu of locally procured achievement assessments with the following limitations:
 - Prohibits "D" and "F" school districts and charter schools from choosing an assessment on the menu, requiring them to continue to use AzMERIT.
 - Eligible schools wanting to select an assessment from the menu must use their own funds to procure an assessment from the SBE adopted menu. Currently, the State only pays for the administration of AzMERIT.



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Purpose:

- The path of the menu of assessments is leaning in the direction of school choice and local control, yet as currently constructed it increases the gap between high-performing and low-performing schools and drives a larger stake between wealthier and lower-income areas. It is important that Arizona provides equal opportunities to all students and communities.

Details of Proposal:

- Work with members of the Legislature to remove the current statutory and budgetary restrictions of the menu of assessments (A.R.S. § 17-741.02), thereby allowing all school districts and charter schools, to assess student achievement through any SBE-adopted assessment on the menu.

Progress Updates:

- ADE continues to support the work of the State Board of Education tasked with adopting a menu of assessments.
- S.B. 1098 (Laws 2017, Chapter 137.) removes restrictions on the menu of assessments to allow all schools, including “D” and “F” schools, to utilize an assessment on the menu. The original bill included restrictions on underperforming schools’ ability to take advantage of the menu of assessments.
- The ADE Assessment Section has requested funding in FY2019 to support the menu of assessments. Additional psychometric and test security services is required to ensure the results from all tests on the menu are comparable, provide the same information about student achievement, and can be used in school accountability measures. Funding for additional IT work is also requested to import, store, and report results from the menu of assessments.
- Superintendent Douglas will continue to support efforts to remove the budgetary restrictions of the menu of assessments and promote local control by allowing all schools the option to utilize a test on the menu.

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Implement Comprehensive School Health Programs

"The evidence linking student achievement to school health programs that include healthier foods, increased physical activity, and access to healthcare professionals is clear. We must do a better job supporting the existing programs Arizona has in place and implementing additional programs our schools are lacking."

- Arizona Superintendent of Public Instruction Diane Douglas

Support schools in the implementation of the Whole School, Whole Community, Whole Child Model to acknowledge learning, health, and the school as being a part of and a reflection of the local community.

Background:

- This model supports the premise that schools should address the health of students through coordinated activities, policies, and programs that include but are not limited to:
 - Health education and health services
 - Physical education and physical activity
 - Nutrition environment and services
 - Social and emotional climate
 - Physical environment
 - Employee wellness
 - Family and community involvement
- Schools, health agencies, parents, and communities share a common goal of supporting the health and academic achievement of adolescents. Research shows that the health of students is linked to their academic achievement.⁴⁰ By working together, the various sectors can ensure that every young person in every school in every community is healthy, safe, engaged, supported and challenged.
- When we promote the health and well-being of students, staff, classrooms and schools we are developing the environment which is also most conducive to the effective teaching and learning. When we learn who students are, enhancing connectedness between them and the school, we not only increase their sense of belonging and safety, we also better understand what makes our

⁴⁰ Bradley B, Green AC. Do health and education agencies in the United States share responsibility for academic achievement and health? A review of 25 years of evidence about the relationship of adolescents' academic achievement and health behaviors. Journal of Adolescent Health May 2013; 52(5): 523–32.

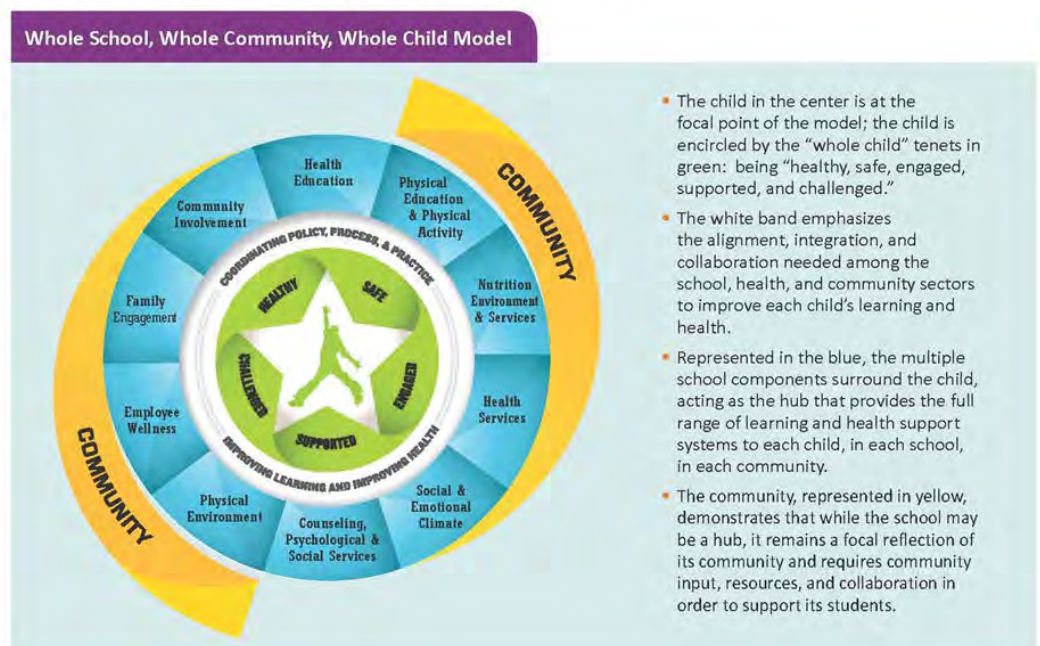
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students tick and can better adjust learning methodologies and content to suit. When we reach out to families and the local community we not only expand the safety net but we also empower key stakeholders in the responsibility and purpose of education.

- Integrating health services and programs more deeply into the day-to-day life of schools and students represents an untapped tool for raising academic achievement and improving learning.⁴¹
- Academic achievement is an excellent indicator for the overall well-being of youth and a primary predictor and determinant of adult health outcomes.

Purpose:

- Improving education and health outcomes, thereby increasing academic achievement and graduation rates.
- Efforts to address the educational and health needs of youth should be seen as a schoolwide endeavor as opposed to being confined to a subject or sector.
- Emphasize the relationship between educational attainment and health, by putting the child at the center of a system designed to support both.
- Under the Every Student Succeeds Act (ESSA), additional Physical Education and Health Education initiatives, while not directly mandated under the new law, will address gaps within Arizona's existing education policy by directly improving child development, academic success, and increasing parentally-sought school characteristics and available programming.



⁴¹ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning. Archives of Pediatrics and Adolescent Medicine 1998; 152(9): 899–907. 4. Rampersaud GC, Pereira MA,

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Details of Proposal:

- The Arizona Department of Education in collaboration with local education agencies, state agencies, faith-based organizations and community organizations, will provide on-going technical assistance and professional development to support schools in implementing and sustaining the Whole School, Whole Community, Whole Child Model.

Progress Updates:

- Utilizing Whole School, Whole Community, Whole Child Model as a foundation for creating healthy school environments, ADE through funds provided by the Attorney General's office provided technical assistance, professional development, curriculum and equipment to schools throughout Arizona to address nutrition and physical activity needs. Special emphasis was given to schools to increase access to and participation in physical activity and physical education in K-12th grade and after school programs.

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Increased School Support for Registered Health Professionals

"Our schools are experiencing serious financial strains, and one of the first programs often cut is school health services. Cutting such programs not only puts our students at risk, but puts our teachers at risk if they are not properly trained to handle medical situations. It's time we prioritize adequate funding these important services and make sure our students stay healthy while they are at school."

- Arizona Superintendent of Public Instruction Diane Douglas

Recommend that school districts and charter schools provide school health services for students delivered by a school nurse.

Background:

- A student's health is directly related to his or her ability to learn. Children with unmet health needs have a difficult time engaging in the educational process.
- The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental, emotional and social health needs of students and supports their achievement in the learning process.
- Students who are medically fragile or who deal with chronic health issues are coming to school in increasing numbers and with increasingly complex medical problems that require complicated treatments commonly provided by the school nurse.⁴²
 - Chronic conditions such as asthma, anaphylaxis, type 1 and type 2 diabetes, epilepsy, obesity, and mental health concerns may affect the student's ability to be in school and ready to learn.
- The National Survey of Children with Special Healthcare Needs has determined that 11.2 million U.S. children are at risk for chronic physical, developmental, behavioral or emotional conditions. These students may require health-related services in schools.⁴³

⁴² Lineberry & Ikes, 2015

⁴³ U.S. Department of Health and Human Services, Maternal and Child Health Bureau, 2013



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- Student absences due to infectious disease cause the loss of millions of school days each year.⁴⁴
- Based on standards of practice and community health perspective, the school nurse provides a safe and healthy school environment through control of infectious disease, which includes promotion of vaccines, utilization of schoolwide infection control measures, and disease surveillance and reporting.
- Immunization compliance is much greater in schools with school nurses.⁴⁵

Purpose:

- Keep children healthy, safe and ready to learn.
- Provide safe, quality school health services during the school day.
- Decrease absenteeism and increase student success.

Details of Proposal:

ADE, in partnership with other state agencies and organizations, will provide training and guidance for schools and school health service providers to support safe, evidence-based practices in the school setting.

Progress Update:

- ADE continues to support LEAs and school staff through trainings, onsite technical assistance and resources. We have worked with stakeholders and partnering agencies to update existing guidelines, such as the ***“Emergency Guidelines for Schools”***. We have also partnered with other state organizations to provide a statewide conference and multiple regional workshops for school health staff to ensure professional development opportunities are available to support the provision of safe health services.

⁴⁴ Centers for Disease Control and Prevention, 2011

⁴⁵ Baisch, Lundeen, & Murphy, 2011

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Five Ways a School Nurse Benefits the School

Attendance - School nurses improve attendance through health promotion, disease prevention and disease management. Students with a full-time school nurse have about half the student illness- or injury-related early releases from school where no school nurse is present.

Academics – Improved attendance means the healthy student is in the classroom and ready to learn. School Nurses enable better performance, which also contributes to reducing drop-out rates.

Time – School nurses save time for principals, teachers and staff. A school nurse in the building saves principals, teachers, and clerical staff a considerable amount of time that they would have spent addressing health concerns of students.

A school nurse in the building saves:

- Principals almost an hour a day
- Teachers almost 20 minutes a day
- Clerical staff over 45 minutes a day

"We know that students need to be healthy to learn. School nurses play a vital role in making sure children are healthy and ready to learn."

*-- Arne Duncan, Secretary,
U.S. Department of Education*

Staff Wellness - School nurses improve the general health of staff. According to school reports, principals, teachers, and clerical staff are **VERY** satisfied with having school nurses in their schools for several reasons:

- Teachers can focus on teaching
- Office staff spend less time calling parents and sending students home
- Healthy staff means increased attendance and productivity

Accountability - School nurses help schools stay accountable.

- Promoting compliance with federal and state law mitigates lawsuits
- Advocating for adequate staffing aligns with Healthy People 2020 recommendations of the ratio of one school nurse per 750 well students (1:750)
- Preparing for emergencies saves lives and property
- Addressing student mental health links to academic achievement

School nurses are instrumental in the identification and referral to community resources for health risks and are often the only health professional who see students on a regular basis.

School nurses are responsible for:

- Significantly decreasing the amount of days missed due to asthma, the leading cause of school absenteeism, accounting for more than 14 million missed days annually
- Managing students with chronic conditions such as diabetes and seizures to allow them to stay in class
- Identifying and treating accidents and injuries
- Counseling students about physical and emotional issues

Healthy Children = Academic Success
www.nasn.org

School Nurses Economic Value

- ✓ Provide health services that increase school attendance
- ✓ Prevent and control the spread of communicable disease
- ✓ Administer specialized services to students (medications, insulin pumps, ventilators, tube feedings)
- ✓ Verification of immunizations
- ✓ Screening and make referrals for vision, hearing, BMI
- ✓ Provide health professional input and direction for school and community policies and programs
- ✓ Educate students and staff on managing their own health and wellness

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IDEAS FOR PARENTS

School Health Services How Can You Help?

Qualified professionals, such as registered nurses, nurse practitioners, dentists, health educators, physicians, physician assistants, and allied health personnel, provide a variety of services to students and families. School health service providers deliver first aid and acute and emergency care for students and assist with managing chronic conditions (such as asthma or diabetes) at school. They also promote prevention and wellness by providing or verifying vaccines, encouraging proper nutrition and physical activity, and providing health education for both students and parents.

School health services staff can connect students and their families to community and other health care providers and promote a healthy and safe school environment.¹ Some schools have school-based health centers that deliver direct medical, dental, nutritional, and mental health services to both students and families.²

Knowing the answers to the following questions can help you support your child's school to provide health services. If you don't know the answers to these questions, check out the school handbook or school website, attend a school wellness meeting or Parent-Teacher Association (PTA) meeting, or simply ask your child's teacher.

What's Happening at School?

1. Are there School Health Services, including a full-time registered nurse, in the school building at all times to help children with chronic medical conditions or with emergencies?
2. Is there a school-based health center available for students or their families?
3. How are medications and medical procedures administered at school? What are district policies about students carrying and self-administering medications?
4. Are there resources available at the school to help me find out if my child is eligible for health insurance and to help with enrollment forms?
5. Does the school nurse develop individualized health care plans for students with chronic health conditions?³
6. Is there a bullying prevention policy in the school or district that discourages bullying or encourages awareness or anti-stigma of students with medical conditions?
7. Does the district and school promote a healthy school environment by providing good nutrition, physical activity, and health education opportunities?⁴
8. Does the school district have a wellness policy to create and support a healthy school environment?⁵ If so, is the school following the policy?



Centers for Disease
Control and Prevention
National Center for Chronic
Disease Prevention and
Health Promotion



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Re-Establish State and Local Control of Education through the Every Student Succeeds Act (ESSA)

State Plan Submitted and Approved by the U.S. Department of Education as required by the Every Student Succeeds Act (ESSA) that reinvigorates state and local control of our education system.

Background:

- The Every Student Succeeds Act (ESSA) was passed into federal law in December 2015 to reauthorize the Elementary and Secondary Education Act (ESEA) and replaces the previous version of the law, No Child Left Behind (NCLB).
- ESSA is marketed as affording states greater flexibility and the new law encourages states and schools to innovate, while maintaining a focus on accountability, state and local systems of improvement and a more balanced assessment system.
- Under ESSA, ADE created a State Plan that reflects a statewide shared vision for Arizona's students and schools. The State Plan included Arizona's vision for our unique state and will include topics such as accountability, funding, school improvement and grant-making systems.

Purpose:

- Arizona created a unique plan with our state's vision on how we will implement the new law.
- ADE collected statewide feedback from many of Arizonans to develop the plan.
- Superintendent Douglas had multiple meetings with USED, including at the highest levels to ensure that all flexibility allowed under the law was realized in the State Plan.

Details of Proposal:

- ADE's State Plan was approved by U.S. Department of Education in September 2017.
- ADE will provide LEAs guidance related to the implementation of ESSA to ensure they are supporting best practices for high student achievement, while following the provisions of the State Plan and the law.
- Focus on reducing burdens and addressing needs of the whole child.



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Continuous Improvement of Structured English Immersion (SEI) Programs

“Considering the changing demographics of our state, it is more important than ever to ensure our English language learners, including those in our growing Latino population, are receiving the resources and support they need to be successful based on the unique challenges they face. My Latino Education Advisory Committee expressed a desire to help do just that, and their recommendations are reflected in these proposals.”

- Arizona Superintendent of Public Instruction Diane Douglas

Seek continuous improvement of SEI Programs through research-based instructional strategies and professional development to increase academic success of ELL students.

Background:

- Latino students account for 85 percent of English language learners in Arizona.⁴⁶
- 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 that allow schools flexibility within the Task Force adopted Models. This flexibility provides the opportunity for Intermediate ELLs in their second or subsequent year to reduce up to two hours of the required English Language Development 4-hour block.

Purpose:

- Better support the needs of Arizona’s ELL students.
- Support the implementation of the 2014 refinements to the SEI models.

⁴⁶ Arizona Department of Education October 1, 2014 Enrollment Count. www.azed.gov/research-evaluation/arizona-enrollment-figures/.



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- Promote research-based instructional strategies that will meet the requirements of A.R.S. 15-756.01, continue to yield success in the language acquisition process, and further academic content area success for ELLs.

Details of Proposal:

- In January 2017, OELAS met with stakeholders and highly effective practitioners to revise the SEI Curricular Frameworks. The new frameworks were adopted by the State Board of Education in April 2017.
- New SEI courses for Teachers of ELs, aligned with the curricular frameworks, are being created now and will better prepare SEI teachers to provide effective instruction to ELs.
- In Spring 2017, OELAS convened and EL Advisory Group to discuss data, best practices, long term goals and measures of progress. This group will continue to meet in SY2017.
- OELAS hosted the first ever Secondary EL Coordinator Summit on September 22, 2017. Conversation emphasized implementation of the refinements to the SEI Model.
- In October 2017, OELAS partnered with Phoenix Union High School District to host a Secondary EL Teacher Summit, providing PD for Arizona teachers by Arizona teachers.

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Zip Code Project 2.0

"It is impossible for our education system to prepare students to be successful citizens if they are not attending school. The Zip Code Project focuses on disconnected youth, meaning those who are neither in school nor working. All children and young adults, regardless of where they live, deserve a chance to pursue their dreams. Our mission with the Zip Code Project is to help these young adults get back on a path to a successful, happy and productive life."

- Arizona Superintendent of Public Instruction Diane Douglas

Expand the current Zip Code Project by mobilizing the power of community collaboration and best practices to help navigate the complex education system for the most at-risk youth in Arizona.

Background:

- The Zip Code Project focuses on underserved and disconnected (unemployed and not attending school) youth in high-need communities throughout Arizona.
- After presenting the Zip Code Project to hundreds of parents, educators, government officials, and community leaders, it is apparent that expansion of the Zip Code Project is very important to the citizens of Arizona.

Purpose:

- Zip Code Project 2.0 is a 5-year expansion plan to achieve a statewide goal by 2023 to reach every Arizona county by establishing a presence and partnerships in over 16 zip codes.

Updates:

- The Zip Code Project is making strides in each community of focus. The launch of the project within the South Phoenix and West Phoenix regions were very successful. The Zip Code Project has been presented at several state and national conferences this past year to great interest. The program is continuing the fulfillment of the plan outlined in the 2017 AZ Kids Can't Wait! plan. The Zip Code Project is also focused on acquiring funding from multiple sources.

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Promote Acceleration, Enrichment and Support for Gifted Programs

"It's very important that Arizona provides a well-rounded and challenging education for all students. Offering advanced and accelerated learning options like advanced placement programs, gifted education programs, arts, music programs and educational technology choices supports Arizona's students who may experience academic success at a faster pace than their peers. My goal is to support all students, including those who are excelling."

- Arizona Superintendent of Public Instruction Diane Douglas

Expand support for gifted children and their families by providing new information about gifted education programs and services offered by schools and champion innovative uses of federal, state and local resources to promote both accelerated learning programs and enrichment for gifted students.

Background:

- Gifted children have unique academic, intellectual, social and emotional needs, and schools and families require additional support to help meet these needs.
- Gifted students comprise nearly eight percent of the total Arizona student population.⁴⁷
- A.R.S. § 15-779 – 779.02 require school districts to identify and appropriately serve gifted children K-12. A.R.S. § 15-779.01 A states:
 - "Because it is in the public interest to support unique opportunities for high-achieving and underachieving pupils who are identified as gifted, the governing board of each school district shall provide gifted education to gifted pupils identified as provided in this article."⁴⁸

Purpose:

- Encourage the expansion of K-12 programs, services and support for gifted children and families statewide through both acceleration and enrichment paths.

Details of Proposal:

⁴⁷ <http://www.azed.gov/gifted-education/>

⁴⁸ <http://www.azleg.gov/viewdocument/?docName=http://www.azleg.gov/ars/15/00779-01.htm>



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- Include new indicators for gifted education programs and student outcomes within online school profile information (school report cards), to include percentages of students identified as gifted, the types of programs and services offered and gifted student achievement.
- Provide schools with support on how to better use federal, state and local resources to expand K-12 opportunities to serve gifted children, and how to more effectively support families of gifted children in their efforts to support their learning at home and at school.
- Support schools participating in the Aligning Efforts for Talent Development Jacob K. Javits Gifted Education Grant Program, a three-year competitive grant awarded to the Arizona Department of Education by the U.S. Department of Education in 2015. In partnership with Arizona's five Regional Centers (www.azregionalcenters.com) across the state, the grant is focused on:
 - Increasing effective identification of students and student needs, along with aligned programs, services and instructional supports;
 - Providing professional learning support to teachers and leaders; and,
 - Engaging families and communities on how to support gifted children at home.
- Encourage Local Education Agencies to explore expanding gifted education learning options through acceleration and enrichment, such as online learning options for students who progress faster than their peers.

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Comprehensive School Report Cards to Enhance Parental Choice

"Today's parents are faced with many choices when choosing the school most appropriate for their children. School report cards should help parents make the right decision and must include more than a simple letter grade that is based on standardized test results. Parents should have access to relevant and comprehensive information at their fingertips. Letter grades should be used as just one measure of how well a school is performing."

- Arizona Superintendent of Public Instruction Diane Douglas

Develop an expanded school report card designed to provide parents with more comprehensive details about schools beyond a letter grade based primarily on results from a single standardized test.

Background:

- In 2010, the Arizona Legislature enacted Arizona Revised Statute §15-241 (A.R.S. §15-241) to create the A-F Letter Grade Accountability System, which was adopted in June 2011 by the State Board of Education. The A-F Letter Grades are designed to place equal value on current year achievement and longitudinal academic growth, specifically the growth of all students, as well as a school's lowest achieving students.
- The A-F Letter Grade Accountability System was first used as the sole accountability system in the 2011-2012 school year.

Purpose:

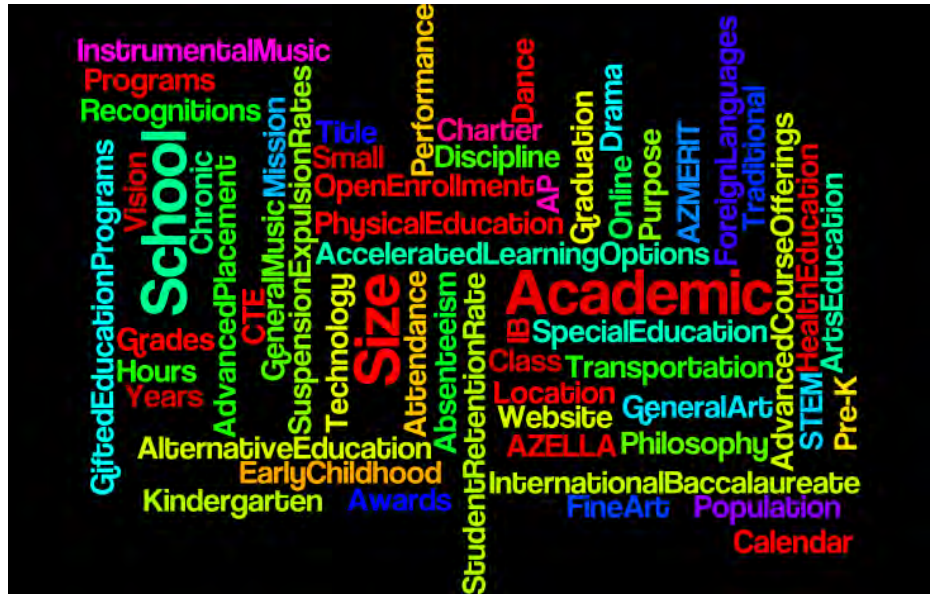
- Create school report cards that include A-F letter grades as one component, but that focus on a wide variety of factors beyond high stakes test scores.
- Consider learning opportunities for students at the school and the quality of the academic and extracurricular programs the school provides.
- Provide parents with information about each school and district to assist them in making educated decisions.
- A more robust report card will help parents make the appropriate choices for their children.



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Details of Proposal:

- School Report Cards:
 - ADE will create a robust school report card that incorporates additional indicators other than standardized test scores.
 - Based upon feedback from Arizonans, the areas being considered for inclusion in a school report card 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 (CTE) options
 - Dual enrollment (Postsecondary credit) offerings
 - School Safety Programs
 - Health and wellness offerings
 - A-F letter grades will be one indicator utilized in the school report card.
- While not part of the A-F accountability system, Arizona recognizes the need to provide more useful, comprehensive information regarding schools and LEAs to the public – beyond just summative ratings – particularly with respect to how schools and LEAs are supporting a well-rounded education for their students.
- ADE will provide more comprehensive data and information to the public for schools and LEAs to help inform and empower school choice, which in turn will help parents identify the most appropriate school for their child.
- School and LEA searchable school report card profile information will be made available online through the ADE website and will include more comprehensive information on academic and other programs and options offered by a school or LEA.



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Enrich Parental and Family Support of Native American Students

"Increasing parental and family involvement in a child's education has been a major priority of mine this last year. I recognize that different cultures and communities will require different steps to increase family engagement. We are seeking state funding for our Office of Indian Education to address the many unique needs of our Native American students, including our family engagement efforts."

- Arizona Superintendent of Public Instruction Diane Douglas

Work with Native American families to increase family engagement both at home and at school to improve academic outcomes.

Background:

- Students tend to earn higher grades, have better attendance, are more motivated and less likely to drop out when their families are involved in their education.⁴⁹
- Engaging Native American parents, families and communities in school can outweigh leadership, teacher quality and curriculum.⁵⁰
- Data from the U.S. Census Bureau's American Community Survey show that in 2012, seven percent of all U.S. 16 to 24-year-olds were not enrolled in school and had not earned a high school diploma or equivalency credential. That same year, for the same age group, this rate (called the status dropout rate) was 14.8 percent for American Indian/Alaska Native males.⁵¹
- In Arizona, the dropout rate for the American Indian/Alaska Native subgroup was 6.95 percent compared to the average rate for all students of 3.46 percent in 2015.⁵²
- Having siblings and/or parents who dropped out increases the chance that a student will drop out.⁵³

⁴⁹ <http://www.nea.org/home/52849.htm>

⁵⁰ <http://www.ncsl.org/print/statetribe/strivingtoachieve.pdf>

⁵¹ http://www.rwif.org/content/dam/farm/reports/issue_briefs/2016/rwif431300/subassets/rwif431300_3

⁵² <http://www.azed.gov/research-evaluation/dropout-rate-study-report/>

⁵³ <http://www.sedl.org/connections/resources/citations/172.html>



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- Parent involvement can be influenced by parent-school differences in values and communication styles, perceptions of cultural competency in the staff and curricula, and more.⁵⁴
- Preliminary discussions have begun with ADE and the Ak-Chin Indian Community for possible action items to increase family engagement.



Superintendent Douglas visiting the Hopi Tribe

Purpose:

- Native American students have been statistically shown to be Arizona's most at-risk students, showing lower graduation rates than other subgroups.
- Strong family engagement in a student's education is nationally recognized to increase the student's educational outcome.
- Native American families experience different challenges and cultural differences when compared to other subgroups in Arizona.
- A statewide model for family engagement may not align with the unique needs of Native American families. Working on a plan specific to this community is essential to ensure a positive outcome for Native American students.

Details of Proposal:

- Develop a structured plan for improving Native American parent and family involvement in schools and communities in Arizona to positively affect the educational experiences of Native American students.
- With successful implementation, this plan would be a model for other Native American tribes and communities in Arizona to increase family engagement.
- Plan components will focus on the following:
 - Parent-to-parent mentoring programs
 - Motivational speakers
 - Fiscal responsibility workshops
 - Parents' rights and responsibilities workshops
 - Education on culturally respectful relationships for parents, students, classroom teachers and community members.

⁵⁴ http://www.ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2008059_sum.pdf

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Redesign Arizona's 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 a given neighborhood than the efforts of either the teacher or the student. If we look beyond test 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:

- Test scores in English Language Arts/Reading and Mathematics have been the overwhelming factor when determining school letter grades in the past.
- Parents and educators on the We Are Listening Tour expressed interest in seeing 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 enhance other important aspects of a student's education, while schools with a higher rating may invest solely in test preparation.

Purpose:

- Create one accountability system that meets federal and state requirements.
- Hold schools accountable for improving academic outcomes for all students and encourage innovation that will provide students with a well-rounded education that prepares them for success in college or a career upon graduation.



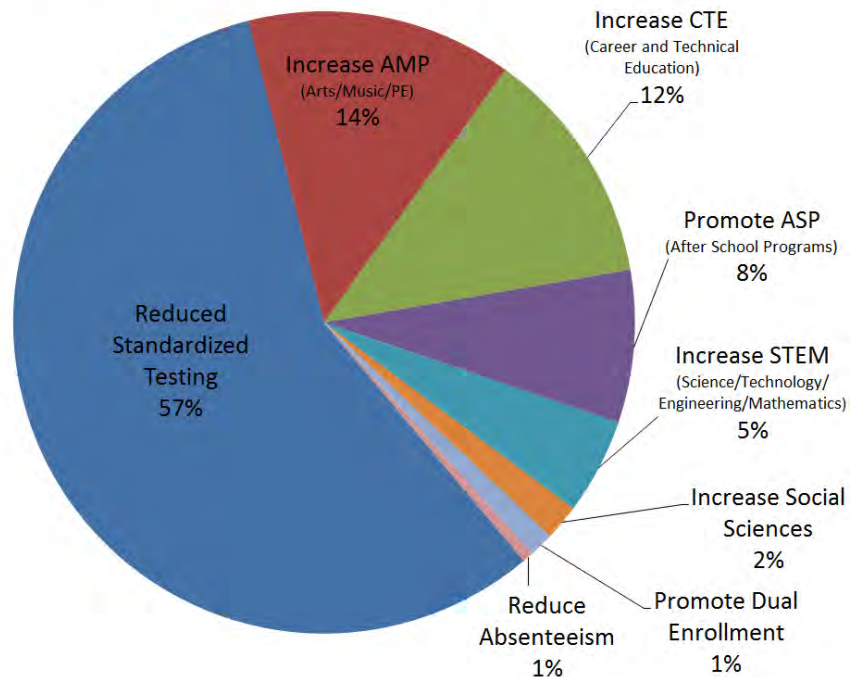
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Testing Reduction, Curriculum, & School Accountability

2015 "We Are Listening" Tour Data

533 Comments Total

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



Progress Update:

- ADE is the liaison to the State Board of Education's A-F Ad Hoc Committee, which will design and draft policy regarding a state accountability system.
- ADE is working closely with our Accountability Advisory Group (AAG) of external stakeholders to assist in the review of impact data and analyses requested by the A-F Ad Hoc Committee.
- Feedback from AAG, the requests for information regarding an A-F accountability system collected in August 2016, and feedback gathered from the public during the We Heard You Tour in the fall of 2016 have been provided to the A-F Ad Hoc Committee to assist them in their decision-making process.
- A new state accountability system was proposed by the Ad Hoc Committee for adoption by the State Board of Education.
- A new Technical Advisory Group (TAC) was appointed by the State Board in October 2017.

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Reduce Emphasis on Mandated Statewide Testing

"When I was a child we would take pop quizzes and other tests during class. Our teacher would then see where we were based on our 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. But here in Arizona it seems that testing has been at different time implemented to hold schools accountable, then to hold teachers accountable, and then to hold children accountable. Now it seems 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 the emphasis on AzMERIT as the only state level assessment that measures students' proficiency in English language arts and math. Teachers and schools should be using a variety of assessment tools in thoughtful ways so that teachers know, on a real-time basis, if a student is on the path to proficiency or not and can in turn provide assistance on an individualized basis. Mandated statewide testing should only be confirming what teachers and schools already know about student performance."

- Arizona Superintendent of Public Instruction Diane Douglas

Proposals:

- 1) Ensure all Local Education Agencies (LEAs) have access to high-speed broadband networks that can support student learning.
- 2) Reduce the length of the AzMERIT test.
- 3) Provide support to LEAs, schools, and teachers to guide their thoughtful use of a variety of assessment tools through the Menu of Assessments.
- 4) Provide professional development on Assessing for Learning: The Formative Assessment Process.
- 5) The K-12 Academic Standards Unit unveiled its balanced assessment framework document and is working with both internal and external stakeholders to increase understanding of a balanced assessment system.
- 6) A parent-friendly version is in development.



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Provide Professional Development on the Assessing for Learning: The Formative Assessment Process

Shift the focus away from teachers' reliance on end of the year testing to training teachers and giving them the tools they need to be more effective in assessing for learning in their own classrooms.

Background

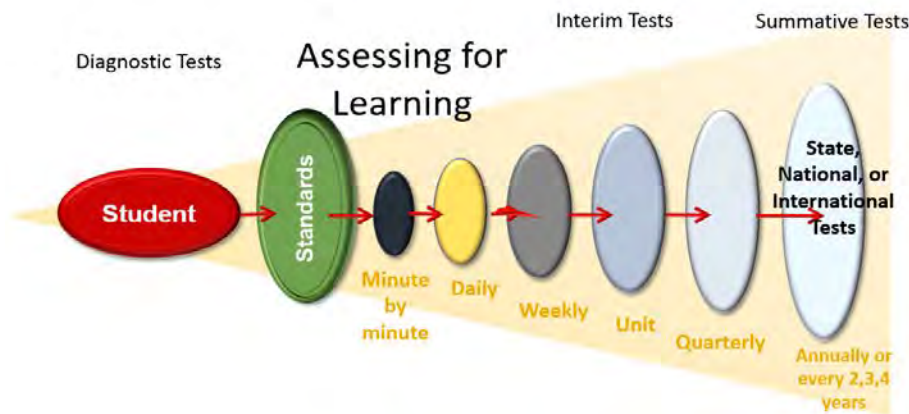
- The We Are Listening Tour comments called for an immediate reduction or elimination of testing for students.
- Superintendent Douglas is dedicated to reducing testing (state mandated and district applied) by changing the reliance on summative tests and focusing on assessing for learning that teachers use daily in their classrooms.
- This assessing for learning is called Formative Assessment. It is part of a teacher's instruction and takes place throughout a daily lesson plan.
- Studies have shown that of all the things that happen in a classroom to help students learn, teachers have the greatest impact on student success and that impact is even greater in poverty classrooms.⁵⁵
- Superintendent Douglas believes that all teachers deserve to have whatever they need to do the most important job in Arizona, teaching our children.

⁵⁵ Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York: Routledge.

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A Balanced Assessment System

(adapted M. Heritage, 2012)



Purpose:

- Support teachers by providing them with the training and tools they need to improve their instruction and understand how to assess students for learning in normal day-to-day teaching in their own classrooms.

Progress Updates:

- To reduce duplicative testing practices, ADE is developing a tool for use by schools to aid them in determining the number and types of assessments being utilized.
- ADE will seek funding for professional development in Formative Assessment (assessing for learning).
- ADE will use the Formative Assessment Insight training (tested and used by more than 1,000 teachers in Arizona in 2015-2016) to offer professional development opportunities. Superintendent Douglas supported this effort and proposes to offer the same type of training to teachers who were unable to take advantage of the training last year.
- The ADE recently published the Balanced Assessment Framework to support educators with guidance and best practices for a balanced assessment system. K-12 Academic Standards will collaborate with inter-agency sections, such as Effective Teachers and Leaders to deliver professional development to multiple audiences across the state.

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Provide Enhanced Service to Rural Areas

"Currently, ADE staff is 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 a large state with considerable distances to cover when traveling. As a service agency, we must consider on-site 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 Northern Arizona, by placing a full-time certification staff member 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. She will continue her We Are Listening 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 who 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 specialists 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 the concerns of schools and communities.
- New teachers and those renewing their certification often have to drive to Phoenix. This commute creates an undue burden to teachers by imposing commuter costs and at times travel safety concerns. Unfortunately, the teachers driving the farthest are often the least compensated and they educate some of the most challenging student populations.



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Purpose:

- Provide direct on-site services and support to rural areas that lack access to ADE's main offices. The lack of access has created a need for increased ADE representation throughout the state and this proposal will reduce travel time and cost so that Arizona's rural teaching staff can focus on their students.

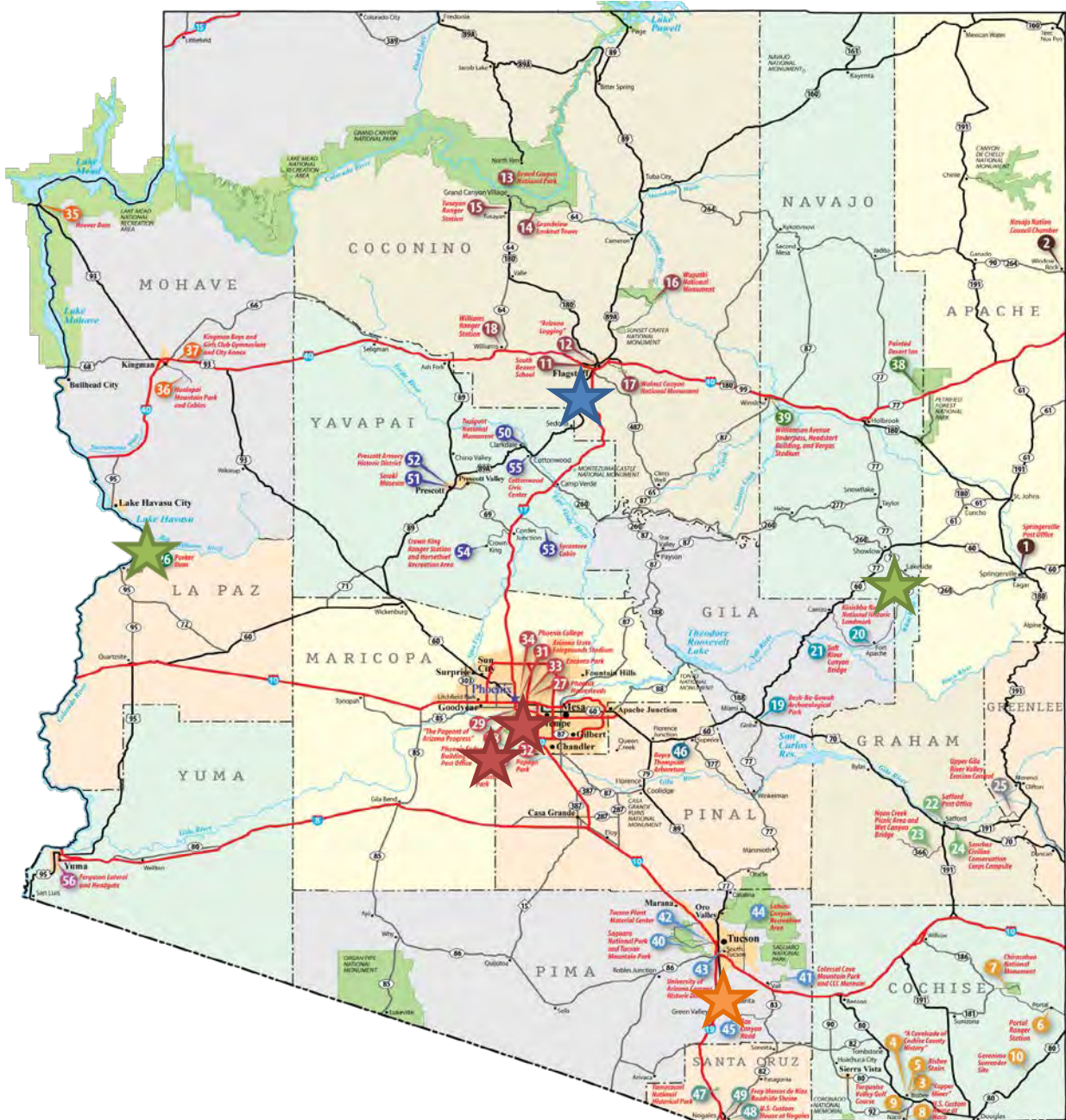
Details of Proposal:

- 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.

Progress Updates:

- ADE created a new position in its Flagstaff office dedicated to assisting Northern Arizona districts and schools with certification and other Title II-related needs.
- The Department's Tucson Certification office, which had been scheduled for permanent closure, has been kept open and is available to Southern Arizona educators several days per month.
- ADE continues to expand its offerings of on-site workshops and training events held outside the greater Phoenix and Tucson areas in order to better accommodate the needs of educators in rural schools.

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- ★ Possible New Locations for Satellite Sites
- ★ Current Phoenix ADE Sites
- ★ Current Tucson ADE Site
- ★ Current Flagstaff ADE Site

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Return Arizona to Its People

"The federal government owns nearly half of the land in Arizona. Regaining land that is rightfully ours would create a larger state land trust, allowing Arizonans to determine how to more effectively leverage the land's value and better fund education. There is absolutely no reason to waste all of this land when it could provide critical revenues for Arizona children."

- 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 the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas proposed a request to transfer the title of federal lands within the borders of our state to Arizona.
- The Arizona State Land Trust is used to fund education and support schools throughout Arizona.
- The federal government currently owns approximately 48.1 percent;⁵⁶ private ownership accounts for only about 18 percent,⁵⁷ while the state of Arizona owns the rest of the land contained within the borders of the state of Arizona.
- 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 2009-2013.⁵⁸

Purpose:

- Increase revenue used to fund education and support schools throughout Arizona.
- Improve public access for all Arizonans, including sportsmen, tourists, recreational users, subsistence and sustenance activities and emergency personnel.
- Increase local involvement and accountability in maintaining our land.

⁵⁶ http://www.nytimes.com/interactive/2012/03/23/us/western-land-owned-by-the-federal-government.html?_r=2&

⁵⁷ <http://www.azcentral.com/story/news/politics/fact-check/2015/04/13/fact-check-gosar-correct-private-land-arizona/25740527/>

⁵⁸ <http://stewart.house.gov/sites/stewart.house.gov/files/Elwood%20Miller%20testimony-final.pdf>



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- Preserve local customs and culture, and protect important wild, scenic and economic resources.

Progress Updates:

- On December 7, 2015, Superintendent Douglas and members of the Arizona Legislature gathered at Wesley Bolin Plaza to request the transfer of federal lands to the State of Arizona for long-term education funding.
- ADE is communicating with the Bureau of Land Management and stakeholders to determine the portions of federal land that will be most beneficial and lucrative for the State Land Trust.
- Since the press conference, Superintendent Douglas and ADE staff have been working with state leaders for strategies to complete this federal land transfer. Staff also attended meetings to support better use and management of the federal lands.

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Create an ADE Enterprise Fund

"ADE receives frequent inquiries from other states and vendors asking to purchase or license the innovative systems that our IT Division has developed. The passage of this legislation allows ADE to sell or lease our cutting-edge products to generate revenue and better support our schools and students. Arizona needs sustainable revenue to support these new products and systems."

- Arizona Superintendent of Public Instruction Diane Douglas

Authorize the Arizona Department of Education (ADE) to sell or license its intellectual property and deposit the earnings into a fund. Revenues in the Intellectual Property Fund will be distributed, in part, to the state's general fund to repay the money spent on developing the AELAS statewide data system. The monies also can be used to offset development costs and to support new programs benefiting Arizona students and teachers.

Background:

- Arizona's outstanding Information Technology (IT) team has produced programs that are highly sought-after and extremely advanced.
- Some states have received millions more in funding to develop programs and systems that do not provide the technical capabilities of the Arizona system. Recognizing Arizona's success, other states have expressed interest in purchasing our advanced IT programs.
- ADE anticipates being ahead of other states in IT development and hopes to continue to innovate in other program areas. As a result, creating a fund allows for Arizona to sell intellectual property and thus create a steady stream of income to offset development costs.
- If the Department of Education does not continue to have consistent revenue to develop these programs and maintain our IT staff at current levels, Arizona risks losing value on its prior investments.
- Additionally, 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 Arizona's previous education IT system, the Student Accountability Information System (SAIS), had problems and is now in the process of being replaced. Arizona's education system can't afford to let another system go into disrepair.
- Senate Bill 1438 was signed into law during the 2016 Legislative Session to allow ADE to sell or lease software, computer systems, associated services, and intellectual property.



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Purpose:

- Provide revenues to better sustain and make important improvements to the IT functionalities necessary for an effective infrastructure that properly supports the Arizona Education Learning and Accountability System (AELAS). By improving our IT functionality, we can 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.
- Maintaining AELAS instead of rebuilding a new system in the near future, due to lack of proper upkeep, is the smartest way to utilize taxpayer money.
- Aid other states in finding an efficient and cost-effective way to implement their own systems, while generating revenue for the state of Arizona.

Progress Updates:

- Superintendent Douglas promoted the introduction and passage of Senate Bill 1438 during the 2016 legislative session.
- Senate Bill 1438 was signed into law on May 17, 2016 and allows ADE to sell or lease software, computer systems, associated services and intellectual property.
- Since the passage of Senate Bill 1438, ADE has received inquiries about the purchase of multiple IT systems and unique assessments. These potential transactions are temporarily on hold as ADE seeks completion of the new IT system, AELAS.
- ADE received \$7.3 million in FY2018 for AELAS. \$5.3 million must be utilized for maintenance and operations of this system and the remainder of the appropriation will be used for continued development of AELAS.
- ADE will seek funding appropriations in FY2019 to complete development of this IT system. Once development is complete, ADE will initiate the sale or lease of these products.
- Upon the completion of the AELAS system, ADE will seek legislation to allow for spending authority of the Intellectual Property Fund.

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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 Campaign⁵⁹ provided a platform to expand initiatives associated with Know Your Farmer Know Your Food.⁶⁰ In part, farm-to-school programming ensures a commitment to strengthen local and regional food systems.
- The Healthy, Hunger Free Kids Act of 2010⁶¹ provided \$5 million in competitive grant funding via the USDA Farm to School Grant Program⁶² 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 \$10,072,117 of \$50,383,290 was spent on locally grown or locally raised foods. 46 percent of the districts that responded said they would buy more local food in the future.⁶³
 - In School Year 2011-2012, 31 percent 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.⁶⁴
- ADE-administered Arizona Farm-to-School Surveys show the following percentages of districts purchasing locally grown food:
 - School year 2010-2011: 50 percent
 - School year 2011-2012: 77 percent
 - School year 2012-2013: no data (USDA Farm to School Census took precedence).
 - School year 2013-2014: 56.25 percent

⁵⁹Let's Move Campaign, <http://www.letsmove.gov/>

⁶⁰Know Your Farmer, Know Your Food, <http://www.usda.gov/wps/portal/usda/knownyourfarmer?navid=KNOWYOURFARMER>

⁶¹Healthy Hunger Free Kids Act, <http://www.fns.usda.gov/school-meals/healthy-hunger-free-kids-act>

⁶²Farm School Grant Program, <http://www.fns.usda.gov/farmtoschool/farm-school-grant-program>

⁶³Farm to School Census, <http://www.fns.usda.gov/farmtoschool/census#/>

⁶⁴*Id.*

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- Trends found in local purchasing through the Department of Defense (DoD) Fresh Produce Program show schools used the following percentages of their DoD entitlement funds to purchase locally grown fruits and vegetables:
 - School year 2012-2013: 11 percent
 - School year 2013-2014: 15 percent
 - School year 2014-2015: 10 percent

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.
- Stimulate Arizona's economy by sourcing 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 budgets by choosing to purchase local items available in season when prices are 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.

Progress Updates:

- ADE continues to encourage and evaluate LEAs in their participation of Farm to School and/or Farm to Early Care Education activities. In addition, ADE will continue to provide training, technical assistance and guidance to LEAs that participate in Federal Child Nutrition Programs.
- Under the Every Student Succeeds Act (ESSA), healthy food access is not a mandated area of regulation. Despite the lack of consideration at the federal level for inclusion of healthy foods and Farm-to-School programs within ESSA, ADE will continue to prioritize fresh, locally sourced healthy foods in efforts to provide excellent service to the students of Arizona.

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- It is a goal of the Arizona Department of Education, Health and Nutrition Services Division to increase local purchasing of locally grown foods for us in school meals, strengthen the quality of school garden programs and to engage the Early Care Education audience in Arizona to utilize farm to early care education activities to meet their nutrition and education goals.

Targeted work from June 2016 through July 2017:

- In September 2016, HNS released their first Farm to School Month Toolkit in preface for the October celebration of National Farm to School Month.
- In September 2016, HNS participated again in the School Nutrition Association Conference by hosting a Farm Tour Pre-Conference, assisting five vendors into the Food Show to promote the relaunch of the Harvest of the Season Program, as well as provided training on the USDA Farm to School Grant. This was funded through the Arizona Department Agriculture's Specialty Crop Block Grant.
- October 2016, as part of the work to celebrate National Farm to School Month, HNS wrote their second article for Green Living Magazine about the ways to engage in the month's awareness celebrations.
- October 2016, HNS hosted their first partnership training with FoodCorpsAZ to share resources with the interns working in schools for School Year 2016-2017.
- In February 2017, HNS was awarded a contract with the National Farm to School Network to be their Core Partner for Arizona. This award invites HNS to be part of a national platform to lead and engage with stakeholders in Farm to School and Farm to Early Care Education work all across the nation.
- In February 2017, as part of the School Food Program's Processing Conference & Food Show, HNS hosted two back-to-back round table discussion meetings with farmers and school foodservice about buying Arizona Grown produce through the Department of Defense Fresh Produce Program. This was funded through the Arizona Department Agriculture's Specialty Crop Block Grant.
- In May 2017, HNS launched their first survey to sponsors on the Child and Adult Care Food Program to survey their interest and participation in Farm to Early Care Education Programs. These results were (lightly) shared at the HNS Child and Adult Care Food Program Summit in June 2017. These results, in part, also encouraged some of the work for this audience moving into School Year 2017-2018 (i.e. Elevating Farm to Early Care Education training on August 23, 2017).

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Implement 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, including daily recess for all students in grades K-6.

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.⁶⁵
- According to the 2010 Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Survey, only 25.7 percent of adolescents in Arizona are physically active for a total of at least 60 minutes per day.⁶⁶
- 14.6 percent of adolescents in Arizona are overweight (\geq 85th and $<$ 95th percentiles for BMI by age and sex, based on CDC reference data) and 13.1 percent were obese (\geq 95th percentile BMI by age and sex, based on CDC reference data).⁶⁷
- 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.⁶⁸
 - Time spent in recess has been shown to positively affect students' cognitive performance and classroom behaviors.⁶⁹
 - Brief classroom physical activity breaks are associated with improved cognitive performance, classroom behavior, and educational outcomes among students.⁷⁰
 - 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.⁷¹

⁶⁵Physical Activity Guidelines, <http://health.gov/paguidelines/pdf/paguide.pdf>

⁶⁶Arizona Obesity Profile, <http://www.cdc.gov/obesity/stateprograms/fundedstates/pdf/arizona-state-profile.pdf>

⁶⁷ *Id.*

⁶⁸ Health Academic Achievement, http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

⁶⁹ *Id.*

⁷⁰ *Id.*

⁷¹ *Id.*



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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.

Details of Proposal:

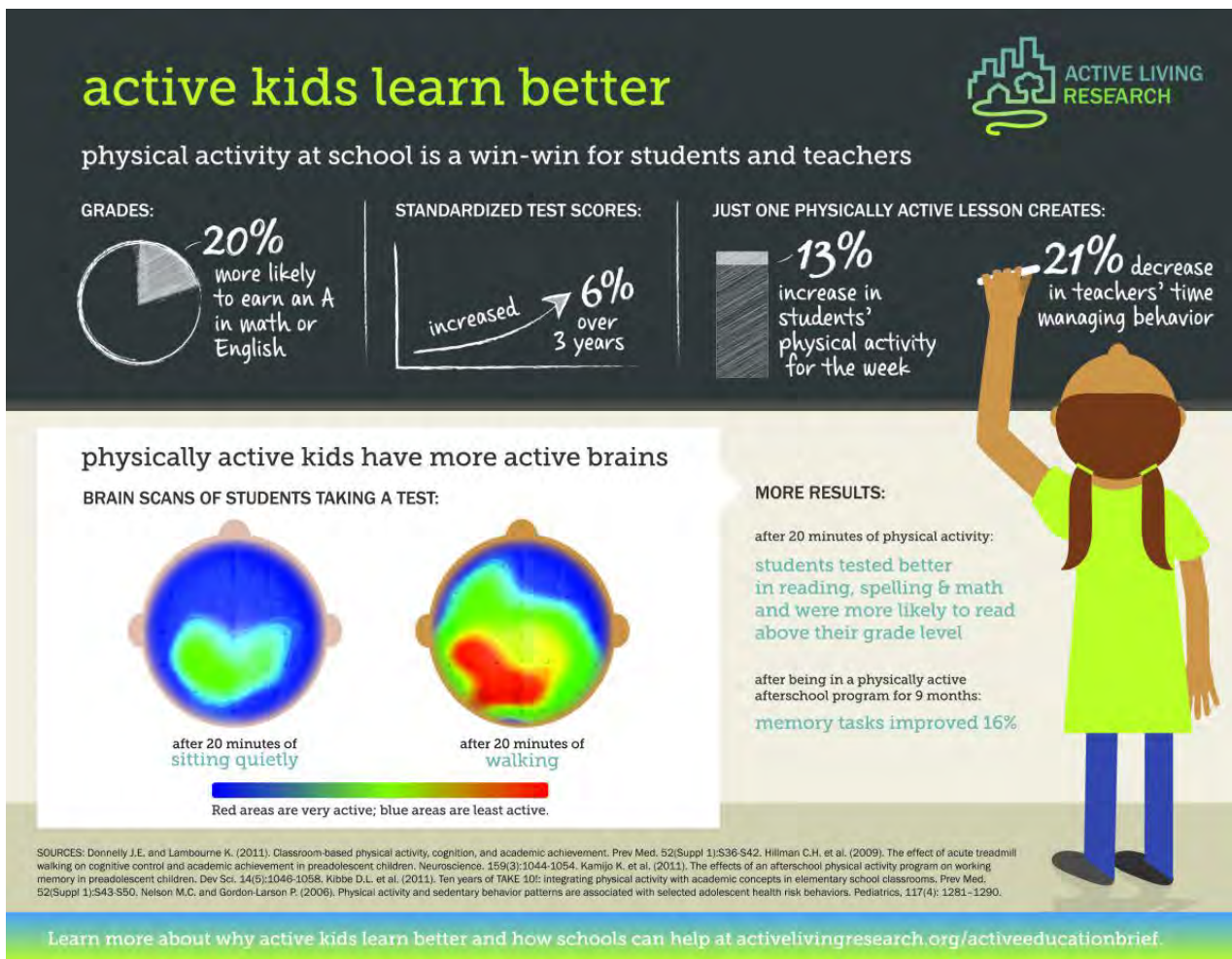
- ADE, in partnership with other state agencies and organizations, will encourage LEAs to implement Comprehensive School Physical Activity Programs which focus on providing all Arizona students with 60 minutes of physical activity, including physical education, recess and classroom physical activity opportunities, throughout the school day.

Progress Updates:

- ADE provided technical assistance and professional development to LEAs across the state to guide implementation of Comprehensive School Physical Activity Programs.
- ADE promoted programs that enhance CSPAP implementation including, The United States Department of Agriculture's HealthierUS School Challenge, The Alliance for a Healthier Generation's Healthy Schools Program, The Centers for Disease Control and Prevention's Whole School, Whole Community, Whole Child Model, The Presidential Youth Fitness Program, The Arizona Dairy Council's Fuel Up to Play 60 Program, and the Active Schools Program.
- In 2017, ADE's Early Childhood Education Unit provided technical assistance to sub-grantees of the Preschool Development Grant (PDG) on the Arizona Department of Health Services (ADHS) Empower Program. The ten standards of the Empower Program encourage active play, practicing sun safety, supporting healthy eating, promoting good oral health habits, preventing exposure to second-and third-hand smoke, and providing staff three hours of professional development on Empower topics. Sub-grantees of the PDG were required to create and implement the use of a written policy for each of the ten standards as a statement of intent and commitment to the well-being of Arizona's youngest learners. The benefits of an LEA or other community program being an Empower program include: reduced childcare licensing fees; state-issued Empower facility designation; an Empower Pack of ready-to-use resources; and an Empower Guidebook. The Empower Guidebook provides

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information on each of the standards and sample policies for programs to use or to adapt to meet their individualized needs.



Source: Active Living Research

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Build School and Community Relationships with School Safety Program Officers

In accordance with ARS §15-153, §15-154, and §15-155, School Safety Program School Resource Officers (SROs) and Juvenile Probation Officers (JPOs) are placed on school campuses to contribute to safe school environments that are conducive to teaching and learning.

Background:

- Through comprehensive prevention and intervention approaches, School Safety Program funded SROs and JPOs maintain a visible presence on campus, deter delinquent and violent behaviors, serve as an available resource to the school community, and provide students and staff with law-related education instruction and
- School Safety Program Officers provide Law-Related Education, using best practices, to prepare students to become productive citizens.
- Students and the school community have a more positive view of law enforcement when interacting with School Safety Program Officers on campus. Officers often become an invaluable resource to the students, staff, and community they serve.



Purpose:

- To place School Safety Program Officers on school campuses to provide school, staff, and students with proactive prevention and intervention strategies and to develop positive interactive relationships with staff, students, and communities they serve.

Details of Proposal:

- Promote the School Safety Program to increase the number of School Safety Program Officers on school campuses throughout the state.
- ADE will work with LEAs, schools, and law enforcement to improve collaboration on school safety initiatives.



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Progress Updates:

- ADE has been supporting and will continue to support to LEAs, schools, and law enforcement to further partnerships when implementing school safety initiatives, working interactively, and designing future community and school safety initiatives.
- We have started our new grant cycle for fiscal years 2018-2020. We will be working with approximately 113 officers who will be serving approximately 128 schools across the state.

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Bullying Awareness and Prevention

Bullying behaviors can have long-term, negative impacts on students and on the overall school climate. Offer professional development opportunities to develop LEA strategies for the improvement of school conditions for increased student learning.

Background:

- “Bullying is unwanted, aggressive behavior among school-age children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.”⁷² There are three forms of bullying – physical, emotional, and social.
- “Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.”⁷³
- 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.⁷⁴
- In accordance with ARS §15-341(A)(37), LEAs and schools are to provide students, staff, and parents with policies and procedures regarding bullying, harassment, and intimidation definitions and how to confidentially report these incidents.



ADE IT staff supports student artists during the 2016 Anti Cyber-Bullying Art Competition.

⁷²<http://www.stopbullying.gov/what-is-bullying/definition/index.html>

⁷³<http://www.stopbullying.gov/cyberbullying/what-is-it/index.html>

⁷⁴<http://www.azed.gov/prevention-programs/files/2013/09/bullyingpositionstatement.pdf>

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Purpose:

- Provide support and guidance to LEAs and schools to develop or improve policies and procedures in accordance with state statute.
- Recommend all staff, students, and parents receive training on all forms of bullying, how to report incidents, and how the school will investigate the incidents.

Details of Proposal:

- ADE will continue to provide up to date, research based resources in partnership with local and state agencies and organizations on bullying prevention measures.

Progress Updates:

- School Health and Safety programs continues community partnership programs and organizations that focus on student assistance and behavior recognition and correction through the provision of up-to-date resources, and will partner with supporting agencies to provide comprehensive professional development opportunities for LEA staff.
- School Health and Safety programs has begun working with our state agency and community partners to connect families and students to resources and support programs, to increase understanding and awareness of bullying and its impact on student learning.

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Improve Emergency Response Awareness and Drills

Improve emergency response awareness and drills through better preparedness and practice to help decrease response times and deliver effective reactions to threats.

Background:

- Experience has shown that every minute during an emergency 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 can be saved, injuries prevented, and incidents mitigated.
- LEAs and schools should build school and community partners, such as local emergency responders, to prepare and practice potential campus incidents, practice drills with students and staff, and keep parents informed of emergency response procedures with frequent communication.

Purpose:

- To mitigate the impact of emergency response incidents at or near schools.

Details of Proposal:

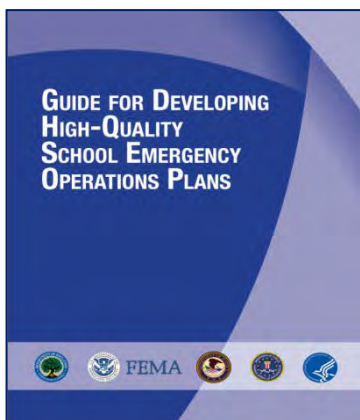
- ADE will provide additional opportunities and guidelines in coordination with LEAs, law enforcement, emergency management, public health and fire services.
 - Create awareness of training and exercise opportunities for the enhancement of district and school Emergency Response Plans (ERP) need to address an “all hazard and all community approach.”
 - Preparedness efforts will focus on the topic areas of prevention, protection, mitigation, response, and recovery. A E-360 Course will be provided for the field - What Teachers Need to Know (Emergency Planning)
 - A G-364 Course – Multi-Hazard Emergency Planning for Schools will be taught throughout Arizona
 - A E-361 Course – Multi-Hazard Emergency Planning for Schools Course at the Federal Emergency Management Administration (FEMA) National Emergency Training Center (transportation and housing provided by FEMA)
 - U.S. Department of Education Readiness and Emergency Management for School (REMS) courses for preparedness will be provided.



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Progress Updates:

- School Emergency Preparedness program is strengthening community resilience by encouraging partnerships between school, health care provider and other community resources to support the Whole School, Whole Community, and Whole Child model.
- School Emergency Preparedness program is now assessing the unique emergency planning needs of at-risk populations such as childcare centers in schools, schools for the deaf and blind, children with autism, etc.
- School Emergency Preparedness program has moved into the development stage of providing a Behavioral Health Guidance document for schools, working with local public health, schools, hospitals, subject matter experts and tribal representatives through an enhanced behavioral health workgroup.
- School Emergency Preparedness program continues to support the combined partnership efforts on the completion of the Arizona Reunification and Child Care Reunification Planning Guides, with inclusion of access and functional needs pertaining to children.
- Technical Assistance to districts and schools by ADE School Safety and Prevention staff
- Resource awareness and training and exercise opportunities
- ADE documents and webinars developed to assist districts and schools with the following:
 - Exercise guidance
 - Incident Command
 - System Continuity of Operations Planning (COOP)
 - Template materials for Emergency Response Program development or sustainment Threat and hazard assessment guidelines



A secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

— Presidential Policy Directive 8

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Enhance LMS Professional Learning Opportunities

"Providing schools and teachers with the resources they need to be successful is one factor that can positively impact student growth and achievement. I will continue to expand these resources for teachers so they can develop professionally and be effective and comfortable in the classroom."

- Arizona Superintendent of Public Instruction Diane Douglas

Allow LEAs to participate in ADE's Learning Management System (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 ADE on the development of the Arizona Education Learning and Accountability System (AELAS). During that process, educators expressed interest in access to systems that support distance learning for student and professional development to meet high local demand. Of the comments, this was one of the highest rated systems in terms of need.⁷⁵
- It has been difficult for school districts and charter schools to procure individual learning management systems. This largely is due to high procurement costs, initial set up and implementation costs and annual licensure costs. The challenges are exacerbated for school districts and charter schools serving smaller populations, 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™.⁷⁶

⁷⁵ www.azed.gov/aelas/files/2013/10/aelas-business-case-v1.5.pdf

⁷⁶ www.blackboard.com/news-and-events/press-releases.aspx?releaseid=122725



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Purpose:

- The LMS professional learning program provides industry-leading online learning tools for both students and teachers at a significant cost savings.

Details of Proposal:

- Continue to offer and enrich the program for school districts and charter schools to utilize ADE's new LMS to support their professional learning goals.

Progress Updates:

- ADE's LMS system is being used successfully within ADE as an online vehicle for professional development. Additionally, it fully integrates with our event management system to provide educators with a transcript of their completed professional learning.
- Because school districts, charter schools, and educational agencies have expressed a need for low-cost options related to online learning opportunities, ADE will continue to offer and enrich the program so that school districts and charter schools can utilize ADE's LMS to support their professional learning goals.

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:

- Educators meet, explore, learn, and collaborate 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 equips, 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 superlatives
- 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@ADE.GOV
WWW.AZED.GOV/AELAS

Arizona Department of Education

AELAS

ARIZONA DEPARTMENT OF EDUCATION

Core Benefits & Supporting Features

EMPOWERING PROFESSIONAL LEARNING & COLLABORATION

TEACHER EFFICIENCY <ul style="list-style-type: none"> • Simple Content Creation • Calendar, Announcements and Data Management • Grade Center with Automated Grading • Professional Development for Teachers, including: <ul style="list-style-type: none"> • "How to Use Your Class Web/Blackboard" • Setting Student with Blackboard 	PERSONALIZED & SOCIAL LEARNING <ul style="list-style-type: none"> • Digital Badges & Achievements • Creditable video, blogs, journals, & discussions • Multiple learning and collaboration tools • Web conferencing 	DIGITAL CONTENT <ul style="list-style-type: none"> • Modules with Video, Storylines • Portfolios and Content Collections • Open Content-based global course/program learning object repository
COMPETENCY BASED LEARNING & ARIZONA STANDARDS <ul style="list-style-type: none"> • State & Next Generation Science Standards • Standards Alignment and Validity • Content Alignment Reporting • Student and Class Performance Reporting 	AUTHENTIC ASSESSMENT <ul style="list-style-type: none"> • Assessment Engine • Customizable Multiple Choice and Performance • Innovative Rubrics • Scalable writing, blogs, journals, discussions, & web conferencing • Progression Process 	ANALYTICS <ul style="list-style-type: none"> • Course Activity Report • Student and Class Performance Reporting • Item Analysis • Assessment Center

Ways to use Blackboard

NEW MODELS OF LEARNING <ul style="list-style-type: none"> • Blended Learning • 24/7 on 24/7 • Flipped Classrooms • Online Course/Blended School • Personalized Learning • Educational Continuity 	PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> • Sustained & Continuous PD • Asynchronous, Synchronous Learning • Online Meetings • Department Collaboration • Cross-agency Collaboration • Frequently requested courses 	COMPETENCY BASED LEARNING <ul style="list-style-type: none"> • Digital Curriculum & Materials • Standards alignment & reporting • Standards aligned rubrics • Teacher preparation for state standards 	EVALUATION <ul style="list-style-type: none"> • Standards Proficiency Reporting • Formative Assessments • Automated Grading • Learning Achievement Reporting
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Higher Math Standards and Guidance

"We need to make sure we are properly serving all students, including those who are academically excelling and seeking higher level courses. It's important that we create defined advanced mathematics standards to ensure consistency in higher math courses and provide schools the proper guidance to deliver higher math instruction to their students."

- Arizona Superintendent of Public Instruction Diane Douglas

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:

- In the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas directed ADE's K-12 Academic Standards Section to convene working groups of educators, content experts, and other stakeholders to create course guidance documents to ensure consistency in higher mathematics courses.
- In the context of higher mathematics courses, teachers are able to focus on higher-order knowledge and skills for students that include thinking critically, solving real-world problems, and becoming successful in the 21st Century and beyond.
- ADE anticipates new Arizona Mathematics Standards will be adopted by the State Board of Education in December 2016.
- The new Arizona Mathematics Standards will include separate standards for Algebra I, Geometry, and Algebra II.

Purpose:

- Prepare students for success in careers and postsecondary degrees that require mathematics beyond Algebra II.
- Ensure all students have equal access to rigorous mathematics instruction.
- Provide Arizona school districts and charter schools with the resources they need to create aligned courses and deliver higher mathematics instruction to students.



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Progress Updates:

- Advanced Mathematics standards are currently being developed to prepare students for mathematics beyond Algebra II. Working group members include Arizona educators from both secondary and post-secondary institutions. The working group has focused their initial work on developing Qualitative Reasoning and Pre-Calculus standards.

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Enhance Civics, Financial Literacy and Economics Standards

"Civics, finances and economics are important life-impacting topics that students must learn if they are to become successful citizens. We need to make sure we are developing rigorous and relevant standards for these topics so our students are well-informed and prepared when they graduate."

- Arizona Superintendent of Public Instruction Diane Douglas

Background:

- In the 2015 AZ Kids Can't Wait! plan, Superintendent Douglas proposed the enhancement of Arizona's standards for Civics, Financial Literacy, and Economics.
- The most recent adoption of the Arizona Social Studies standards occurred in 2005.

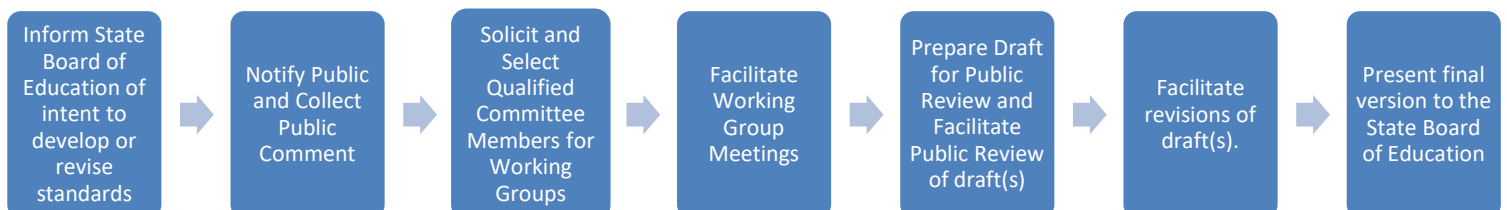
Purpose:

- Ensure students know our system of government in order to be effective citizens.
- Ensure rigorous economics standards with an emphasis on financial literacy.

Progress Updates:

- In September 2016, the ADE K-12 Standards Section submitted an information item to the State Board of Education to begin the process of revising the Social Studies standards.
- In October 2016, the K-12 Standards Section opened public comment on the current Social Studies standards and began soliciting qualified applicants to serve on working groups.
- Social Studies Standards are currently under revision with an emphasis on Big Ideas as opposed to Performance Objectives. Proposed Big Ideas include Financial Literacy/Personal Finance, Economic Decision Making, Civic Virtues and Democratic Principles, and Civic and Political Institutions. In their current draft, each of these Big Ideas are emphasized throughout K-8.
- In March 2018, ADE will host its 5th Annual Civic Learning Conference where higher education faculty, K-12 educators, representatives from Arizona Civic Engagement Schools, and representatives from Adult Education Program Staff will gather to discuss the importance of civic education.

The revision process will follow the Arizona Continuous Improvement Standards Process outlined below.



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Second Language Graduation Requirements

"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. Colleges often require more world language instruction than our schools offer. To be truly college and career ready and prepared to succeed in our current and future economy, knowing English and another language is becoming increasingly important."

- Arizona Superintendent of Public Instruction Diane Douglas

Create guidelines to increase and improve proficiency in world languages for all Arizona students demonstrating proficiency in English, with the long-term goal that all students graduating high school are proficient in at least one world language.

Background:

- Currently there is no statutory requirement for Arizona high school graduates to complete courses in world language.
- Many universities, including all three Arizona state universities, require students to complete two years of one world/foreign language for freshman admission. These credits include Native American Languages (see ABOR Policy 2-121: Undergraduate Admission Requirements).
- Currently, only 18.5 percent of all K-12 public school students nationally are enrolled in foreign language courses.⁷⁷
- 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 1997.
 - The revised standards provide the opportunity for students to enter into the study of a new language at any point in the K-12 continuum and the standards reflect student performance expectations based on when that entry point occurs.
 - The American Council on the Teaching of Foreign Languages (ACTFL) Anticipated Outcomes Table (below) illustrates grade-level targets for performance levels based on when students enter the study of the target language.

⁷⁷ American Council on the Teaching of Foreign Languages. (2011). *Foreign Language Enrollments in K-12 Public Schools: Are Students Ready for a Global Society?* Alexandria, VA: U.S. Department of Education.

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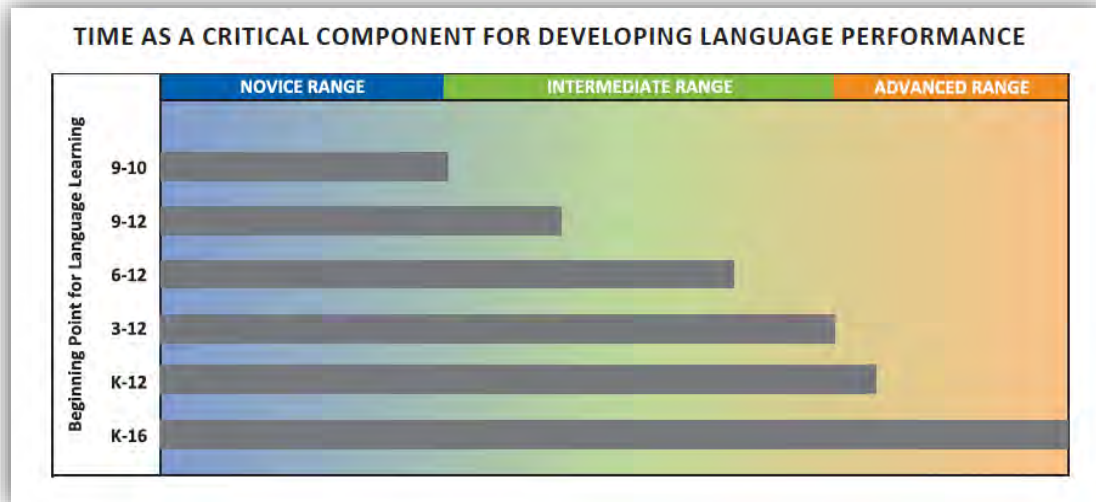


Table courtesy of ACTFL

- This approach to language learning focuses on performance and aims to build learners' capacity to use the language(s) in functional and meaningful ways.

Purpose:

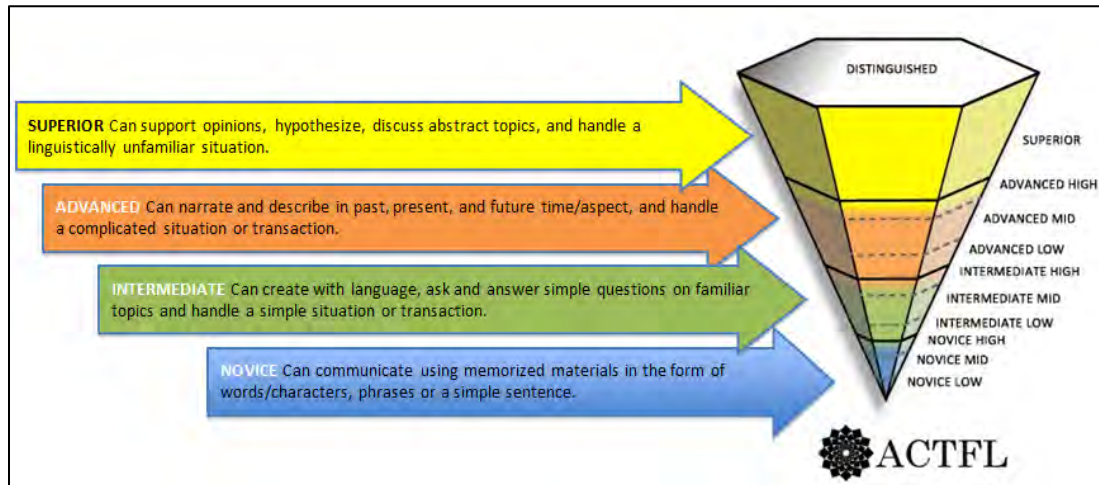
- Ensure Arizona students have the opportunity to learn multiple world languages prior to entering the workforce or attending a university or college.
- Ensure Arizona students have access to a well-rounded education and exceed minimum competencies for college admission or workforce entrance.

Progress Updates:

- Full implementation of the World and Native Languages standards began during the 2016-2017 school year.
 - The standards state what students need to know about languages and cultures, including their own; what students need to be able to do to demonstrate language proficiency; and how this knowledge and these abilities relate to the subject matter of other core areas.
 - The standards have a dynamic nature to accommodate individual student and language needs.

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- The graphic below illustrates a full scope of student performance and proficiency in a target language over many years of study and across 5 generalized levels of proficiency.⁷⁸



- The revision of the world language standards to increase and improve instruction is designed to enhance student proficiency in world languages at lower grade levels.
 - Students can enter the study of world languages at any point on the continuum and enhance their proficiency.
- The earlier a student enters the study of a world language, the more opportunities they have to use the language(s) in functional and meaningful ways. This would contribute to enhanced proficiency in the language(s), especially at lower grade levels.
- The K-12 Standards Section offers resources and opportunities for the collaboration of educators in the field of World and Native Languages.
 - Previous collaboration efforts have brought together educators and experts in the field of World and Native Languages from across the state to discuss items connected to the following:
 - Increasing opportunities for students to participate in World and Native Language.
 - Strengthening World and Native Language Programs.
 - Sharing resources and best practices for implementation of World and Native Language Programs.

⁷⁸ These proficiency levels are based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012 and can be used to measure performance in an instructional setting. The levels of Novice, Intermediate, and Advanced are further subdivided into sub-levels Low, Mid, and High. As students spend more time in the target language, their performance towards their true proficiency level begins to expand. The highest two levels (Superior and Distinguished) are not included in Arizona's World and Native Languages Standards because these levels are generally not considered outcomes of K-12 learning.

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Focus on Allowing Students Time to Eat a Nutritional Meal

"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 we give them a nominal amount of time to eat, how will they replenish their energy? If they haven't been able to 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

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.⁷⁹
- 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.⁸⁰
- Most schools are now offering healthier meal options, including fresh fruits and vegetables, whole grains, and fat-free and 1 percent milk. Salad bars are now common in school cafeterias, offering fresh items and less processed foods.⁸¹
- 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.⁸²

⁷⁹Time For Lunch Policy Brief, http://depts.washington.edu/nutr/wordpress/wp-content/uploads/2015/07/Time-For-Lunch-Policy-Brief-NUTR531_winter2015.pdf

⁸⁰ Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools, <http://theicn.org/documentlibraryfiles/PDF/20080225034510.pdf>

⁸¹ Smarter Lunchrooms Movement <http://smarterlunchrooms.org/>

⁸² Richard B. Russell national School Lunch Act (42 USC 1758b)



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- Hunger is associated with irritability and poor academic performance.⁸³
- Research shows food waste is decreased (and nutrient consumption is increased) when recess is scheduled before lunch.⁸⁴

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.

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.

Progress Update:

- In order to get a better understanding of what definite factors affect LEAs, more research will need to be done to determine the primary factor(s) that affect(s) active eating time (e.g., size of the LEA, experience and/or ability for kitchen staff to work as a team), what current wellness policies are in place at the school or district, and how much support do they have from staff, students, and parents.

⁸³ Healthy, Hunger-Free Kids Act of 2010 (Sec. 204 of Public Law 111-296)

⁸⁴ Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act (Sec. 204 of Public Law 108-205)

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- 530 Local Educational Agencies were surveyed.
 - 121 LEAs responded to the survey. 33 or 27.2% of respondents reported students have at least 30 minutes of active eating time. 56 or 46% of respondents reported students have at least 20 minutes of active eating time, and the remaining 32 or 26% of respondents reported student have less than 20 minutes of active eating time.
 - For those LEAs who reported at least 20 minutes of active eating time, 47.6% ranked their wellness policy as being strong and 75.0% agreed that it could help improve active eating time.
 - 40.5% of LEAs who reported at least 20 minutes of active eating time ranked their local wellness policy as weak, but still agreed that their policy could help ensure enough time for active eating.

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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



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



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School Climate and Student Assistance

Provide a safe school environment of for our students through the 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 in addition to the intensity or the severity of current problem behaviors.
- When using the above interventions, studies show that approximately 80 percent 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.⁸⁵
- Provide a basic infrastructure for implementation of the above interventions.

Purpose:

- Increase ability of teachers and administrators to target and focus efforts on those students most in need of support.
- Aid in the prevention of problem behaviors or provide intervention options for students already exhibiting such behaviors.
- Create a uniform system of support that enhances the capacity of schools to properly address all students' needs, while allowing for different approaches to various issues.
- Benefit all students and improve educational experiences throughout the schools that choose to implement these support systems.

⁸⁵ <http://www.wisconsinpbisnetwork.org/educators/pbis-in-action.html>



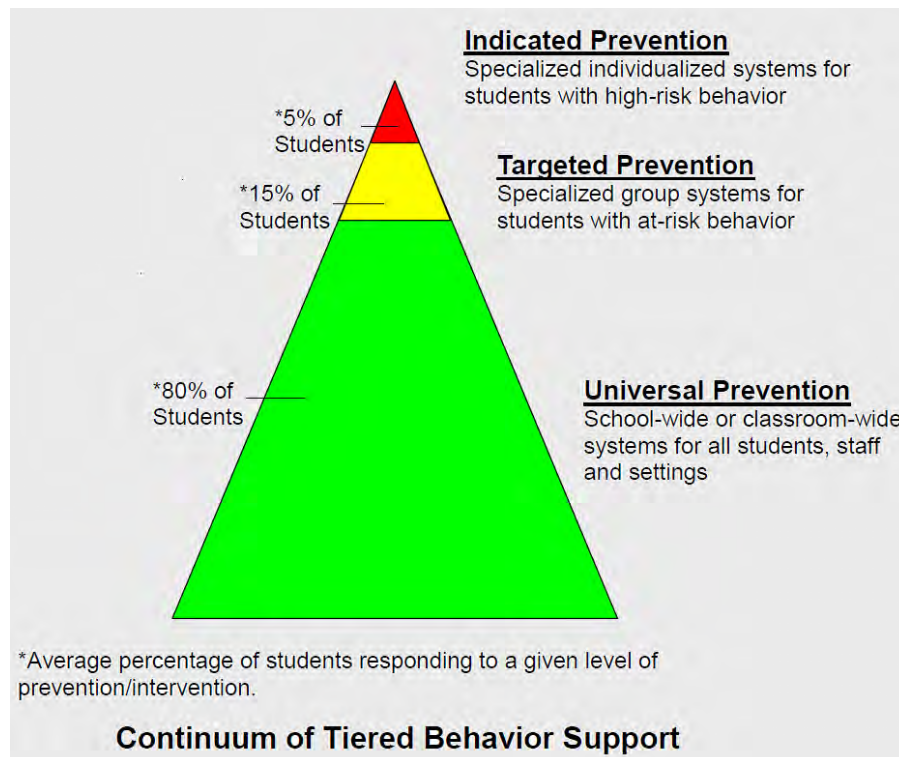
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Details of Proposal:

- ADE will recommend increased character model behavior by LEA staff through a lead by example initiative.
- Under the Every Student Succeeds Act (ESSA), recommended reintroduction of a baseline system for regulation and reporting allowing ADE to ensure greater accuracy of reporting by LEAs for behavioral issues and corrections, as well as using those reports to provide additional resources, training, and professional development for LEA staffing.
- Continued facilitation between LEA School Resource Officers (SROs) and/or Juvenile Probation Officers (JPOs) and the University of Arizona's Law-Related Education (LRE) instruction and training.

Progress Updates:

- ADE has updated the School Safety Program Guidance Manual as a resource for LEAs when implementing the school safety program grant, in addition to providing access to updated Arizona laws and resources related to child and student safety.



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Office of Indian Education Assistance

"During the 2015 We Are Listening Tour, I traveled to different Arizona Native American communities to listen to their feedback and input about education. It was very clear that this community needs additional support to address their unique needs. I fought hard last legislative session to fund our Office of Indian Education, which is specifically dedicated to Native American students. Unfortunately, the legislation failed, and Native American students continue to show patterns of low graduation rates and low reading-proficiency scores. I will not give up this fight, and I will continue to advocate on behalf of these high-need and at-risk students so that they receive the support they deserve."

- Arizona Superintendent of Public Instruction Diane Douglas

Seek to expand the Office of Indian Education through additional Johnson-O'Malley federal funding and state funding to strongly support every Native American tribe and nation in Arizona.

Background:

- Currently, ADE's Office of Indian Education (OIE) does not receive state funding and is staffed by only one individual.
- A.R.S. § 15-244, requires ADE to establish an Office of Indian Education 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."⁸⁶
- In spite of this statutory mandate, Arizona has appropriated no state dollars for this purpose.

⁸⁶ <http://www.azleg.gov/viewdocument/?docName=http://www.azleg.gov/ars/15/00244.htm>



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- 2013-2014 Native American Enrollment for Arizona public schools was 38,067.⁸⁷
- Arizona is home to 22 Indian tribes.⁸⁸
- Native American students comprise nearly five percent of the total Arizona student population⁸⁹ with a high number of students attending schools on rural reservation lands.⁹⁰
- Arizona's Native American students in low density schools have some of the lowest graduation rates compared to other races and ethnicities.⁹¹
- Native American students have the lowest reading proficiency scores when compared to all other races and ethnicities in high-density schools.⁹²

Purpose:

- Provide much-needed support to Native American students statewide.
- Native American children are sitting next to their non-native peers in the same classes and are not achieving the same outcomes as their peers because they face different challenges. Native American students have different needs, and it is important that this community receives proper resources and support to improve student outcomes.

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 statewide.

Progress Updates:

- In the 2016 legislative session, \$400,000 was requested, to support the ADE's Office of Indian Education to fulfill the statutory mandate of education assistance to Native American students. This budget request was unsuccessful.
- During the 2017 legislative session, ADE continued its lobbying efforts for state funding for ADE's Office of Indian Education to provide Native American families, communities and students proper

⁸⁷ http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf

⁸⁸ http://www.azed.gov/indian-education/files/2013/04/native_american_education_2012-official.pdf

⁸⁹ http://www.azed.gov/research-evaluation/files/2015/03/october_1_2014_enrollment_count.xls

⁹⁰ http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf

⁹¹ http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf

⁹² http://www.azed.gov/indian-education/files/2015/04/2014-na-statusreport_final_revised-072315.pdf

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resources and support to improve student outcomes. No additional funding was included in the final state budget package.

- ADE has continued working to identify additional resources that can be used to support the work of the Office of Indian Education and will again request that funding be included in the state budget through its communications with state legislators and the Governor's Office.

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Provide Internships to Children Showing Interest in a Particular Career

"We need to do our best to support and assist students as they pursue a career path. Participating in an internship gives them real life experience to explore their interests. Such opportunities are not only positive for students, but also benefit local businesses and Arizona-based companies who gain access to an extra set of hands to help, and possibly even a blossoming employee for the future."

- Arizona Superintendent of Public Instruction Diane Douglas

Work in cooperation with Arizona businesses and leaders to increase the number of internships available to children who show an interest in a particular career and connect 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 and the opportunity to make job networking connections in addition to them a feel for what they may want to do in the future. Employers also benefit as they gain useful insight into the skills of the current generation of students and also can sell themselves as a quality place to work to make sure they obtain the interest of the most talented minds.
- One of the essential elements of all approved Career and Technical Education (CTE) programs is to offer students work-based participation that involves actual work experience and connects classroom learning to work activities.
- CTE programs offer one or more of the following work-based learning opportunities: internships, cooperative education, school-based enterprise, apprenticeship, health care clinical experiences, laboratory simulation projects, supervised agricultural experience or field experience.
- Per the revised JTED statute A.R.S. § 15.391.5(d), a JTED program requires a majority of instructional time to be conducted in a laboratory environment, field-based environment or work-based learning components.⁹³
- Work-based learning activities have the potential to make significant differences in a student's learning. Study after study has shown that students of all ages respond favorably when academics

⁹³ <http://www.azleg.gov/viewdocument/?docName=http://www.azleg.gov/ars/15/00391.htm>

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are taught in context. Work-based experiences provide additional context, add value through real-life applications, and bring additional support to the classroom in the form of mentors, sponsors, and other industry-based resources.

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.
- Ensure students have the required academic and life skills necessary for the jobs they will one day hold.

Progress Updates:

- All 73 approved Career and Technical Education programs offer some type of a work-based learning component. The work-based learning component is offered in some cases as a capstone course after the student has completed the sequence of instruction.
- In 2015-16, CTE students participating in an enrollment reported work-based learning experience were as follows: 1,493 students participated in internships and 1,096 participated in a cooperative education experience. This does not include students participating in field experiences, school-based enterprises, health care clinical experiences, or laboratory simulation projects.
- The goal of CTE programs is to see that all students have the opportunity to learn skills and to be introduced to the working world through a variety of work-based learning activities. Internships have enabled students to be prepared to enter postsecondary experiences with a foundation of career or college ready skills.
- CTE, in collaboration with stakeholders, is developing a definition of work-based learning along with a companion guide to assist schools in creating these opportunities for students.
- The SBE added work-based learning and internships to its A-F accountability formula.

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Partner with California to Reach Previously Unidentified Migratory Students

"The lifestyle of migrant families is often hard on their children. Migrant workers are an increasing population in Arizona, so the education and success of migrant children is important to me and I will continue working to support programs designed to benefit migrant students."

- Arizona Superintendent of Public Instruction Diane Douglas

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

Background:

- The Migrant Education Program (MEP) is a federally funded program based on the number of eligible migratory students.
- These allocated funds support educational needs unique to migrant students.
- The Migrant Education Program 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:
 - From AZ to CA: 92.14 percent of overall AZ migratory students
 - From CA to AZ: 93.21 percent of overall AZ migratory students.⁹⁴

⁹⁴ <http://www2.ed.gov/admins/lead/account/recordstransfer.html>

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Purpose:

- Without additional identification and recruitment activities, many students will miss out on educational opportunities available to them, including funding for pre-school, tutoring, and summer school.
- 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.

Progress Update:

- ADE's MEP is working towards a comprehensive partnership with the California MEP to enhance our identification and recruitment efforts of unidentified migratory students in Arizona.
- ADE is working with the State Director from California to see if they will join us in using the web portal for increasing identification and recruitment for the Migrant Education Program in states like Oregon, New Mexico and Nebraska.
- ADE is currently working with Region 16 Monterey County in California, where Salinas is located. The Arizona MEP has the majority of families that migrate to this area from Yuma and then back to Yuma. ADE is looking for a digital tool to help support sharing information about these students.
- ADE is using the Migrant Student Data Exchange (MSIX) data system to share grades and other information regarding migrant students.
- In August, the Migrant Education Program traveled to Salinas, CA to meet with their Region 20 Migrant Program.
- They spent three days working with the CA team, learning their recruiting strategies, sharing best practices and brainstorming ways in which both states can better share information.
- The Arizona Migrant Program will continue to promote the Portal on the ADE Migrant webpage, which helps to share information with migrant families moving from state to state.

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LMS K-12 Student Learning Pilot (Distance Learning)

"Arizona as a state is rich in school choice and I look to continuing to expand this movement. Distance learning is an option that can be beneficial for some students, and it is important we provide the proper resources and support for schools to better serve students who benefit from online instruction."

- Arizona Superintendent of Public Instruction Diane Douglas

Build upon the successes experienced through our internal Learning Management System (LMS) in order to increase schools' access to online learning platforms. Continue and enrich the pilot program for schools 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.⁹⁵
- Arizona educators provided feedback to ADE on the development of the Arizona Education Learning and Accountability System (AELAS). During that process, educators expressed concern with the lack of access to systems that support distance student learning and professional development opportunities to meet high local need and demand. Of the comments, this was one of the highest rated systems in terms of need.⁹⁶
- It has been difficult for school districts and charter schools to procure individual learning management systems. This largely is due to high procurement costs, initial set up and implementation costs and annual licensure costs. The challenges are intensified for school

⁹⁵ www.ed.gov/oii-news/use-technology-teaching-and-learning

⁹⁶ www.azed.gov/aelas/files/2013/10/aelas-business-case-v1.5.pdf



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districts and charter schools serving smaller populations, 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™.⁹⁷

Purpose:

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

Progress Updates:

- The LMS is a system which can be utilized to enhance and enrich student learning.
- Several districts and education agencies have begun using this system with great results.
- ADE is committed to continuing to offer and enrich the pilot program for school districts and charter schools to utilize the new LMS to better serve students who may benefit from online learning options.

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- 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
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Core Benefits & Supporting Features

EMPOWERING K-12 ONLINE LEARNING & COLLABORATION

TEACHER EFFICIENCY

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

PERSONALIZED & SOCIAL LEARNING

- Digital Badges & Achievements
- Broadcastable, Blogs, Journals, & Discussions
- Mobile Learning and Collaboration Tools
- Web Conferencing

BRIDGES CONTENT

- Bridges with Texas Everywhere
- Portfolio and Content Collection
- Update: Cloud-based global system 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 Integrity
- Question Review and Randomization
- Interactive Rubrics
- Gradedable wikis, blogs, journals, discussions, & web conferencing
- Plagiarism Protection

ANALYTICS

- Class Activity Report
- Student and Class Performance Reporting
- Item Analysis
- Behavior Center

Ways to use Blackboard

NEW MODELS OF LEARNING

- Blended Learning
- 1:1 or BYOD
- Flipped Classrooms
- Online Classes/Virtual School
- Personalized Learning
- Education Community

COMPETENCY-BASED LEARNING

- Digital Curriculum & Materials
- Standards alignment & reporting
- Standards aligned content

EVALUATION

- Standards Workforce Reporting
- Formative Assessment
- Assessment Grading
- Learner Achievement Reporting

70% 70% of users ages 13-17 use a smartphone²

8-18 year-olds consume 16+ hours of mobile content daily³

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⁹⁷ www.blackboard.com/news-and-events/press-releases.aspx?releaseid=122725

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Develop Data Protection Resources for Parents and Schools

"One of my top priorities is and always will be protecting the privacy of the student data that the Department is charged with maintaining. I will ensure that it is used only in the interest of improving outcomes for children in our state and that all necessary measures are taken to safeguard the identity of individual students."

- Arizona Superintendent of Public Instruction Diane Douglas

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 of Proposal:

- 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.



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- 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.

Progress Updates:

- A new and improved data governance website is under construction and will host both publicly available data and resources and information for parents and schools.
- ADE is working on increased informational resources for parents with questions about their child's data and information.

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Summer Food Service Program (SFSP)

Background:

- Food Nutrition Services (FNS) administers the SFSP program from a national and regional level. The program is administered, locally, by the Arizona Department of Education.
- Schools and non-profit organizations can participate as sponsoring organizations. Non-profit organizations consist of churches, food banks, Boys & Girls Clubs and YMCA's. Sponsoring organizations contract with sites where the meal service will take place.
- The program is administered during summer vacation only. Children between the ages of 0-18 are eligible for the program.
- SFSP sites can only be in eligible areas where the free/reduced population is 50% or higher.
- <https://fns-prod.azureedge.net/sites/default/files/sfsp/SFSP-Fact-Sheet.pdf>

Purpose:

- During the school year, children receiving a nutritious meal are not an issue because of Breakfast in the Classroom and school lunch. The SFSP was established to ensure that low-income children continue to receive nutritious meals when school is not in session.
- In addition to receiving a nutritious meal, the SFSP program gives children the opportunity to get involved in constructive programs that can keep them occupied during the day. Whether its programs at the Boys & Girls Club, summer reading programs at the library or summer programs at the schools, the SFSP program is designed to feed children and keep them engaged in something positive at the same time.

Details of Proposal:

- Develop an outreach plan for school participation. This outreach plan would address increasing the number of schools that participate and increase their operating period from one month to two.
- Propose more activities and programs during the summer. With more programs and a variety of programs during the summer, this would increase participation and allow children to remain at the site longer.

Progress Update:

- ADE staff partnered with the Hunger Free Alliance in Flagstaff, Arizona. The result of this partnership was to increase participation in the northern part of the State. The Alliance is already looking towards 2018 and building on the success from this past summer.



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- ADE staff conducted training in Window Rock, AZ for the SFSP and At Risk Afterschool Meal programs. The goal was to increase SFSP participation on the Navajo Indian Reservation. Because of the success of that training, there are other trainings already scheduled.