

Agency 5-Year Plan

Issue 1: Low percentage of Arizona students deemed college and career ready

Description: Our challenge is to achieve increases in student achievement through ADE support provided to (local control) districts and charters, to achieve the following results for Arizona's students:

1. Establish the baseline for high school students who are proficient, based on the results of the first administration of AzMERIT.
2. Establish the baseline for adult learners who achieve the High School Equivalency diploma from 2014-15 results on the new GED.

Solutions: Our strategies to increase student achievement and opportunities for success are focused in six areas:

- A. Accountability. High performing schools lead to high performing students.
- B. School Improvement. Underperforming schools receive comprehensive services and targeted support.
- C. Graduation Rate. High graduation rates indicate success along the entire pre-K through twelve and adult education systems.
- D. Post-Secondary Engagement. Enrollment in post-secondary programs without the need for remediation indicates success along the entire pre-K through twelve continuums.
- E. Community and Parent Engagement. Highly engaged communities and parents provide support to Local Education Agencies (LEAs) to enhance services and build strong school systems.
- F. Data Literacy. Educators, parents, and students who understand data are better able to adjust their practice in order to improve achievement.
 1. Review/develop standards for Arizona students through an inclusive process that addresses needs unique to Arizona's students, parents, school systems, leaders, and teachers.
 2. Implement the state accountability transition plan to meet state and federal requirements, and issue AzMERIT results in a timely manner to inform instructional design/student support.
 3. Increase ADE academic programs' collaborative support to underperforming schools (including support to school systems, leaders, and teachers) through Aligning Efforts Community of Practice (COP) and Integrated Support Team COP.
 4. Identify the percentage of students on track to be college and career ready by August 31, 2016, and facilitate inclusive review and problem-solving annually to drive progress.
 5. Annually increase State Board approved Career and Technical Education (CTE) programs that have integrated math, science, economics, or English language arts credits (from 20 in 2015), and collaborate with business, community, higher education, and parent association partners to increase annually the number of attainable CTE industry recognized credentials (76 in 2015).
 6. Increase involvement of all ADE academic program areas in community and parent engagement initiatives, to include development of resources that incorporate the six, evidence-based principles of effective family engagement.
 7. Professional Development (PD)/technical assistance sessions with applicable resources will be provided to educators of adults via the ADE Learning Management System (LMS)/Content Management System (CMS).
 8. Annually increase (from 35% in 2015), the percent of educators who participate in training related to the effective implementation of academic standards in the classroom.

Issue 2: Ineffective systems and processes cost both ADE and schools substantial added expense, with a poor quality student information system a major inefficiency due to limited funding to implement data system improvements

Description: Our challenge is to implement the Arizona Education Learning Assessment System (AELAS) with limited funding resources. This critical tool is necessary to provide teachers, school administrators, students, parents and policy makers information that can be used to inform both instruction in the classroom, and policy decisions that will enhance opportunities for Arizona's students to increase their achievement, while reducing the administrative burdens on schools. When completed, this system will also allow ADE to properly count students and pay schools. Limited funding and resources negatively impacts our ability to implement this vital system.

Solutions: Our strategies to develop and implement efficient and effective practices are focused in three areas:

- A. Management of Grants. Well-managed grants and grants systems reduce redundancies for and increase timely feedback to LEAs.
- B. Data Governance. Well-managed data ensures that LEAs receive fewer data requests, and increases security of student-level data.
- C. Internal and External Processes. Streamlined and up-to-date processes reduce waste and rework, and add value to customers.
 1. Evaluate ALEAT, design changes or a replacement that will more effectively meet the needs of schools and ADE while reducing costs.
 2. Through effective marketing and communication, increase in 2016 the number of LEAs participating in the State Opt-In Student Information System.
 3. Implement and refine a complete Online AZ Certification Information System (OACIS) that includes internal, educator, district, and public portals.
 4. Implement a Title 15 Working Group with education stakeholders who are impacted by the statutes, to develop legislative solutions to reduce unnecessary burdens and outdated statutory provisions affecting Arizona's public schools. The Working Group will focus on the following:
 - a. Does a law improve educational outcomes for children?
 - b. Does it improve financial or other accountability?
 - c. Is it appropriate that the state mandate this or should it be left to local LEA control?

5. Streamline and standardize internal operating procedures (including accountability review and documentation) to ensure accuracy and compliance with state and federal grants/procurement regulations and requirements, in order to establish a legacy of responsible stewardship of public funds.
6. Increase annually, ADE program technical assistance and professional development provided through online tools via the ADE Learning Management System (LMS) and Content Management System (CMS).

Issue 3: Improving educational outcomes through enhanced services and supports so schools can focus on student needs

Description: Our challenge (and opportunity) is to continue to increase external customer overall satisfaction rating with ADE services to 4.25 or higher by 2020. Although we're making progress (rating of 3.54 in 2013, to 3.81 in 2014 and in 2015), we continue in our quest to provide services that are value added, from our customers' perspectives.

Solutions: Our strategies to provide exceptional services to support great schools, excellent teachers, and successful students are focused in two areas:

- A. Agency Communication. Organized, and comprehensive communication structures reduce confusion, and enhance the agency's service-oriented reputation.
- B. Customer Satisfaction. Exceptional service to internal and external customers results in high levels of customer satisfaction.
 1. Track customer and review ratings of effectiveness of communication in all program (external) customer surveys, with the aim of increasing or maintaining a rating of 4.25 (on a scale of 1 to 5).
 2. Increase ADE responsiveness in providing service and information to parents as well as educators, serving as a conduit in helping parents navigate education systems.
 3. Engage staff ADE-wide in defining and implementing action plans to address customer feedback provided in surveys (e.g., reduce administrative burdens; provide more outreach, training, resources to districts/charters) through collaborative, cross-division teams and opportunities (including Aligning Efforts, and Integrated Support Team communities of practice).
 4. Align program-specific performance objectives to key initiatives in ADE Strategic Plan, with regular measures of progress identified in program area Dashboards, to ensure forward movement on customer-related objectives.

Issue 4: Creating and sustaining a work culture defined by collaboration and performance

Description: We recognize that quality and high performance are achieved from full participation and partnership between staff and management. To that end, our commitment to build a great place to work is based on creating and sustaining a supportive work culture that sets standards and accountability for cooperation, communication, customer-driven service and continuous improvement. We have a great opportunity to continue to build on progress achieved to date, by responding to key issues/concerns identified in employee satisfaction surveys, and partnering with employees to identify and implement solutions.

Solutions: Our strategies to build a great place to work are focused in two areas:

- A. Employee Satisfaction and Retention. A positive working environment leads to greater employee retention and high job satisfaction.
- B. Employee Professional Learning. Job-related professional learning increases the employee's ability to carry out their work, and increases job satisfaction.
 1. Implement a Supervisor Boot Camp (training and development) process, to improve the quality of line-level supervision, and to provide coaching, mentoring, and peer network and support to new and veteran supervisors.
 2. Provide on-going Leadership Academy sessions for mid-, and senior level management.
 3. Through collaborative initiatives led by Human Resources, implement activities that provide staff opportunities to learn about ADE programs and engage with staff from units across ADE, and that also demonstrate appreciation for employee commitment and efforts.
 4. Across all programs, with cooperation between supervisors and employees, create and implement training and development plans to promote employee growth, and to increase their contributions to program and ADE mission and objectives.

Resource Assumptions

	FY2018 Estimate	FY2019 Estimate	FY2020 Estimate
Full-Time Equivalent Positions	200.0	200.0	200.0
General Fund	4,020,070,430.0	4,140,672,543.0	4,264,892,719.0
Other Appropriated Funds	65,277,100.0	65,477,100.0	65,677,100.0
Non-Appropriated Funds	680,020,005.0	714,021,005.0	749,722,056.0
Federal Funds	1,175,376,900.0	1,175,376,900.0	1,175,376,900.0

**Appendix A
Agency Performance Measures**

Performance Measures	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Est.	FY 2016 Est.	FY 2017 Est.	FY 2018 Est.	FY 2019 Est.
#1: Percent of students meeting or exceeding AIMS standards								
Percent of all students meeting or exceeding Math standards	60%	61%	61%	New assessment Baseline				
Percent of all students meeting or exceeding Reading standards	77%	78%	79%	New assessment Baseline				
Percent of 3 rd graders meeting or exceeding Arizona standards for Reading	75%	75%	78%	New assessment Baseline				
Percent of all students in grade 10 meeting or exceeding Reading standards	80%	83%	86%	New assessment Baseline				
Percent of all students in grade 10 meeting or exceeding Math standards	60%	62%	64%	New assessment Baseline				
Percent of all students in grade 10 meeting or exceeding state Writing standards	70%	70%	75%	New assessment Baseline				
#2: Comparison between % of Arizona students and % of National students scoring at or above basic scores in NAEP Reading and Math assessments								
Arizona/National Grade 4 Reading (2011: 58%/66%)	NA	60%/67%	NA	[^] 65%/Data NA until mid-Nov 2015	NA	69%/	NA	75%/
Arizona/National Grade 4 Math (2011: 77%/82%)	NA	82%/82%	NA	[^] 84%/ Data NA until mid-Nov 2015	NA	86%/	NA	87%/
Arizona/National Grade 8 Reading (2011: 71%/75%)	NA	72%/77%	NA	[^] 76%/ Data NA until mid-Nov 2015	NA	80%/	NA	85%/
Arizona/National Grade 8 Math (2011: 68%/72%)	NA	69%/73%	NA	[^] 75%/ Data NA until mid-Nov 2015	NA	79%/	NA	84%/
#3: Percent of students graduating high school in four years								
Percent of Arizona high school students who enter 9 th grade and graduate within 4 years. (Fiscal Year data represents class cohort from 1 year previous (i.e., FY 2012 = Class of 2011))	78%	77%	75.15%	77%	79%	81%	83%	85%
#4: Percent of students graduating high school in six years								
Percent of Arizona high school students who enter 9 th grade and graduate within 6 years. (Fiscal Year data represents class cohort year plus 2 years (i.e., FY 2013 = Class of 2012 + 2 years))	82.31%	81.11%	Data NA until July 2015	Data NA until July 2015				
#5: College and Career Readiness (CCR)*								
Percent of grade 12 students (cohort 2014) meeting CCR Targets for both Reading and mathematics	7%	7.4%	7.3%	8%	12%	16%	20%	25%
#6: Highly Effective Teachers								
Percent of teachers determined to be "Highly Effective", as self-reported by districts/charters	32%	31%	31%**	32%	33%	34%	35%	36%
#7: Adult Education								
Percent of learners age 16 and over who achieved their goal of earning a High School Equivalency diploma	79%	62%	60%+	Baseline++	Baseline +2	Baseline +4	Baseline +5	Baseline +6
Percent of learners age 16 and over increasing academic skills by two or more grade levels as measured by standardized assessments	62%	64%	61%++ +	62%	63%	64%	65%	66%
#8: Career and Technical Education (CTE)								
Percent of CTE program concentrators ^o who passed the National Certification Assessment aligned with industry-recognized standards	0%	2.9%	3.7%	5%	7%	10%	14%	19%
Percent of students deemed CTE program concentrators ^o among all students in grades 9-12	5.66%	6.08%	5.95%	6.00%	6.25%	6.75%	8.00%	10.00%

**Appendix A
Agency Performance Measures (continued)**

Performance Measures	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Est.	FY 2016 Est.	FY 2017 Est.	FY 2018 Est.	FY 2019 Est.
#9: Percent of English Language Learner (ELL) Students Reclassified as Fluent English Proficient (FEP)								
Percent of students reclassified as FEP (33.5% in 2011)	31%	23.6%^	29.9%	32%	33%	34%	35%	36%
#10: Customer Satisfaction								
Net top box [↑] rating of overall satisfaction with ADE services	1.1%	21.26% ↑↑	22.87% ↑↑	26%	28%	29%	30%	30%
Net top box [↑] percentage of employees rating ADE "Outstanding" as a "Great Place to Work"	12.3%	19.9%	31.1%	35%	38%	40%	42%	45%

* The percentage of college and career ready students from the current cohort are those students who met both the ACT/AIMS benchmarks of 569 on AIMS Mathematics and 738 on AIMS Reading. These benchmarks were linked to the ACT CCR benchmarks of 22 for ACT Mathematics and 21 for ACT Reading and are defined as benchmarks for students who are *likely* to graduate from high school within 4 years, go directly to college, return for their second year of college and graduate from college within 150% of program time.

**Percent of Highly Effective teachers are reported in the fiscal year that information was collected from LEAs, not reflective of performance for that year (e.g., FY 2013 reported data [31%] reflects the actual percentage of Highly Effective Teachers in FY 2012).

+ Preliminary data, final data available December 2014; mid-FY14 implementation of new High School Equivalency Test.

++New baseline year determined by first full year of 2014 GED Test, the new High School Equivalency Test that is aligned to AZCCRS

+++Preliminary data, final data available December 2014

°A concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/credits in a state-designated sequence in an approved Career and Technical Education program. The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

^NAEP 2015, 2017, and 2019 percentages are estimates determined by the ADE executive team to include as performance goals in this strategic plan.

^^ AZELLA assessment significantly revised in 2013; prior comparisons no longer applicable.

↑ Percentage rating "Poor" will be subtracted from top percentage rating "Outstanding". 2012 rating determined by Arizona Superintendents, Business Officers & Charter Representatives responding to the Superintendent Survey. 2013 established a new baseline, recalculated to reflect aggregated overall satisfaction rating of ADE by diverse educators responding to 36, program-specific surveys.

↑↑ 2013 and 2014 percentages reflect aggregated ratings of program-specific, external customer satisfaction surveys administered October through May each year.