

ARIZONA HOUSE OF REPRESENTATIVES
Fifty-first Legislature – First Regular Session

COMMITTEE ON EDUCATION

Minutes of Special Meeting
Monday, January 17, 2013
House Hearing Room 3 -- 2:00 p.m. or upon recess or adjournment of Floor

Chairman Goodale called the meeting to order at 2:10 p.m. and attendance was noted by the secretary.

Members Present

Mr. Allen	Mr. Meyer	Mr. Pierce
Mr. Boyer	Ms. Miranda	Mr. Coleman, Vice-Chairman
Mrs. Carter	Ms. Otondo	Mrs. Goodale, Chairman

Members Absent

None

Committee Action

HB2047 – DPA (9-0-0-0)

Chairman Goodale remarked that the state is embarking on a wonderful era in Arizona education. The Committee will be hearing presentations on plans to move from the Arizona's Instrument to Measure Standards (AIMS) testing to Partnership for Assessment of Readiness for College and Careers (PARCC) testing and Common Core Standards.

INTRODUCTION OF COMMITTEE MEMBERS AND STAFF

The Members introduced themselves and related their educational background. Chairman Goodale introduced the staff:

Brooke White, Majority Research Analyst
Virginia Carico, Majority Assistant Research Analyst
Blanca Delgado, Majority Research Intern
Morgan Cicinelli, Majority Staff Intern
Eric Figueroa, Democratic Staff Policy Advisor
Sarahita Wyatt-Paige, Democratic Staff Intern
Matthew Hoffman and Daniel Frank, Pages
Linda Taylor, Committee Secretary

ADOPTION OF COMMITTEE RULES

Brooke White, Majority Research Analyst, referred to the Standing Committee Rules for the Education Committee (Attachment 1) and pointed out that the deadline for proposed amendments is the same as last year, which is 12:00 p.m. the day before the Committee; non-substantive verbal amendments may still be offered during Committee meetings without prior distribution. In response to a question, she advised that the strike-everything amendment deadline is Thursday at 4:00 p.m. for a regular meeting on Monday.

Vice-Chairman Coleman moved that the Committee on Education adopt the Committee Rules as printed and distributed (Attachment 1). The motion carried.

APPOINTMENT OF COMMITTEE OF REFERENCE

Chairman Goodale advised that Committee of Reference (COR) meetings are held during the interim to take care of business when the Legislature is not in session. She appointed the following Members to the COR:

Mrs. Goodale, Chairman
Mr. Boyer
Mr. Coleman
Mr. Meyer
Ms. Miranda

PRESENTATIONS

The Transition from AIMS to PARCC

Jaime Molera, President, Arizona State Board of Education (SBE), stated that his term will soon expire and introduced the incoming President, Tom Tyree, as well as Vince Yanez, Executive Director, and Christine Thompson, Deputy Director. He said the transition from Arizona's Instrument to Measure Standards (AIMS) to Partnership for the Assessment of Readiness for College and Careers (PARCC) is focused on subject matter that students need in order to be successful whether they attend college or enter the workforce. Students should not have to take remediation classes upon graduation from the K-12 system.

He said the SBE is providing a road map for school districts and charter schools to understand the transition in order to begin to prepare, but policymakers also need to understand how to incorporate this as a K-12 policy and be aware of associated cost factors, which are estimates at this point.

Mr. Molera opined that the AIMS test was done "on the cheap", not only in terms of cost, but in determining how it would be incorporated into an overarching, meaningful school accountability system. PARCC assessments will be given at the end of courses, eventually starting in kindergarten all the way to 12th grade, which will allow for a more focused idea early on of how children are progressing in the four fundamental academic areas. Interventions will be provided quicker if a student is behind or beginning to fall behind. Also, as the assessments are

implemented, parents, teachers and students will have feedback earlier than with the AIMS assessment. This could lead to incredible gains in Arizona.

Mr. Molera indicated that it is also important to look at accountability. Sometimes employees in school districts see the tests as a way to “go after them”, but it is important for everyone to know how they are doing in order to take the right steps. It is necessary to look at the technology infrastructure needed to implement this transition. He would eventually like Arizona students to be able to take the assessments online so feedback can be immediate, but schools in Arizona do not currently have that infrastructure.

He related that he is glad the Governor is talking about developing a meaningful performance-based system to determine how to incentivize good performance and take immediate action with struggling schools. John Huppenthal, Superintendent of Public Instruction, has done a tremendous job in preparing schools, administrators and educators about this transition through technical assistance and training throughout the state for the last few years. Another consideration is how accountability is incorporated into legislation that was passed, such as school grades and teacher and principal evaluations.

History of Arizona’s Common Core Standards

Vince Yanez, Executive Director, Arizona State Board of Education (SBE), noted that a question asked in a meeting the previous day was how current standards are deficient and how the Common Core Standards will correct those deficiencies. Prior to adoption of the new standards, the AIMS standards held up fairly well across the nation, but the comparisons were deficient in how students were performing (Attachment 2):

- Fifty-three percent of Arizona graduates do not qualify for admission into state universities.
- Fifty-nine percent of Arizona students enroll in remedial classes in community colleges.
- Forty-two percent of employers report that new hires are deficient in basic skills.

He stated that, if students meet the current standards, but cannot succeed in college or industry, that needs to be addressed; this is the driving force behind adopting and modifying the existing standards. In 2007, the SBE began looking at the misalignment between what the SBE expected for high school graduates and what universities expected for admission; the high school graduation requirements were not even close to university expectations. The SBE went through a grueling process to modify the minimum course of study, which involved increasing the math requirement to four years and the science requirement to three years. Those changes were phased in from 2012 and are in full effect with the graduating class of 2013.

Mr. Yanez related that the next step is to look at what is taught in the courses, which is where the standards come into play, so in 2009, 46 states joined together to develop new and more rigorous standards in mathematics and English Language Arts (ELA). This had been talked about for a long time, but the Race to the Top competition provided an impetus for states to join together to try to build new standards. Teachers, parents and administrators were very involved in the ELA and mathematic standards. In June 2010, the SBE adopted Arizona’s Common Core Standards, which each participating state was able to augment with items important to them. In Arizona, the

mathematics and ELA standards were added. Full implementation of all grades is anticipated by the 2014-2015 school year.

Mr. Yanez noted that any time a state adopts new standards, it is necessary to adopt new assessments. Due to the Common Core Standards movement, it has been possible for 23 states to work together for the first time to develop common assessments. There were two consortia formed for that purpose, both of which received Race to the Top funds to develop the new assessments: PARCC and Smarter Balanced.

Mr. Yanez continued with a review of the handout (Attachment 2, Pages 5 and 6), addressing the PARCC vision, benefits and key considerations.

Chairman Goodale asked what will preclude or prohibit Arizona from repeating past mistakes such as “dumbing down” and augmenting the AIMS test. Mr. Yanez replied that in addition to how SBE plans to structure the assessment system, the 23 states agreed to work together to set proficiency scores for each of the assessments, which provides some assurance that the politics of any one particular state cannot ultimately determine where those levels are set; it has to be done cooperatively.

Mr. Yanez continued with a review of the handout (Attachment 2, Pages 6-10):

- Making sure students have an opportunity to learn the material on which they are being tested.
- The transition plan involving retiring the AIMS graduation requirement and maintaining accountability by amending the high stakes requirement so PARCC assessment scores are incorporated into students’ grades for three courses in ELA and three courses in math.
- Level of expectations.
- Alternative methods for demonstrating proficiency.
- PARCC transition plan.
- Positive potential implications and other considerations.

In response to further questions, Mr. Yanez provided the following information:

- Using the formative (practice) exams that will be given at various times during the school year to evaluate teachers is not a good idea because the intent of those assessments is to help the teacher update instruction. Every school district and charter school currently determines which data to use for the purpose of teacher and principal evaluations and schools are starved for data to use, so he cannot say for certain that the formative exams will not be used.
- The cost to give the additional tests depends on how the Legislature and Governor choose to fund the assessment. States have the option to purchase the formative component of the PARCC assessment; if it is not purchased at the state level, a decision needs to be made whether individual Local Education Agencies (LEA) could or should be allowed to purchase the assessment.
- The SBE has not made a determination in terms of weight of the PARCC exams in each particular course. Because it is not known what the impact will be, the weight will be much lower for the first few years and, over time, will be increased.

- The SBE set a timeline to determine whether the PARCC assessment will be used for letter grading of schools and teacher evaluations, etc. The intent is to develop a good assessment system and then determine how to make the accountability pieces work.
- The science portion of AIMS will still be given. Presentations were made to the SBE by Arizona Department of Education (ADE) staff on work on proposed science standards that will better tie-in with the Common Core Standards, but it is a lot to do all at once, so development of the science standards is ongoing probably until mid-2013.
- The percentage of weight used for the PARCC assessment will be across the board in all schools. With the 23 states, the two consortia have an agreement to work together so results can be equated and comparisons can be done nationwide.

Development of the PARCC Assessment

Stacey Morley, Director, Policy Development and Government Affairs, Arizona Department of Education (ADE), stated that the newer standards are more focused on critical thinking, teaching students how to read and develop analytical answers and to be able to respond and communicate. She proceeded to give an overview of the PARCC assessment (Attachment 3), which included:

- Consortium members.
- Timeline of the transition plan through 2019 (Attachment 4), which is behind schedule because the person who was the driving force on the PARCC Committee lost in the November 2012 election. That is being addressed and, hopefully, it will be possible to conduct field testing in 2013.
- Priority purposes.
- Performance-based and end-of-year components of the assessments, and formative assessments.
- Five performance level descriptors (PLDs) for PARCC.
- Task Types for ELA: reading literacy, narrative writing and research stimulation.
- Examples of 3rd and 10th grade AIMS questions versus 3rd and 10th grade ELA – PARCC questions, as well as comparisons for 4th and 10th grade math.

In response to questions, Ms. Morley provided the following information:

- Intervention is one of the issues that needs to be reviewed with implementation of the Common Core Standards. Resources need to be identified such as federal money, Title 1 money, the Failing Schools Tutoring Fund, etc. By participating in the consortium, many resources are available in other states. Any resources developed with federal funds have to be shared with other states, especially Race to the Top states that received a significant amount of money and are developing options that will be available to everyone.
- Sometimes the best teachers are given the worst students because they work best with them, so schools do not want teachers to not take on that challenge because of fear of being penalized. She said she hopes this transition will provide multiple measures, help identify where supports are needed and target interventions for teachers and schools.
- Teachers are being asked to teach differently than before and the rigor and level of difficulty is being pushed down into the lower grades. The ADE website contains alignment documents showing the summary changes for each grade level and the standards.

Ms. Morley added that schools will be able to create their own curriculum and projects to teach students what the working world is like. The current system tells students they are ready for college after graduating, but they may not do well in college and drop out, change majors or take six years to graduate instead of four or five, and parents and students have to repay those loans. The goal of this transition is to prepare students for the types of careers the 21st Century demands. Graduate programs are filled with students from other countries because their education systems prepared them for the present economy. She discussed the testing time for the assessments.

Ms. Morley continued the overview of the handout (Attachment 3) regarding policy decisions relating to maximum testing time, the maximum cost of \$15 per student and technology.

In response to further questions, Ms. Morley related that:

- Test results should be received much quicker than with AIMS even though testing will occur later in the year. The results of the formative tests will be available almost immediately, especially the diagnostic test at the beginning of the year or when a student transfers to a school. The mid-year exam will be more expensive, but will provide a baseline on where to go moving forward.
- Grading of the writing portions of the exam will depend on who obtains the contract for testing and administration of the exam; hopefully, there will be some high-caliber grading.
- Technology at the school will affect the timeliness of the test results. If a large portion of schools still use paper and pencil, it will slow things down, especially for calculating school grades. Since the growth model is based on median state scores, all scores are needed to be able to calculate the growth model and scores. No one has done this before so everyone is exploring new ground.

Ms. Morley provided the following additional handouts:

- Technology Guidelines for PARCC Assessments Version 2.0 – December 2012 (Attachment 5).
- PARCC College- and Career-Ready Determination Policy in English Language Arts/Literacy and Mathematics & Policy-Level Performance Level Descriptions (Attachment 6).

Chairman Goodale stated that moving to the Common Core Standards is a major transformation.

CONSIDERATION OF BILL

HB 2047 – pupil assessments; AIMS transition – DO PASS AMENDED

Vice-Chairman Coleman moved that HB2047 do pass.

Brooke White, Majority Research Analyst, explained that last month, the State Board of Education (SBE) adopted a schedule to phase out the Arizona's Instrument to Measure Standards

(AIMS) test and the norm-referenced achievement test (NRT) to begin implementation of the new Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. HB2047 contains necessary statutory changes to allow transition from AIMS to PARCC. The bill contains session law allowing a PARCC score to be substituted for an AIMS score for a twelfth-grade student who is graduating in 2015 or 2016, the transition years before PARCC is fully implemented. The bill also contains various delayed effective dates (Attachment 7).

Vice-Chairman Coleman moved that the Goodale nine-line amendment to HB2047 dated 1/14/13 (Attachment 8) be adopted.

Ms. White explained that the nine-line amendment to HB2047 (Attachment 8) ensures that the PARCC assessment results will be included on student transcripts and makes a technical change by relocating a provision to the appropriate paragraph.

Question was called on the motion that the Goodale nine-line amendment to HB2047 dated 1/14/13 (Attachment 8) be adopted. The motion carried.

Dr. Amanda Burke, Center for the Future of Arizona, spoke in favor of HB2047. She commended the work of the SBE in outlining a roadmap for schools in terms of how to make students College-and-Career Ready (CCR) upon leaving the K-12 system. She submitted that this bill will enable schools to more immediately transition to a rigorous, high-quality assessment and provide a clear and transparent definition of CCR for families, students and schools. Meaningful data will be used to support students through interventions much earlier so they can reach the performance levels.

Garrick Taylor, Vice President, Government Relations & Communications, Arizona Chamber of Commerce and Industry, spoke in favor of HB2047 on behalf of job creators. He indicated that with the Common Core Standards, it will be possible to prepare students to adapt and learn new information and systems in real time at the workplace and venues for workforce training in college. The Common Core Standards define what students need to know and PARCC assessments will measure their learning. PARCC will not only engage students' knowledge at the end of each course, but will culminate with students knowing their readiness level in proposed high school work. The Common Core Standards and PARCC assessments seek to resolve the current disconnect between high school and the work and learning students will face upon graduation.

Vice-Chairman Coleman announced the names of those who signed up in support of HB2047 but did not speak:

Sybil Francis, Executive Director, Center for the Future of Arizona

Janice Palmer, Governmental Relations Analyst, Arizona School Boards Association

Becky Hill, Scottsdale Unified School District

Juliette Colangelo, representing self

Heather Bernacki Wilkey, Director, Government Affairs, East Valley Chambers of Commerce Alliance

Lisa A. Atkins, Vice President for Public Policy, Greater Phoenix Leadership (GPL)

William Harris, President/Chief Executive Officer, Science Foundation Arizona

Kelly McManus, Government Affairs Director, Stand for Children

Chris Kotterman, Deputy Director, Government Relations, Arizona Department of Education
Jennifer Loreda, Arizona Education Association
Vince Yanez, Executive Director, State Board of Education
Doreen Zannis, representing self
Jason Bagley, Government Affairs Manager, Intel Corporation
Adam McAnally, Public Affairs & Economic Development Coordinator, Greater Phoenix Chamber of Commerce
Penny Allee Taylor, Specialist/Government Affairs, Valley of the Sun United Way

Beth Hallgren, Campaign Administrator, 40 Days For Life, representing self, opposed HB2047. She stated that she is a citizen concerned about PARCC because of its relationship to the Common Core Standards and its affiliates. Improvements may be needed, but this is a fast-moving process. A gentleman at the meeting the previous day stated that the Common Core Standards will make students think, but she contended that curriculum and modalities of learning help children think. She has heard many times that this major change is exploratory, but she is concerned that the exploring is being done at the sake of children's education with tests that have not even been tested. She added that phonics should be used again and opined that the state needs to be very cautious in moving forward with the Common Core Standards, which need to be looked at closely because of its affiliates.

Wesley Harris, Chairman, North Phoenix Tea Party, representing self, opposed to HB2047, made the following points:

- He was unaware that the Common Core Standards were being implemented in the school system until he attended a Washington Elementary School District board meeting at which the assistant superintendent indicated that all test scores will go down.
- He opposes moving to the Common Core Standards because the state is coming up with a standard for which there is no basis.
- The education community should probably go back to what was done when he and the legislators attended school, which appears to have worked.
- Intel is not hiring students just out of school and the Chamber of Commerce indicates that jobs are open, but without the Common Core Standards, positions cannot be filled. He questioned what those organizations have done to help.
- He has heard estimates of \$125 million to \$600 million to implement the Common Core Standards and asked where funding will be obtained and what will be realized for that amount.
- The state does not need instructions from the United Nations on the Common Core Standards through the President's Council on Sustainability via the U.S. Secretary of Education and Arizona's Superintendent of Public Instruction, leaving school districts with no choices.
- Students will have a much better education system if it is kept in the realm of Arizona.

Vice-Chairman Coleman announced the names of those who signed up as neutral on HB2047 but did not speak:

Nancy Hawkins, representing self
Sherry Mitchell, representing self
Rip Wilson, K12 Inc.

Mr. Allen noted that there is no fiscal note attached to HB2047 and questioned if the Committee will be able to hear about the cost or if it will be done in another Committee. Chairman Goodale answered that the bill is not assigned to any other Committee; this is the implementation format.

Mr. Allen indicated that in the future, he would prefer a companion bill relating to the cost for a major change like this. Chairman Goodale responded that the Governor indicated that she will include money in the budget for the Common Core Standards; the amount will be known on December 18, 2013 when the Executive budget is released.

Mr. Allen suggested that the bill be held until after that is known, noting that the Governor's numbers generally do not match the ultimate amount. He added that perhaps some teachers should take the new assessment to see if they can pass.

Vice-Chairman Coleman moved that HB2047 as amended do pass. The motion carried by a roll call vote of 9-0-0-0 (Attachment 9).

Without objection, the meeting adjourned at 4:20 p.m.

Linda Taylor, Committee Secretary
January 25, 2013

(Original minutes, attachments and audio on file in the Chief Clerk's Office; video archives available at <http://www.azleg.gov>)