

State of Arizona
Senate
Fifty-second Legislature
Second Regular Session
2016

SENATE BILL 1430

AN ACT

AMENDING SECTIONS 15-211 AND 15-241, ARIZONA REVISED STATUTES; AMENDING TITLE 15, CHAPTER 2, ARTICLE 2, ARIZONA REVISED STATUTES, BY ADDING SECTION 15-241.02; AMENDING SECTIONS 15-704, 15-901.06 AND 15-973.01, ARIZONA REVISED STATUTES; RELATING TO SCHOOL ACCOUNTABILITY.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-211, Arizona Revised Statutes, is amended to
3 read:

4 15-211. K-3 reading program; receipt and use of monies;
5 additional funding; program termination

6 A. The state board of education, in collaboration with the department
7 of education, shall establish a K-3 reading program to improve the reading
8 proficiency of pupils in kindergarten programs and grades one, two and three
9 in the public schools of this state.

10 B. On or before October 1, 2012, each school district and charter
11 school shall submit to the state board of education a plan for improving the
12 reading proficiency of its pupils in kindergarten programs and grades one,
13 two and three. The plan shall include baseline data on the reading
14 proficiency of its pupils in kindergarten programs and grades one, two and
15 three and a budget for spending monies from both the K-3 support level weight
16 and the K-3 reading support level weight established in section 15-943.
17 Beginning in fiscal year 2013-2014 and each fiscal year thereafter, each
18 school district and charter school shall submit to the state board of
19 education on or before October 1 an updated K-3 reading program plan that
20 includes data on program expenditures and results.

21 C. School districts and charter schools shall use monies generated by
22 the K-3 reading support level weight established in section 15-943 only on
23 reading programs for pupils in kindergarten programs and grades one, two and
24 three with particular emphasis on pupils in kindergarten programs and grades
25 one and two.

26 D. Each school district and charter school that is assigned a letter
27 grade of C, D or F pursuant to section 15-241, ~~subsection H~~ or that has more
28 than ten ~~per cent~~ PERCENT of its pupils in grade three reading far below the
29 third grade level according to the reading portion of the Arizona instrument
30 to measure standards test, or a successor test, shall receive monies
31 generated by the K-3 reading support level weight established in section
32 15-943 only after the K-3 reading program plan of the school district or
33 charter school has been approved by the state board of education.

34 E. Pupils in a charter school that is in its first year of operation
35 and that is sponsored by the state board of education, the state board for
36 charter schools, a university under the jurisdiction of the Arizona board of
37 regents, a community college district or a group of community college
38 districts are eligible for the K-3 reading support level weight.

39 F. The department of education shall solicit gifts, grants and
40 donations from any lawful public or private source in order to provide
41 additional funding for the K-3 reading program.

42 G. The program established by this section ends on July 1, 2022
43 pursuant to section 41-3102.

1 Sec. 2. Section 15-241, Arizona Revised Statutes, is amended to read:

2 15-241. School, charter school and school district
3 accountability; annual achievement profiles;
4 classification; letter grade system; profiles;
5 appeals process; failing schools tutoring fund;
6 definition

7 A. The department of education shall compile an annual achievement
8 profile for each public school, CHARTER HOLDER and school district.

9 B. Each school, CHARTER HOLDER and school district shall submit to the
10 department any data that is required and requested and that is necessary to
11 compile the achievement profile. A school, CHARTER HOLDER or school district
12 that fails to submit the information that is necessary is not eligible to
13 receive monies from the classroom site fund established by section 15-977.

14 C. ~~The department shall establish a baseline achievement profile for~~
15 ~~each school and school district. The baseline achievement profile~~ THE ANNUAL
16 ACHIEVEMENT PROFILE COMPILED BY THE DEPARTMENT shall be used to determine a
17 standard measurement of acceptable academic progress for each school, CHARTER
18 HOLDER and school district and a school, CHARTER HOLDER and school district
19 classification pursuant to subsection ~~H~~ F of this section. Any disclosure
20 of educational records compiled by the department of education pursuant to
21 this section shall comply with the family educational rights and privacy act
22 of 1974 (20 United States Code section 1232g).

23 ~~D. The achievement profile for schools and school districts that offer~~
24 ~~instruction in kindergarten programs and grades one through eight, or any~~
25 ~~combination of those programs or grades, shall include the following school~~
26 ~~academic performance indicators:~~

27 ~~1. The Arizona measure of academic progress. The department shall~~
28 ~~compute the extent of academic progress made by the pupils in each school and~~
29 ~~school district during the course of each year.~~

30 ~~2. The Arizona instrument to measure standards test. The department~~
31 ~~shall compute the percentage of pupils who meet or exceed the standard on the~~
32 ~~Arizona instrument to measure standards test, as prescribed by the state~~
33 ~~board of education. The superintendent of public instruction and the~~
34 ~~department may calculate academic gain on the Arizona instrument to measure~~
35 ~~standards test according to each of the school classifications prescribed in~~
36 ~~subsection G of this section on a statewide basis, for each school district~~
37 ~~in this state and for each school by determining the average scale scores for~~
38 ~~students in the current academic year as compared to the average scale scores~~
39 ~~for the previous academic year for the same students.~~

40 ~~3. Academic performance and academic gain on the science portion of~~
41 ~~the Arizona instrument to measure standards test.~~

42 ~~4. The results of English language learners tests administered~~
43 ~~pursuant to section 15-756, subsection B, section 15-756.05 and section~~
44 ~~15-756.06.~~

1 ~~E. The achievement profile for schools and school districts that offer~~
2 ~~instruction in grades nine through twelve, or any combination of those~~
3 ~~grades, shall include the following school academic performance indicators:~~

4 ~~1. The Arizona measure of academic progress. The department shall~~
5 ~~compute the extent of academic progress made by the pupils at each school.~~

6 ~~2. The Arizona instrument to measure standards test. The department~~
7 ~~shall compute the percentage of pupils pursuant to subsection G of this~~
8 ~~section who meet or exceed the standard on the Arizona instrument to measure~~
9 ~~standards test, as prescribed by the state board of education. The~~
10 ~~superintendent of public instruction and the department may calculate~~
11 ~~academic gain on the Arizona instrument to measure standards test according~~
12 ~~to each of the school classifications prescribed in subsection G of this~~
13 ~~section on a statewide basis, for each school district in this state and for~~
14 ~~each school by determining the average scale scores for students in the~~
15 ~~current academic year as compared to the average scale scores for the~~
16 ~~previous academic year for the same students.~~

17 ~~3. Academic performance and academic gain on the science portion of~~
18 ~~the Arizona instrument to measure standards test.~~

19 ~~4. The annual dropout rate.~~

20 ~~5. The annual graduation rate.~~

21 ~~6. The results of English language learners tests administered~~
22 ~~pursuant to section 15-756, subsection B, section 15-756.05 and section~~
23 ~~15-756.06.~~

24 ~~F. Schools and school districts that offer instruction in all or a~~
25 ~~combination of the grades specified in subsections D and E of this section~~
26 ~~shall include a single achievement profile for that school and school~~
27 ~~district that includes the school academic performance indicators specified~~
28 ~~in subsections D and E of this section.~~

29 D. THE ANNUAL ACHIEVEMENT PROFILE FOR SCHOOLS, CHARTER HOLDERS AND
30 SCHOOL DISTRICTS SHALL INCLUDE, AT A MINIMUM, THE FOLLOWING ACADEMIC
31 PERFORMANCE INDICATORS:

32 1. MULTIPLE MEASURES OF ACADEMIC PERFORMANCE OR OTHER ACADEMICALLY
33 RELEVANT INDICATORS OF SCHOOL QUALITY THAT ARE APPROPRIATE TO ASSESS THE
34 EDUCATIONAL IMPACT OF A SCHOOL DURING THE ACADEMIC YEAR AS DETERMINED BY THE
35 STATE BOARD OF EDUCATION.

36 2. ACADEMIC PROGRESS ON STATEWIDE ASSESSMENTS ADOPTED PURSUANT TO
37 SECTION 15-741 IN ENGLISH LANGUAGE ARTS AND MATHEMATICS.

38 3. ACADEMIC PROGRESS ON THE ENGLISH LANGUAGE LEARNER ASSESSMENTS
39 ADMINISTERED PURSUANT TO SECTION 15-756, SUBSECTION B AND SECTIONS 15-756.05
40 AND 15-756.06.

41 4. PROGRESS TOWARD COLLEGE AND CAREER READINESS FOR ALL SCHOOLS,
42 CHARTER HOLDERS AND SCHOOL DISTRICTS THAT OFFER INSTRUCTION IN ANY OF GRADES
43 NINE THROUGH TWELVE.

1 ~~G.~~ E. Subject to final adoption by the state board of education, the
2 department shall determine the criteria for each school and school district
3 classification LABEL using a ~~research based~~ RESEARCHED-BASED methodology.
4 The methodology DEVELOPED IN COLLABORATION WITH A COALITION OF QUALIFIED
5 TECHNICAL AND POLICY STAKEHOLDERS, AT A MINIMUM, shall include the
6 performance of pupils at all achievement levels, account for pupil mobility,
7 account for the distribution of pupil achievement at each school, CHARTER
8 SCHOOL and school district and include longitudinal indicators of academic
9 performance. ~~The methodology may include a measure of the perception of~~
10 ~~educational quality at the school or school district by parents, pupils,~~
11 ~~staff and community stakeholders. Fifty per cent of the school and school~~
12 ~~district classification determination shall consist of academic performance~~
13 ~~measurements. Fifty per cent of the academic performance measurement shall~~
14 ~~consist of a measurement of academic gain for all pupils enrolled at the~~
15 ~~school or school district and fifty per cent of the academic performance~~
16 ~~measurements shall consist of a measurement of the twenty-five per cent of~~
17 ~~pupils with the lowest academic performance measurement enrolled at the~~
18 ~~school or school district.~~ For the purposes of this subsection, "research
19 ~~based~~ RESEARCHED-BASED methodology" means the systematic and objective
20 application of statistical and quantitative research principles to ~~determine~~
21 ~~a standard measurement of acceptable academic progress for each school and~~
22 ~~school district~~ CALCULATE THE INDICATORS USED TO DETERMINE A THROUGH F LETTER
23 GRADES.

24 ~~H.~~ F. ~~Except as provided in subsection EE of this section,~~ The ANNUAL
25 achievement profile shall be used to determine a school, CHARTER HOLDER and
26 school district classification ~~that uses a~~ BASED ON AN A THROUGH F letter
27 grade system ~~as follows:~~

28 ~~1. A school or school district assigned a letter grade of A shall~~
29 ~~demonstrate an excellent level of performance.~~

30 ~~2. A school or school district assigned a letter grade of B shall~~
31 ~~demonstrate an above average level of performance.~~

32 ~~3. A school or school district assigned a letter grade of C shall~~
33 ~~demonstrate an average level of performance.~~

34 ~~4. A school or school district assigned a letter grade of D shall~~
35 ~~demonstrate a below average level of performance.~~

36 ~~5. A school or school district assigned a letter grade of F shall~~
37 ~~demonstrate a failing level of performance.~~ ADOPTED BY THE STATE BOARD OF
38 EDUCATION IN WHICH A LETTER GRADE OF A REFLECTS AN EXCELLENT LEVEL OF
39 PERFORMANCE AND A LETTER GRADE OF F REFLECTS A FAILING LEVEL OF PERFORMANCE.

40 THE A THROUGH F LETTER GRADE SYSTEM SHALL INDICATE EXPECTED STANDARDS OF
41 PERFORMANCE FOR ALL SCHOOLS AND THE MANNER IN WHICH SCHOOLS MAY RISE ABOVE OR
42 FALL BELOW THOSE EXPECTED STANDARDS OF PERFORMANCE. The state board of
43 education may also assign a school a letter grade of F if the state board of
44 education determines that the school is among the "persistently lowest-
45 achieving schools" in the state under the federal school accountability

1 requirements pursuant to section 1003(g) of the elementary and secondary
2 education act (20 United States Code section 6303).

3 ~~I.~~ G. The classification for each school and the criteria used to
4 determine classification pursuant to ~~subsection G~~ SUBSECTIONS E AND F of this
5 section shall be included on the school report card prescribed in section
6 15-746.

7 ~~J.~~ H. Subject to final adoption by the state board of education, the
8 department of education shall ~~develop a parallel achievement profile for~~ USE
9 ACHIEVEMENT PROFILES APPROPRIATELY TO ASSESS THE EDUCATIONAL IMPACT OF
10 accommodation schools, alternative schools ~~as defined by the state board of~~
11 ~~education~~ and extremely small schools, MAY DEVELOP PROFILES FOR SCHOOLS THAT
12 PARTICIPATE IN THE BOARD EXAMINATION SYSTEM PRESCRIBED IN CHAPTER 7, ARTICLE
13 6 OF THIS TITLE AND SCHOOLS THAT PARTICIPATE IN ARIZONA ONLINE INSTRUCTION
14 PURSUANT TO SECTION 15-808 AND MAY DEVELOP OTHER EXCEPTIONS as ~~defined~~
15 PRESCRIBED by the state board of education for the purposes of this section.

16 ~~K. If a school is assigned a letter grade of D, within ninety days~~
17 ~~after receiving notice of the designation, the governing board shall develop~~
18 ~~an improvement plan for the school, submit a copy of the plan to the~~
19 ~~superintendent of public instruction and the county educational service~~
20 ~~agency and supervise the implementation of the plan. The plan shall include~~
21 ~~necessary components as identified by the state board of education. Within~~
22 ~~thirty days after submitting the improvement plan to the superintendent of~~
23 ~~public instruction and the county educational service agency, the governing~~
24 ~~board shall hold a special public meeting in each school that has been~~
25 ~~assigned a letter grade of D and shall present the respective improvement~~
26 ~~plans that have been developed for each school. The school district~~
27 ~~governing board, within thirty days of receiving notice of the designation,~~
28 ~~shall provide written notification of the classification to each residence~~
29 ~~within the attendance area of the school. The notice shall explain the~~
30 ~~improvement plan process and provide information regarding the public meeting~~
31 ~~required by this subsection.~~

32 ~~L. A school that has not submitted an improvement plan pursuant to~~
33 ~~subsection K of this section is not eligible to receive monies from the~~
34 ~~classroom site fund established by section 15-977 for every day that a plan~~
35 ~~has not been received by the superintendent of public instruction within the~~
36 ~~time specified in subsection K of this section plus an additional ninety~~
37 ~~days. The state board of education shall require the superintendent of the~~
38 ~~school district to testify before the board and explain the reasons that an~~
39 ~~improvement plan for that school has not been submitted.~~

40 ~~M. If a charter school is assigned a letter grade of D, within thirty~~
41 ~~days the school shall notify the parents of the students attending the school~~
42 ~~of the classification. The notice shall explain the improvement plan process~~
43 ~~and provide information regarding the public meeting required by this~~
44 ~~subsection. Within ninety days of receiving the classification, the charter~~
45 ~~holder shall present an improvement plan to the charter sponsor at a public~~

1 ~~meeting and submit a copy of the plan to the superintendent of public~~
2 ~~instruction. The improvement plan shall include necessary components as~~
3 ~~identified by the state board of education. For every day that an~~
4 ~~improvement plan is not received by the superintendent of public instruction~~
5 ~~and the county educational service agency, the school is not eligible to~~
6 ~~receive monies from the classroom site fund established by section 15-977 for~~
7 ~~every day that a plan has not been received by the superintendent of public~~
8 ~~instruction within the time specified in subsection K of this section plus an~~
9 ~~additional ninety days. The charter holder shall appear before the~~
10 ~~sponsoring board and explain why the improvement plan has not been submitted.~~

11 ~~N. The department of education shall establish an appeals process, to~~
12 ~~be approved by the state board of education, for a school to appeal data used~~
13 ~~to determine the achievement profile of the school. The criteria established~~
14 ~~shall be based on mitigating factors and may include a visit to the school~~
15 ~~site by the department of education.~~

16 ~~O. If a school is assigned a letter grade of D for a third consecutive~~
17 ~~year, the department of education shall visit the school site to confirm the~~
18 ~~classification data and to review the implementation of the school's~~
19 ~~improvement plan. The school shall be assigned a letter grade of F unless an~~
20 ~~alternate letter grade is assigned after an appeal pursuant to subsection N~~
21 ~~of this section. A school that is assigned a letter grade of D for less than~~
22 ~~three consecutive years may also be assigned a letter grade of F if the state~~
23 ~~board of education determines that there is no reasonable likelihood that the~~
24 ~~school will achieve an average level of performance within the next two~~
25 ~~years.~~

26 ~~P. The school district governing board, within thirty days of~~
27 ~~receiving notice of the school being assigned a letter grade of F, shall~~
28 ~~provide written notification of the classification to each residence in the~~
29 ~~attendance area of the school. The notice shall explain the improvement plan~~
30 ~~process and provide information regarding the public meeting required by~~
31 ~~subsection S of this section.~~

32 ~~Q. The superintendent of public instruction in collaboration with the~~
33 ~~county educational service agency, based on need, shall assign a solutions~~
34 ~~team to a school assigned a letter grade of D, a school assigned a letter~~
35 ~~grade of F or any other school pursuant to a mutual agreement between the~~
36 ~~department of education and the school composed of master teachers, fiscal~~
37 ~~analysts and curriculum assessment experts who are certified by the state~~
38 ~~board of education as Arizona academic standards technicians. The department~~
39 ~~of education or the county educational service agency may hire or contract~~
40 ~~with administrators, principals and teachers who have demonstrated experience~~
41 ~~with the characteristics and situations in a school assigned a letter grade~~
42 ~~of D or F and may use these personnel as part of the solutions team. The~~
43 ~~department of education shall work with staff at the school to assist in~~
44 ~~curricula alignment and shall instruct teachers on how to increase pupil~~
45 ~~academic progress, considering the school's achievement profile. The~~

1 ~~solutions team shall consider the existing improvement plan to assess the~~
2 ~~need for changes to curriculum, professional development and resource~~
3 ~~allocation and shall present a statement of its findings to the school~~
4 ~~administrator and district superintendent. Within forty five days after the~~
5 ~~presentation of the solutions team's statement of findings, the school~~
6 ~~district governing board, in cooperation with each school within the school~~
7 ~~district that is assigned a letter grade of D and its assigned solutions team~~
8 ~~representative, shall develop and submit to the department of education and~~
9 ~~the county educational service agency an action plan that details the manner~~
10 ~~in which the school district will assist the school as the school~~
11 ~~incorporates the findings of the solutions team into the improvement plan.~~
12 ~~The department of education shall review the action plan and shall either~~
13 ~~accept the action plan or return the action plan to the school district for~~
14 ~~modification. If the school district does not submit an approved action plan~~
15 ~~within forty five days, the state board of education may direct the~~
16 ~~superintendent of public instruction to withhold up to ten per cent of state~~
17 ~~monies that the school district would otherwise be entitled to receive each~~
18 ~~month until the plan is submitted to the department of education and the~~
19 ~~county educational service agency, at which time those monies shall be~~
20 ~~returned to the school district.~~

21 ~~R. The parent or the guardian of the pupil may apply to the department~~
22 ~~of education, in a manner determined by the department of education, for a~~
23 ~~certificate of supplemental instruction from the failing schools tutoring~~
24 ~~fund established by this section. Pupils attending a school assigned a~~
25 ~~letter grade of D or F or a pupil who has failed to pass one or more portions~~
26 ~~of the Arizona instrument to measure standards test in grades eight through~~
27 ~~twelve in order to graduate from high school may select an alternative~~
28 ~~tutoring program in academic standards from a provider that is certified by~~
29 ~~the state board of education. To qualify, the provider must state in writing~~
30 ~~a level of academic improvement for the pupil that includes a timeline for~~
31 ~~improvement that is agreed to by the parent or guardian of the pupil. The~~
32 ~~state board of education shall annually review academic performance levels~~
33 ~~for providers certified pursuant to this subsection and may remove a provider~~
34 ~~at a public hearing from an approved list of providers if that provider fails~~
35 ~~to meet its stated level of academic improvement. The state board of~~
36 ~~education shall determine the application guidelines and the maximum value~~
37 ~~for each certificate of supplemental instruction. The state board of~~
38 ~~education shall annually complete a market survey in order to determine the~~
39 ~~maximum value for each certificate of supplemental instruction. This~~
40 ~~subsection shall not be construed to require the state to provide additional~~
41 ~~monies beyond the monies provided pursuant to section 42-5029, subsection E,~~
42 ~~paragraph 7.~~

43 ~~S. Within sixty days of receiving notification of a school being~~
44 ~~assigned a letter grade of F, the school district governing board shall~~
45 ~~evaluate needed changes to the existing improvement plan for the school,~~

1 ~~consider recommendations from the solutions team, submit a copy of the plan~~
2 ~~to the superintendent of public instruction and the county educational~~
3 ~~service agency and supervise the implementation of the plan. Within thirty~~
4 ~~days after submitting the improvement plan to the superintendent of public~~
5 ~~instruction, the governing board shall hold a public meeting in each school~~
6 ~~that has been assigned a letter grade of F and shall present the respective~~
7 ~~improvement plans that have been developed for each school.~~

8 ~~T. A school that has not submitted an improvement plan pursuant to~~
9 ~~subsection S of this section is not eligible to receive monies from the~~
10 ~~classroom site fund established by section 15-977 for every day that a plan~~
11 ~~has not been received by the superintendent of public instruction within the~~
12 ~~time specified in subsection S of this section plus an additional ninety~~
13 ~~days. The state board of education shall require the superintendent of the~~
14 ~~school district to testify before the board and explain the reasons that an~~
15 ~~improvement plan for that school has not been submitted.~~

16 ~~U. If a charter school is assigned a letter grade of F, the department~~
17 ~~of education shall immediately notify the charter school's sponsor. The~~
18 ~~charter school's sponsor shall either take action to restore the charter~~
19 ~~school to acceptable performance or revoke the charter school's charter.~~
20 ~~Within thirty days the school shall notify the parents of the students~~
21 ~~attending the school of the classification and of any pending public meetings~~
22 ~~to review the issue.~~

23 ~~V. A school that has been assigned a letter grade of F shall be~~
24 ~~evaluated by the department of education to determine if the school failed to~~
25 ~~properly implement its school improvement plan, align the curriculum with~~
26 ~~academic standards, provide teacher training, prioritize the budget or~~
27 ~~implement other proven strategies to improve academic performance. After~~
28 ~~visiting the school site pursuant to subsection O of this section, the~~
29 ~~department of education shall submit to the state board of education a~~
30 ~~recommendation to proceed pursuant to subsections Q, R and S of this section~~
31 ~~or that the school be subject to a public hearing to determine if the school~~
32 ~~failed to properly implement its improvement plan and the reasons for the~~
33 ~~department's recommendation.~~

34 ~~W. If the department does recommend a public hearing, the state board~~
35 ~~of education shall meet and may provide by a majority vote at the public~~
36 ~~hearing for the continued operation of the school as allowed by this~~
37 ~~subsection. The state board of education shall determine whether~~
38 ~~governmental, nonprofit and private organizations may submit applications to~~
39 ~~the state board to fully or partially manage the school. The state board's~~
40 ~~determination shall include:~~

41 ~~1. If and to what extent the local governing board may participate in~~
42 ~~the operation of the school including personnel matters.~~

43 ~~2. If and to what extent the state board of education shall~~
44 ~~participate in the operation of the school.~~

45 ~~3. Resource allocation pursuant to subsection Y of this section.~~

1 ~~4. Provisions for the development and submittal of a school~~
2 ~~improvement plan to be presented in a public meeting at the school.~~

3 ~~5. A suggested time frame for the alternative operation of the school.~~

4 ~~X. The state board shall periodically review the status of a school~~
5 ~~that is operated by an organization other than the school district governing~~
6 ~~board to determine whether the operation of the school should be returned to~~
7 ~~the school district governing board. Before the state board makes a~~
8 ~~determination, the state board or its designee shall meet with the school~~
9 ~~district governing board or its designee to determine the time frame,~~
10 ~~operational considerations and the appropriate continuation of existing~~
11 ~~improvements that are necessary to assure a smooth transition of authority~~
12 ~~from the other organization back to the school district governing board.~~

13 ~~Y. If an alternative operation plan is provided pursuant to subsection~~
14 ~~W of this section, the state board of education shall pay for the operation~~
15 ~~of the school and shall adjust the school district's district additional~~
16 ~~assistance pursuant to section 15-961, base support level pursuant to section~~
17 ~~15-943, monies distributed from the classroom site fund established by~~
18 ~~section 15-977 and transportation support level pursuant to section 15-945 to~~
19 ~~accurately reflect any reduction in district services that are no longer~~
20 ~~provided to that school by the district. The state board of education may~~
21 ~~modify the school district's revenue control limit, the district support~~
22 ~~level and the general budget limit calculated pursuant to section 15-947 by~~
23 ~~an amount that corresponds to this reduction in services. The state board of~~
24 ~~education shall retain the portion of state aid that would otherwise be due~~
25 ~~the school district for the school and shall distribute that portion of state~~
26 ~~aid directly to the organization that contracts with the state board of~~
27 ~~education to operate the school.~~

28 ~~Z. If the state board of education determines that a charter school~~
29 ~~failed to properly implement its improvement plan, the sponsor of the charter~~
30 ~~school shall revoke the charter school's charter.~~

31 ~~AA. If there are more than two schools in a district and more than~~
32 ~~one half, or in any case more than five, of the schools in the district are~~
33 ~~assigned a letter grade of F for more than two consecutive years, in the next~~
34 ~~election of members of the governing board the election ballot shall contain~~
35 ~~the following statement immediately above the listing of governing board~~
36 ~~candidates:~~

37 ~~Within the last five years, (number of schools) schools in the~~
38 ~~_____ school district have been assigned a letter grade of F~~
39 ~~or designated as "schools failing to meet academic standards" by~~
40 ~~the superintendent of public instruction.~~

41 ~~BB. At least twice each year the department of education shall publish~~
42 ~~in a newspaper of general circulation in each county of this state a list of~~
43 ~~schools that are assigned a letter grade of F.~~

1 I. THE DEPARTMENT OF EDUCATION SHALL ESTABLISH A PROCESS FOR A SCHOOL
2 TO CORRECT STUDENT DATA USED TO DETERMINE THE SCHOOL'S ANNUAL ACHIEVEMENT
3 PROFILE. THE STATE BOARD OF EDUCATION SHALL ESTABLISH AN APPEALS PROCESS TO
4 ALLOW A SCHOOL TO APPEAL THE SCHOOL'S FINAL LETTER GRADE BASED ON MITIGATING
5 FACTORS IDENTIFIED BY THE BOARD. THE BOARD MAY DELEGATE THE ADMINISTRATION
6 OF THE APPEALS PROCESS TO THE DEPARTMENT OF EDUCATION.

7 ~~CC.~~ J. The failing schools tutoring fund is established consisting of
8 monies collected pursuant to section 42-5029, subsection E as designated for
9 this purpose. The department of education shall administer the fund. The
10 department of education may use monies from the fund to purchase materials
11 designed to assist students to meet the Arizona academic standards and to
12 achieve a passing score on ~~the Arizona instrument to measure standards test~~
13 ~~in order to graduate from high school~~ ASSESSMENTS ADOPTED BY THE STATE BOARD
14 OF EDUCATION.

15 ~~DD.~~ The department of education may develop a classification label for
16 school districts and charter school operators. If the department of
17 education develops a classification label for school districts and charter
18 school operators, the classification label may be developed from the
19 following components:

20 1. ~~Measures of academic progress.~~

21 2. ~~Pupil assessment data.~~

22 3. ~~The attendance rates and graduation rates of pupils who are~~
23 ~~educated in that charter school operator's charter schools or in that school~~
24 ~~district's schools.~~

25 4. ~~The percentage of the parents of pupils enrolled in that charter~~
26 ~~school operator's charter schools or in that school district's schools that~~
27 ~~categorizes the quality of their child's education as excellent on a parental~~
28 ~~rating of school quality.~~

29 ~~EE.~~ The state board of education shall determine appropriate
30 modifications to the criteria used to calculate achievement profiles for
31 schools that participate in the board examination system prescribed in
32 chapter 7, article 6 of this title.

33 ~~FF.~~ The state board of education shall adopt guidelines to include
34 supplementary training in reading instruction for teachers who provide
35 instruction to pupils in a kindergarten program or grade one, two or three in
36 an improvement plan pursuant to subsection K of this section.

37 ~~GG.~~ In addition to any other corrective procedures prescribed in this
38 section and section 15-241.01, a school that has been assigned a letter grade
39 of D or F for two consecutive years shall implement a science, technology,
40 engineering and mathematics intervention strategy under the supervision of
41 the state board of education.

42 ~~HH.~~ In addition to any other corrective procedures prescribed in this
43 section a school district that has been assigned a letter grade of D or F for
44 two consecutive years shall implement a parent involvement strategy. The
45 parent involvement strategy shall be included in the school improvement plan

1 ~~for each applicable school within the district, as prescribed in subsection K~~
2 ~~of this section.~~

3 ~~II. The department of education shall publish criteria for a school or~~
4 ~~school district's exit status from a previous assignment of a letter grade of~~
5 ~~F in accordance with this section. The criteria shall prescribe the actions~~
6 ~~and results necessary to be deemed to have complied with this section~~
7 ~~regarding school improvement, including the proper implementation of a school~~
8 ~~improvement plan pursuant to subsection V of this section. These criteria~~
9 ~~shall be provided to a school or school district if it is assigned a letter~~
10 ~~grade of F pursuant to this section.~~

11 K. FOR THE PURPOSES OF THIS SECTION, "ACADEMIC PROGRESS" MEANS
12 MEASURES OF BOTH PROFICIENCY AND ACADEMIC GAIN.

13 Sec. 3. Title 15, chapter 2, article 2, Arizona Revised Statutes, is
14 amended by adding section 15-241.02, to read:

15 15-241.02. School improvement plans; solutions teams;
16 withholding of state monies

17 A. IF A SCHOOL IS ASSIGNED A LETTER GRADE OF D PURSUANT TO SECTION
18 15-241, WITHIN NINETY DAYS AFTER RECEIVING NOTICE OF THE CLASSIFICATION, THE
19 SCHOOL DISTRICT GOVERNING BOARD SHALL DEVELOP AN IMPROVEMENT PLAN FOR THE
20 SCHOOL, SUBMIT A COPY OF THE PLAN TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION
21 AND THE COUNTY EDUCATIONAL SERVICE AGENCY AND SUPERVISE THE IMPLEMENTATION OF
22 THE PLAN. THE GOVERNING BOARD SHALL INCLUDE IN THE PLAN NECESSARY COMPONENTS
23 AS IDENTIFIED BY THE STATE BOARD OF EDUCATION. WITHIN THIRTY DAYS AFTER
24 SUBMITTING THE IMPROVEMENT PLAN TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION
25 AND THE COUNTY EDUCATIONAL SERVICE AGENCY, THE GOVERNING BOARD SHALL HOLD A
26 PUBLIC MEETING IN EACH SCHOOL THAT HAS BEEN ASSIGNED A LETTER GRADE OF D AND
27 SHALL PRESENT THE RESPECTIVE IMPROVEMENT PLANS THAT HAVE BEEN DEVELOPED FOR
28 EACH SCHOOL. THE GOVERNING BOARD, WITHIN THIRTY DAYS AFTER RECEIVING NOTICE
29 OF THE CLASSIFICATION, SHALL PROVIDE WRITTEN NOTIFICATION OF THE
30 CLASSIFICATION TO EACH RESIDENCE WITHIN THE ATTENDANCE AREA OF THE SCHOOL.
31 THE NOTICE SHALL EXPLAIN THE IMPROVEMENT PLAN PROCESS AND PROVIDE INFORMATION
32 REGARDING THE PUBLIC MEETING REQUIRED BY THIS SUBSECTION.

33 B. A SCHOOL THAT HAS NOT SUBMITTED AN IMPROVEMENT PLAN PURSUANT TO
34 SUBSECTION A OF THIS SECTION IS NOT ELIGIBLE TO RECEIVE MONIES FROM THE
35 CLASSROOM SITE FUND ESTABLISHED BY SECTION 15-977 FOR EVERY DAY THAT A PLAN
36 HAS NOT BEEN RECEIVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION WITHIN THE
37 TIME SPECIFIED IN SUBSECTION A OF THIS SECTION PLUS AN ADDITIONAL NINETY
38 DAYS. THE STATE BOARD OF EDUCATION SHALL REQUIRE THE SUPERINTENDENT OF THE
39 SCHOOL DISTRICT TO TESTIFY BEFORE THE BOARD AND EXPLAIN THE REASONS THAT AN
40 IMPROVEMENT PLAN FOR THAT SCHOOL HAS NOT BEEN SUBMITTED.

41 C. IF A CHARTER SCHOOL IS ASSIGNED A LETTER GRADE OF D PURSUANT TO
42 SECTION 15-241, WITHIN THIRTY DAYS THE SCHOOL SHALL NOTIFY THE PARENTS OF THE
43 STUDENTS ATTENDING THE SCHOOL OF THE CLASSIFICATION. THE NOTICE SHALL
44 EXPLAIN THE IMPROVEMENT PLAN PROCESS AND PROVIDE INFORMATION REGARDING THE
45 PUBLIC MEETING REQUIRED BY THIS SUBSECTION. WITHIN NINETY DAYS AFTER

1 RECEIVING THE CLASSIFICATION, THE CHARTER HOLDER SHALL PRESENT AN IMPROVEMENT
2 PLAN TO THE CHARTER SPONSOR AT A PUBLIC MEETING AND SUBMIT A COPY OF THE PLAN
3 TO THE SPONSOR OF THE CHARTER SCHOOL. THE CHARTER HOLDER SHALL INCLUDE IN
4 THE IMPROVEMENT PLAN NECESSARY COMPONENTS AS IDENTIFIED BY THE STATE BOARD OF
5 EDUCATION. THE SCHOOL IS NOT ELIGIBLE TO RECEIVE MONIES FROM THE CLASSROOM
6 SITE FUND ESTABLISHED BY SECTION 15-977 FOR EVERY DAY THAT AN IMPROVEMENT
7 PLAN HAS NOT BEEN RECEIVED BY THE SPONSOR OF THE CHARTER SCHOOL WITHIN THE
8 TIME SPECIFIED IN THIS SUBSECTION PLUS AN ADDITIONAL NINETY DAYS. THE
9 CHARTER HOLDER SHALL APPEAR BEFORE THE SPONSORING BOARD AND EXPLAIN WHY THE
10 IMPROVEMENT PLAN HAS NOT BEEN SUBMITTED.

11 D. IF A SCHOOL IS ASSIGNED A LETTER GRADE OF D PURSUANT TO SECTION
12 15-241 FOR A THIRD CONSECUTIVE YEAR, THE DEPARTMENT OF EDUCATION SHALL VISIT
13 THE SCHOOL SITE TO CONFIRM THE CLASSIFICATION DATA AND TO REVIEW THE
14 IMPLEMENTATION OF THE SCHOOL'S IMPROVEMENT PLAN. THE SCHOOL SHALL BE
15 ASSIGNED A LETTER GRADE OF F UNLESS AN ALTERNATE LETTER GRADE IS ASSIGNED
16 AFTER AN APPEAL PURSUANT TO SECTION 15-241, SUBSECTION I. A SCHOOL THAT IS
17 ASSIGNED A LETTER GRADE OF D FOR FEWER THAN THREE CONSECUTIVE YEARS MAY ALSO
18 BE ASSIGNED A LETTER GRADE OF F IF THE STATE BOARD OF EDUCATION DETERMINES
19 THAT THERE IS NO REASONABLE LIKELIHOOD THAT THE SCHOOL WILL ACHIEVE AN
20 AVERAGE LEVEL OF PERFORMANCE WITHIN THE NEXT TWO YEARS.

21 E. THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE COUNTY EDUCATIONAL
22 SERVICE AGENCY SHALL COLLABORATE TO ASSIGN A SOLUTIONS TEAM TO A SCHOOL
23 ASSIGNED A LETTER GRADE OF D PURSUANT TO SECTION 15-241 OR A SCHOOL ASSIGNED
24 A LETTER GRADE OF F PURSUANT TO SECTION 15-241 BASED ON ACADEMIC NEED AND
25 AVAILABLE RESOURCES. COUNTY EDUCATIONAL SERVICE AGENCIES MAY ENTER INTO
26 AGREEMENTS TO PROVIDE SERVICES TO SCHOOLS FROM OTHER COUNTIES. ANY OTHER
27 SCHOOL, SUBJECT TO AVAILABLE RESOURCES, MAY BE ASSIGNED A SOLUTIONS TEAM
28 PURSUANT TO A MUTUAL AGREEMENT BETWEEN THE DEPARTMENT OF EDUCATION OR THE
29 COUNTY EDUCATION SERVICE AGENCY, OR BOTH, AND THE SCHOOL. THE SOLUTIONS TEAM
30 SHALL BE COMPOSED OF MASTER TEACHERS, FISCAL ANALYSTS AND CURRICULUM
31 ASSESSMENT EXPERTS WHO ARE CERTIFIED BY THE STATE BOARD OF EDUCATION AS
32 ARIZONA ACADEMIC STANDARDS TECHNICIANS. THE DEPARTMENT OF EDUCATION OR THE
33 COUNTY EDUCATIONAL SERVICE AGENCY MAY HIRE OR CONTRACT WITH ADMINISTRATORS,
34 PRINCIPALS AND TEACHERS WHO HAVE DEMONSTRATED EXPERIENCE IN IMPROVING
35 ACADEMIC OUTCOMES AND MAY USE THESE PERSONNEL AS PART OF THE SOLUTIONS TEAM.
36 THE DEPARTMENT OF EDUCATION SHALL WORK WITH STAFF AT THE SCHOOL TO ASSIST IN
37 CURRICULA ALIGNMENT AND SHALL INSTRUCT TEACHERS ON HOW TO INCREASE PUPIL
38 ACADEMIC PROGRESS, CONSIDERING THE SCHOOL'S ANNUAL ACHIEVEMENT PROFILE. THE
39 SOLUTIONS TEAM SHALL CONSIDER THE EXISTING IMPROVEMENT PLAN TO ASSESS THE
40 NEED FOR CHANGES TO CURRICULA, PROFESSIONAL DEVELOPMENT AND RESOURCE
41 ALLOCATION AND SHALL PRESENT A STATEMENT OF ITS FINDINGS TO THE SCHOOL
42 ADMINISTRATOR AND DISTRICT SUPERINTENDENT. WITHIN FORTY-FIVE DAYS AFTER THE
43 PRESENTATION OF THE SOLUTIONS TEAM'S STATEMENT OF FINDINGS, THE SCHOOL
44 DISTRICT GOVERNING BOARD, IN COOPERATION WITH EACH SCHOOL WITHIN THE SCHOOL
45 DISTRICT THAT IS ASSIGNED A LETTER GRADE OF D AND ITS ASSIGNED SOLUTIONS TEAM

1 REPRESENTATIVE, SHALL DEVELOP AND SUBMIT TO THE DEPARTMENT OF EDUCATION AND
2 THE COUNTY EDUCATIONAL SERVICE AGENCY AN ACTION PLAN THAT DETAILS THE MANNER
3 IN WHICH THE SCHOOL DISTRICT WILL ASSIST THE SCHOOL AS THE SCHOOL
4 INCORPORATES THE FINDINGS OF THE SOLUTIONS TEAM INTO THE IMPROVEMENT PLAN.
5 THE DEPARTMENT OF EDUCATION SHALL REVIEW THE ACTION PLAN AND SHALL EITHER
6 ACCEPT THE ACTION PLAN OR RETURN THE ACTION PLAN TO THE SCHOOL DISTRICT FOR
7 MODIFICATION. IF THE SCHOOL DISTRICT DOES NOT SUBMIT AN APPROVED ACTION PLAN
8 WITHIN FORTY-FIVE DAYS, THE STATE BOARD OF EDUCATION MAY DIRECT THE
9 SUPERINTENDENT OF PUBLIC INSTRUCTION TO WITHHOLD UP TO TEN PERCENT OF STATE
10 MONIES THAT THE SCHOOL DISTRICT WOULD OTHERWISE BE ENTITLED TO RECEIVE EACH
11 MONTH UNTIL THE PLAN IS SUBMITTED TO THE DEPARTMENT OF EDUCATION AND THE
12 COUNTY EDUCATIONAL SERVICE AGENCY, AT WHICH TIME THOSE MONIES SHALL BE
13 RETURNED TO THE SCHOOL DISTRICT.

14 F. THE PARENT OR GUARDIAN OF A PUPIL MAY APPLY TO THE DEPARTMENT OF
15 EDUCATION, IN A MANNER DETERMINED BY THE DEPARTMENT OF EDUCATION, FOR A
16 CERTIFICATE OF SUPPLEMENTAL INSTRUCTION FROM THE FAILING SCHOOLS TUTORING
17 FUND ESTABLISHED BY SECTION 15-241. PUPILS ATTENDING A SCHOOL ASSIGNED A
18 LETTER GRADE OF D OR F MAY SELECT AN ALTERNATIVE TUTORING PROGRAM IN ACADEMIC
19 STANDARDS FROM A PROVIDER THAT IS CERTIFIED BY THE STATE BOARD OF EDUCATION.
20 TO QUALIFY, THE PROVIDER MUST STATE IN WRITING A LEVEL OF ACADEMIC
21 IMPROVEMENT FOR THE PUPIL THAT INCLUDES A TIMELINE FOR IMPROVEMENT THAT IS
22 AGREED TO BY THE PARENT OR GUARDIAN OF THE PUPIL. THE STATE BOARD OF
23 EDUCATION SHALL ANNUALLY REVIEW ACADEMIC PERFORMANCE LEVELS FOR CERTIFIED
24 PROVIDERS AND MAY REMOVE A PROVIDER AT A PUBLIC HEARING FROM AN APPROVED LIST
25 OF PROVIDERS IF THAT PROVIDER FAILS TO MEET ITS STATED LEVEL OF ACADEMIC
26 IMPROVEMENT. THE STATE BOARD OF EDUCATION SHALL DETERMINE THE APPLICATION
27 GUIDELINES AND THE MAXIMUM VALUE FOR EACH CERTIFICATE OF SUPPLEMENTAL
28 INSTRUCTION. THE STATE BOARD OF EDUCATION SHALL ANNUALLY COMPLETE A MARKET
29 SURVEY IN ORDER TO DETERMINE THE MAXIMUM VALUE FOR EACH CERTIFICATE OF
30 SUPPLEMENTAL INSTRUCTION. THIS SUBSECTION DOES NOT REQUIRE THIS STATE TO
31 PROVIDE ADDITIONAL MONIES BEYOND THE MONIES PROVIDED PURSUANT TO SECTION
32 42-5029, SUBSECTION E, PARAGRAPH 7.

33 G. WITHIN SIXTY DAYS AFTER RECEIVING NOTIFICATION OF A SCHOOL BEING
34 ASSIGNED A LETTER GRADE OFF PURSUANT TO SECTION 15-241, THE SCHOOL DISTRICT
35 GOVERNING BOARD SHALL EVALUATE NEEDED CHANGES TO THE EXISTING SCHOOL
36 IMPROVEMENT PLAN, CONSIDER RECOMMENDATIONS FROM THE SOLUTIONS TEAM, SUBMIT A
37 COPY OF THE PLAN TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE COUNTY
38 EDUCATIONAL SERVICE AGENCY AND SUPERVISE THE IMPLEMENTATION OF THE PLAN.
39 WITHIN THIRTY DAYS AFTER SUBMITTING THE IMPROVEMENT PLAN TO THE
40 SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE COUNTY EDUCATIONAL SERVICE
41 AGENCY, THE GOVERNING BOARD SHALL HOLD A PUBLIC MEETING IN EACH SCHOOL THAT
42 HAS BEEN ASSIGNED A LETTER GRADE OF F AND SHALL PRESENT THE RESPECTIVE
43 IMPROVEMENT PLANS THAT HAVE BEEN DEVELOPED FOR EACH SCHOOL. THE GOVERNING
44 BOARD, WITHIN THIRTY DAYS AFTER RECEIVING NOTICE OF THE CLASSIFICATION, SHALL
45 PROVIDE WRITTEN NOTIFICATION OF THE CLASSIFICATION TO EACH RESIDENCE IN THE

1 ATTENDANCE AREA OF THE SCHOOL. THE NOTICE SHALL EXPLAIN THE IMPROVEMENT PLAN
2 PROCESS AND PROVIDE INFORMATION REGARDING THE PUBLIC MEETING REQUIRED BY THIS
3 SUBSECTION.

4 H. A SCHOOL THAT HAS NOT SUBMITTED AN IMPROVEMENT PLAN PURSUANT TO
5 SUBSECTION G OF THIS SECTION IS NOT ELIGIBLE TO RECEIVE MONIES FROM THE
6 CLASSROOM SITE FUND ESTABLISHED BY SECTION 15-977 FOR EVERY DAY THAT A PLAN
7 HAS NOT BEEN RECEIVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION WITHIN THE
8 TIME SPECIFIED IN SUBSECTION G OF THIS SECTION PLUS AN ADDITIONAL NINETY
9 DAYS. THE STATE BOARD OF EDUCATION SHALL REQUIRE THE SUPERINTENDENT OF THE
10 SCHOOL DISTRICT TO TESTIFY BEFORE THE BOARD AND EXPLAIN THE REASONS THAT AN
11 IMPROVEMENT PLAN FOR THAT SCHOOL HAS NOT BEEN SUBMITTED.

12 I. IF A CHARTER SCHOOL IS ASSIGNED A LETTER GRADE OF F PURSUANT TO
13 SECTION 15-241, THE DEPARTMENT OF EDUCATION SHALL IMMEDIATELY NOTIFY THE
14 CHARTER SCHOOL'S SPONSOR. THE CHARTER SCHOOL'S SPONSOR SHALL EITHER TAKE
15 ACTION TO RESTORE THE CHARTER SCHOOL TO ACCEPTABLE PERFORMANCE OR REVOKE THE
16 CHARTER SCHOOL'S CHARTER. WITHIN THIRTY DAYS, THE CHARTER SCHOOL SHALL
17 NOTIFY THE PARENTS OF THE STUDENTS ATTENDING THE SCHOOL OF THE CLASSIFICATION
18 AND OF ANY PENDING PUBLIC MEETINGS TO REVIEW THE ISSUE.

19 J. THE DEPARTMENT OF EDUCATION SHALL EVALUATE A SCHOOL THAT HAS BEEN
20 ASSIGNED A LETTER GRADE OF F PURSUANT TO SECTION 15-241 TO DETERMINE WHETHER
21 THE SCHOOL, CHARTER HOLDER OR SCHOOL DISTRICT FAILED TO PROPERLY IMPLEMENT
22 ITS SCHOOL IMPROVEMENT PLAN, ALIGN THE CURRICULA WITH ACADEMIC STANDARDS,
23 PROVIDE TEACHER TRAINING, PRIORITIZE THE BUDGET OR IMPLEMENT OTHER PROVEN
24 STRATEGIES TO IMPROVE ACADEMIC PERFORMANCE. AFTER VISITING THE SCHOOL SITE
25 PURSUANT TO SUBSECTION D OF THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL
26 SUBMIT TO THE STATE BOARD OF EDUCATION A RECOMMENDATION EITHER TO PROCEED
27 PURSUANT TO SUBSECTIONS E, F AND G OF THIS SECTION OR THAT THE SCHOOL BE
28 SUBJECT TO A PUBLIC HEARING TO DETERMINE WHETHER THE SCHOOL FAILED TO
29 PROPERLY IMPLEMENT ITS IMPROVEMENT PLAN AND THE REASONS FOR THE DEPARTMENT'S
30 RECOMMENDATION. IF THE SCHOOL IS A CHARTER SCHOOL, THE DEPARTMENT SHALL
31 SUBMIT A REPORT TO THE SPONSOR OF THE CHARTER SCHOOL. THE SPONSOR SHALL MAKE
32 A DETERMINATION PURSUANT TO SUBSECTION N OF THIS SECTION.

33 K. IF THE DEPARTMENT RECOMMENDS A PUBLIC HEARING, THE STATE BOARD OF
34 EDUCATION SHALL MEET AND MAY PROVIDE BY A MAJORITY VOTE AT THE PUBLIC HEARING
35 FOR THE CONTINUED OPERATION OF THE SCHOOL AS ALLOWED BY THIS SUBSECTION. THE
36 STATE BOARD OF EDUCATION SHALL DETERMINE WHETHER GOVERNMENTAL, NONPROFIT AND
37 PRIVATE ORGANIZATIONS MAY SUBMIT APPLICATIONS TO THE STATE BOARD TO FULLY OR
38 PARTIALLY MANAGE THE SCHOOL. THE STATE BOARD'S DETERMINATION SHALL INCLUDE:

39 1. IF AND TO WHAT EXTENT THE LOCAL GOVERNING BOARD MAY PARTICIPATE IN
40 THE OPERATION OF THE SCHOOL, INCLUDING PERSONNEL MATTERS.

41 2. IF AND TO WHAT EXTENT THE STATE BOARD WILL PARTICIPATE IN THE
42 OPERATION OF THE SCHOOL.

43 3. RESOURCE ALLOCATION PURSUANT TO SUBSECTION M OF THIS SECTION.

44 4. PROVISIONS FOR THE DEVELOPMENT AND SUBMITTAL OF A SCHOOL
45 IMPROVEMENT PLAN TO BE PRESENTED IN A PUBLIC MEETING AT THE SCHOOL.

1 5. A SUGGESTED TIME FRAME FOR THE ALTERNATIVE OPERATION OF THE SCHOOL.
2 L. THE STATE BOARD OF EDUCATION SHALL PERIODICALLY REVIEW THE STATUS
3 OF A SCHOOL THAT IS OPERATED BY AN ORGANIZATION OTHER THAN THE SCHOOL
4 DISTRICT GOVERNING BOARD TO DETERMINE WHETHER THE OPERATION OF THE SCHOOL
5 SHOULD BE RETURNED TO THE SCHOOL DISTRICT GOVERNING BOARD. BEFORE THE STATE
6 BOARD MAKES A DETERMINATION, THE STATE BOARD OR ITS DESIGNEE SHALL MEET WITH
7 THE SCHOOL DISTRICT GOVERNING BOARD OR ITS DESIGNEE TO DETERMINE THE TIME
8 FRAME, OPERATIONAL CONSIDERATIONS AND APPROPRIATE CONTINUATION OF EXISTING
9 IMPROVEMENTS THAT ARE NECESSARY TO ENSURE A SMOOTH TRANSITION OF AUTHORITY
10 FROM THE OTHER ORGANIZATION BACK TO THE SCHOOL DISTRICT GOVERNING BOARD.

11 M. IF AN ALTERNATIVE OPERATION PLAN IS PROVIDED PURSUANT TO SUBSECTION
12 L OF THIS SECTION, THE STATE BOARD OF EDUCATION SHALL PAY FOR THE OPERATION
13 OF THE SCHOOL AND SHALL ADJUST THE SCHOOL DISTRICT'S DISTRICT ADDITIONAL
14 ASSISTANCE PURSUANT TO SECTION 15-961, BASE SUPPORT LEVEL PURSUANT TO SECTION
15 15-943, MONIES DISTRIBUTED FROM THE CLASSROOM SITE FUND ESTABLISHED BY
16 SECTION 15-977 AND TRANSPORTATION SUPPORT LEVEL PURSUANT TO SECTION 15-945 TO
17 ACCURATELY REFLECT ANY REDUCTION IN DISTRICT SERVICES THAT ARE NO LONGER
18 PROVIDED TO THAT SCHOOL BY THE DISTRICT. THE STATE BOARD MAY MODIFY THE
19 SCHOOL DISTRICT'S REVENUE CONTROL LIMIT, THE DISTRICT SUPPORT LEVEL AND THE
20 GENERAL BUDGET LIMIT CALCULATED PURSUANT TO SECTION 15-947 BY AN AMOUNT THAT
21 CORRESPONDS TO THIS REDUCTION IN SERVICES. THE STATE BOARD SHALL RETAIN THE
22 PORTION OF STATE AID THAT WOULD OTHERWISE BE DUE THE SCHOOL DISTRICT FOR THE
23 SCHOOL AND SHALL DISTRIBUTE THAT PORTION OF STATE AID DIRECTLY TO THE
24 ORGANIZATION THAT CONTRACTS WITH THE STATE BOARD TO OPERATE THE SCHOOL.

25 N. IF THE SPONSOR OF A CHARTER SCHOOL DETERMINES THAT A CHARTER HOLDER
26 FAILED TO PROPERLY IMPLEMENT ITS IMPROVEMENT PLAN, THE SPONSOR OF THE CHARTER
27 SCHOOL SHALL REVOKE THE CHARTER SCHOOL'S CHARTER.

28 O. IF THERE ARE MORE THAN TWO SCHOOLS IN A DISTRICT AND MORE THAN
29 ONE-HALF, OR IN ANY CASE MORE THAN FIVE, OF THE SCHOOLS IN THE DISTRICT ARE
30 ASSIGNED A LETTER GRADE OF F PURSUANT TO SECTION 15-241 FOR MORE THAN TWO
31 CONSECUTIVE YEARS, IN THE NEXT ELECTION OF GOVERNING BOARD MEMBERS THE
32 ELECTION BALLOT SHALL CONTAIN THE FOLLOWING STATEMENT IMMEDIATELY ABOVE THE
33 LISTING OF GOVERNING BOARD CANDIDATES:

34 WITHIN THE LAST FIVE YEARS, (NUMBER OF SCHOOLS) SCHOOLS IN
35 THE _____ SCHOOL DISTRICT HAVE BEEN ASSIGNED A LETTER GRADE
36 OF D OR F.

37 P. AT LEAST TWICE EACH YEAR THE DEPARTMENT OF EDUCATION SHALL PUBLISH
38 IN A NEWSPAPER OF GENERAL CIRCULATION IN EACH COUNTY OF THIS STATE A LIST OF
39 SCHOOLS THAT ARE ASSIGNED A LETTER GRADE OF F PURSUANT TO SECTION 15-241.

40 Q. THE STATE BOARD OF EDUCATION SHALL ADOPT GUIDELINES TO INCLUDE
41 SUPPLEMENTARY TRAINING IN READING INSTRUCTION FOR TEACHERS WHO PROVIDE
42 INSTRUCTION TO PUPILS IN A KINDERGARTEN PROGRAM OR GRADE ONE, TWO OR THREE IN
43 AN IMPROVEMENT PLAN PURSUANT TO SUBSECTION A OF THIS SECTION.

44 R. IN ADDITION TO ANY OTHER CORRECTIVE PROCEDURES PRESCRIBED IN THIS
45 SECTION AND SECTIONS 15-241 AND 15-241.01, A SCHOOL THAT HAS BEEN ASSIGNED A

1 LETTER GRADE OF D OR F FOR TWO CONSECUTIVE YEARS SHALL IMPLEMENT A SCIENCE,
2 TECHNOLOGY, ENGINEERING AND MATHEMATICS INTERVENTION STRATEGY UNDER THE
3 SUPERVISION OF THE STATE BOARD OF EDUCATION.

4 S. IN ADDITION TO ANY OTHER CORRECTIVE PROCEDURES PRESCRIBED IN THIS
5 SECTION, A SCHOOL DISTRICT THAT HAS BEEN ASSIGNED A LETTER GRADE OF D OR F
6 PURSUANT TO SECTION 15-241 FOR TWO CONSECUTIVE YEARS SHALL IMPLEMENT A PARENT
7 INVOLVEMENT STRATEGY. THE PARENT INVOLVEMENT STRATEGY SHALL BE INCLUDED IN
8 THE SCHOOL IMPROVEMENT PLAN FOR EACH APPLICABLE SCHOOL WITHIN THE DISTRICT,
9 AS PRESCRIBED IN SUBSECTION A OR G OF THIS SECTION, AS APPLICABLE.

10 T. THE DEPARTMENT OF EDUCATION SHALL PUBLISH CRITERIA FOR A SCHOOL'S
11 OR SCHOOL DISTRICT'S EXIT STATUS FROM A PREVIOUS ASSIGNMENT OF A LETTER GRADE
12 OF F IN ACCORDANCE WITH THIS SECTION. THE CRITERIA SHALL PRESCRIBE THE
13 ACTIONS AND RESULTS NECESSARY TO BE DEEMED TO HAVE COMPLIED WITH THIS SECTION
14 REGARDING SCHOOL IMPROVEMENT, INCLUDING THE PROPER IMPLEMENTATION OF A SCHOOL
15 IMPROVEMENT PLAN PURSUANT TO SUBSECTION J OF THIS SECTION. THESE CRITERIA
16 SHALL BE PROVIDED TO A SCHOOL OR SCHOOL DISTRICT IF IT IS ASSIGNED A LETTER
17 GRADE OF F PURSUANT TO SECTION 15-241.

18 Sec. 4. Section 15-704, Arizona Revised Statutes, is amended to read:
19 15-704. Reading proficiency; definitions

20 A. Each school district or charter school that provides instruction in
21 kindergarten programs and grades one through three shall select and
22 administer screening, ongoing diagnostic and classroom based instructional
23 reading assessments, including a motivational assessment, as defined by the
24 state board of education, to monitor student progress. Each school shall use
25 the diagnostic information to plan appropriate and effective intervention.

26 B. Each school district or charter school that provides instruction
27 for pupils in kindergarten programs and grades one through three shall
28 conduct a curriculum evaluation and adopt a scientifically based reading
29 curriculum that includes the essential components of reading instruction.
30 All school districts and charter schools that offer instruction in
31 kindergarten programs and grades one through three shall provide ongoing
32 teacher training based on scientifically based reading research.

33 C. Each school district or charter school that provides instruction in
34 kindergarten programs and grades one through three shall devote reasonable
35 amounts of time to explicit instruction and independent reading in grades one
36 through three.

37 D. A pupil in grade three who does not meet or exceed the reading
38 standards measured by the Arizona instrument to measure standards test
39 administered pursuant to section 15-741 shall be provided intensive reading
40 instruction as defined by the state board of education until the pupil meets
41 these standards.

42 E. The governing board of each school district and the governing body
43 of each charter school shall determine the percentage of pupils at each
44 school in grade three who do not meet the reading standards prescribed by the
45 state board of education and measured by the Arizona instrument to measure

1 standards test administered pursuant to section 15-741. If more than twenty
2 ~~per-cent~~ PERCENT of students in grade three at either the individual school
3 level or at the school district level do not meet the standards, the
4 governing board or governing body shall conduct a review of its reading
5 program that includes curriculum and professional development in light of
6 current, scientifically based reading research.

7 F. Based on the review required in subsection E of this section, the
8 governing board or governing body and the school principal of each school
9 that does not meet the reading standards, in conjunction with school council
10 members, if applicable, shall develop methods of best practices for teaching
11 reading based on essential components of reading instruction and supported by
12 scientifically based reading research. These methods shall be adopted at a
13 public meeting and shall be implemented the following academic year.

14 G. Subsections E and F of this section shall be coordinated with
15 efforts to develop and implement an improvement plan if required pursuant to
16 section ~~15-241~~ 15-241.02.

17 H. For the purposes of this section:

18 1. "Essential components of reading instruction" means explicit and
19 systematic instruction in the following:

- 20 (a) Phonemic awareness.
- 21 (b) Phonics.
- 22 (c) Vocabulary development.
- 23 (d) Reading fluency.
- 24 (e) Reading comprehension.

25 2. "Reading" means a complex system of deriving meaning from print
26 that requires all of the following:

- 27 (a) The skills and knowledge to understand how phonemes or speech
28 sounds are connected to print.
- 29 (b) The ability to decode unfamiliar words.
- 30 (c) The ability to read fluently.
- 31 (d) Sufficient background information and vocabulary to foster reading
32 comprehension.
- 33 (e) The development of appropriate active strategies to construct
34 meaning from print.

35 (f) The development and maintenance of a motivation to read.

36 3. "Scientifically based reading research" means research that meets
37 all of the following:

- 38 (a) Applies rigorous, systematic and objective procedures to obtain
39 valid knowledge relevant to reading development, reading instruction and
40 reading difficulties.
- 41 (b) Employs systematic empirical methods that draw on observation or
42 experiment.
- 43 (c) Involves rigorous data analyses that are adequate to test the
44 stated hypotheses and justify the general conclusions drawn.

1 (d) Relies on measurements or observational methods that provide valid
2 data across evaluators and observers and across multiple measurements and
3 observations.

4 (e) Has been accepted by a peer reviewed journal or approved by a
5 panel of independent experts through a comparably rigorous, objective and
6 scientific review.

7 (f) Contains all of the elements of the essential components of
8 reading instruction.

9 Sec. 5. Section 15-901.06, Arizona Revised Statutes, is amended to
10 read:

11 15-901.06. Dropout recovery programs; written learning plan;
12 requirements; definitions

13 A. Each school district and charter school that provides instruction
14 to high school pupils may offer a dropout recovery program for eligible
15 pupils.

16 B. The state board of education shall prescribe standards and
17 achievement testing requirements for dropout recovery programs that attempt
18 to ensure that the programs are compatible with public school education goals
19 and requirements. The standards shall require dropout recovery programs to
20 do all of the following:

21 1. Provide ~~curriculum~~ CURRICULA aligned to the academic standards
22 adopted by the state board of education. The ~~curriculum~~ CURRICULA may be
23 delivered online. A provider of Arizona online instruction pursuant to
24 section 15-808 may not also operate a dropout recovery program pursuant to
25 this section.

26 2. Provide standardized tests required by federal and state law.

27 3. Make available appropriate and sufficient supports for pupils,
28 including tutoring, career counseling and college counseling.

29 4. Comply with federal and state laws governing pupils with
30 disabilities.

31 5. Meet state requirements for high school graduation.

32 C. Each eligible pupil WHO IS enrolled in a dropout recovery program
33 shall have a written learning plan developed by the pupil's assigned mentor.
34 The written learning plan shall include the following elements:

35 1. The start date and anticipated end date of the plan.

36 2. Courses to be completed by the pupil during the academic year.

37 3. Whether courses will be taken sequentially or concurrently.

38 4. State competency exams to be taken, as necessary.

39 5. Expectations for satisfactory monthly progress.

40 6. Expectations for contact with the pupil's assigned mentor.

41 D. The monthly participation in a dropout recovery program shall be
42 recorded on or before the tenth school day of each month and shall be
43 reported to the department of education at the same time as other data
44 required pursuant to section 15-1042. Monthly participation calculations
45 shall include:

1 1. Newly enrolled pupils who have a written learning plan on file on
2 or before the first school day of the previous month.

3 2. Pupils who met the expectations for satisfactory monthly progress
4 in the previous month.

5 3. Pupils who did not meet the expectations for satisfactory monthly
6 progress in the previous month but did meet the expectations in the month
7 before the previous month.

8 4. Pupils who met expectations for program reentry in the revised
9 written learning plan in the previous month.

10 E. Because dropout recovery pupils are not expected to regularly
11 attend classes at the district facilities, standard procedures for recording
12 pupil attendance cannot be effectively applied to those students. For pupils
13 participating in a dropout recovery program, an eligible pupil shall be
14 counted as being in attendance in the school's average daily attendance
15 calculations pursuant to subsection F of this section if the pupil meets one
16 of the following conditions:

17 1. Is in the first month of enrollment in the program and completes
18 the program orientation during that month.

19 2. Is enrolled in teacher-facilitated courses and meets the
20 expectations for satisfactory monthly progress for the current or previous
21 month. A pupil who does not meet expectations for monthly progress for two
22 or more consecutive months shall not be reported as being in attendance until
23 the pupil meets the expectations for program reentry.

24 3. Meets the expectations for program reentry in the revised written
25 learning plan.

26 F. If a pupil is enrolled in a school district or charter school other
27 than the school district or charter school that participates in the dropout
28 recovery program and also participates in a dropout recovery program in the
29 same fiscal year, the average daily membership as prescribed in section
30 15-901, subsection A, paragraph 1, subdivisions (a) and (b) for that pupil in
31 the school district or charter school and in a dropout recovery program shall
32 not exceed 1.0, except that if the pupil is enrolled in a dropout recovery
33 program and a joint technical education district, the average daily
34 membership provisions of section 15-393 apply. If the pupil is enrolled in
35 both a school district or charter school and a dropout recovery program in
36 the same fiscal year and the sum of the average daily membership and average
37 daily attendance for that pupil is greater than 1.0 or the amount prescribed
38 in section 15-393 if the pupil is enrolled in a joint technical education
39 district, the sum shall be reduced to 1.0 or to the amount specified in
40 section 15-393 if the pupil is enrolled in a joint technical education
41 district and shall be apportioned between the school district or charter
42 school and the joint technical education district, if applicable, and the
43 dropout recovery program based on the proportionate shares of average daily
44 membership in the school district or charter school and the average daily
45 attendance in the dropout recovery program. The uniform system of financial

1 records shall include guidelines for the apportionment of pupil enrollment
2 and attendance as provided in this subsection. Pupils in a dropout recovery
3 program do not incur absences for purposes of this subsection and may
4 generate average daily attendance for attendance during any hour of the day,
5 during any day of the week and at any time between July 1 and June 30 of each
6 fiscal year. The average daily attendance of a pupil who participates in a
7 dropout recovery program shall not exceed 1.0 or the amount prescribed in
8 section 15-393 if the pupil is enrolled in a joint technical education
9 district, and shall be calculated by fulfilling the requirements of
10 subsection E of this section. Average daily membership shall not be
11 calculated on the one hundredth day of instruction for the purposes of this
12 section.

13 G. Notwithstanding section 15-901, subsection A, paragraph 1, the
14 average daily membership for pupils enrolled in a dropout recovery program
15 shall equal the average daily attendance of the pupils.

16 H. School districts and charter schools shall be responsible for
17 tuition charges and fees related to pupil participation in a dropout recovery
18 program, including course materials and access to technology for use with
19 online courses.

20 I. School districts and charter schools may contract with an
21 educational management organization to provide a dropout recovery program.
22 If contracting with an educational management organization, the school
23 district or charter school shall ensure that all of the following
24 requirements are met:

25 1. The educational management organization is accredited by a regional
26 accrediting body.

27 2. Teachers provided by the educational management organization hold a
28 current teaching license from any state and a valid Arizona fingerprint
29 clearance card pursuant to section 15-534, and teachers of core subjects are
30 highly qualified in the subjects to which they are assigned.

31 J. Dropout recovery programs shall be classified as alternative
32 schools and shall be subject to the accountability provisions of section
33 15-241, ~~subsection J~~.

34 K. Entities that are contracted to provide dropout recovery programs
35 may conduct outreach to encourage pupils who are not currently enrolled in a
36 school district or charter school in this state to return to school.
37 Entities that are contracted to provide dropout recovery programs shall not
38 conduct advertising or marketing campaigns directed at pupils who are
39 currently enrolled in a school district or charter school, or undertake any
40 other activity that encourages pupils who are currently enrolled in a school
41 district or charter school to stop attending school in order to qualify for a
42 dropout recovery program.

43 L. For the purposes of this section:

44 1. "Eligible pupil" means a pupil who, if enrolled, would be eligible
45 for placement in an alternative school but who is not currently enrolled in a

1 school district or charter school and who has been withdrawn from a school
2 district or charter school for at least thirty days, unless the district
3 determines that the student is unable to participate in other district
4 programs.

5 2. "Satisfactory monthly progress" means an amount of progress that is
6 measurable on a monthly basis and that, if continued for twelve months, would
7 result in the same amount of academic credit being awarded to the pupil as
8 would be awarded to a pupil in a traditional education program who completes
9 a full school year. Satisfactory monthly progress may include a lesser
10 required amount of progress for the first two months that a pupil
11 participates in the program.

12 Sec. 6. Section 15-973.01, Arizona Revised Statutes, is amended to
13 read:

14 15-973.01. Assistance for education fund

15 A. The assistance for education fund is established consisting of
16 monies received pursuant to section 43-617.

17 B. The state board of education shall administer the fund. On notice
18 from the state board, the state treasurer shall invest and divest monies in
19 the fund as provided by section 35-313 and monies earned from investments
20 shall be credited to the fund. Monies in the fund:

21 1. Are continuously appropriated to the state board of education.

22 2. Are exempt from the provisions of section 35-190, relating to
23 lapsing of appropriations.

24 C. The state board of education shall distribute monies in the fund to
25 the department of education to fund solutions teams assigned to schools
26 pursuant to section ~~15-241~~ 15-241.02.

27 Sec. 7. Letter grades; data; school years 2016-2017 and 2017-2018

28 A. For the 2016-2017 school year, the department of education may
29 release data for school districts, schools and charter schools based on
30 assessments conducted during the 2015-2016 school year and school districts,
31 schools and charter schools may publish letter grades pursuant to the
32 methodology adopted by the state board of education.

33 B. For the 2017-2018 school year, the department of education shall
34 publish letter grades based on data collected during the 2016-2017 school
35 year.