Arizona Department of Education

STRATEGIC PLAN

FY 2008 – FY 2012

Department of Education Mission

> "To ensure academic excellence for all students."

Superintendent's Statement

I am extremely proud of what we at the Department have been able to accomplish the first four years I have been in office, and I am looking forward to even working harder for you the next four years. We have kept and delivered on our promises and we have created an environment of service for our schools. The Department has implemented a support system under four major themes: the use of student assessment data to design instruction and interventions; schools' willingness to implement systemic change through strategic planning; targeted instructional intervention that meets the needs of every child; and targeted professional development. The result – many Arizona schools are working hard to improve the academic achievement of our students and we are beginning to see the impact through higher test scores. The department will continue in my next four years in office its mission of providing quality public education to the students in Arizona.

This five-year strategic plan reflects our continued effort to work on existing and new initiatives along with the many other objectives the department undertakes to carry out its mission. It continues to provide an appropriate framework on how the department does business and how we will ensure progress. It is up to the Arizona Department of Education—in partnership with schools, teachers, parents and others—to live this plan. To do this we will continue to collect other ideas from all parts of the education community and the general public as we strive for one overriding goal - that our students learn more.

Tom Horne, Superintendent of Public Instruction
January 1, 2007

Department of Education Strategic Goals

Goal One: Provide leadership by initiating and advancing improvements to public education.

Superintendent of Public Instruction Tom Horne began his term with an entirely new top executive team for the Department of Education. These positions have been filled with experienced educators and emphasize one of our principal themes: the new Department of Education will provide educational leadership, including drawing on talented teachers, principals, and administrators to help all of our schools achieve academic excellence. This type of leadership must continue to raise the bar and improve academic performance in Arizona's public schools.

Goal Two: Offer support to public schools and providers for exemplary performance.

Superintendent Tom Horne has committed the Department of Education to be primarily a service organization, helping school districts, charter schools, and contracted educational providers achieve more academic success. To do this, the department will establish a broad range of supports for schools and educators in their efforts to build strong foundations for our students. The department will provide training, school improvement assistance, evaluation, dissemination of information, and funding that will assist schools with targeted issues. The department also serves as the primary source of current, reliable and accurate information on the latest innovations in public education. This includes information on scientifically based programs and the design and implementation of prevention and intervention strategies.

Goal Three: Ensure maximum academic and financial accountability in public education.

A system of real school accountability is important to improving our educational system. However, it must be fair with expectations clear and understandable. With the passage of Arizona LEARNS and the federal requirements of No Child Left Behind, the department is taking steps to develop an accountability system that will provide students and their families with the information they need. The department is committed to ensuring: 1) academic accountability -- all students have the skills and knowledge they need to succeed; 2) financial accountability -- getting the most from every dollar spent on public education; and 3) educator accountability – high quality teachers and administrators along with student safety.

Goal Four: Deliver high quality customer service.

There has been a shift toward emphasizing the importance of customer service in the Department of Education since Superintendent Tom Horne took office. Along with this service orientation, the department is committed to improving employee morale and productivity, along with creating a spirit of teamwork. Improving service and productivity will require attention, commitment and innovation with a focus on results. It is the intent of the Department of Education to be a model of good, effective government and be known for its responsiveness and high quality of services.

Department of Education Strategic Objectives

Goal One: Provide leadership by initiating and advancing improvements to public education.

    1.1   Set fair and reasonable ***policies and standards*** which foster excellence in public education.

    1.2   Improve ***communication and involvement*** with the education community and other stakeholders.

    1.3   ***Advocate and promote*** ideas and initiatives that will advance innovation and enhance resources for public education.

Goal Two: Offer support to public schools and providers for exemplary performance.

    2.1   Provide technical assistance and training for schools to improve ***effectiveness and school climate***.

    2.2   Provide technical assistance and training for schools on federal and state ***compliance issues***.

    2.3   Offer ***professional development*** opportunities to educators and administrators.

Goal Three: Ensure maximum academic and financial accountability in public education.

    3.1   Implement assessment of all Arizona ***students*** and report results to the public.

    3.2   Review, monitor and report on the performance of Arizona's ***public schools and providers***.

    3.3   Ensure the quality of Arizona's ***educators*** through evaluation, investigation and certification.

Goal Four: Deliver high quality customer service.

    4.1   Provide timely, reliable ***support services***.

    4.2   Provide accurate and helpful ***information*** to the public.

    4.3   Promote a positive and productive ***work environment*** that cultivates teamwork and motivates employees.

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Introduction

Mission Statement

"To ensure academic excellence for all students."

The Arizona Department of Education's vision is to ensure "***access to extraordinary education***." The above mission statement describes how the department will work to make this vision a reality. This statement captures the essence of how the department improves the quality of public education - ***"ensuring academic excellence for all students."*** That is the charge of every employee in the Arizona Department of Education.

Values

For schools to be successful and for the Arizona Department of Education to accomplish its mission, the department believes the following:

- Schools need strong leadership with vision.

- Learning and curriculum must be challenging but appropriate.

- Students need highly qualified and engaging teachers.

- Schools and administrators must make effective use of data to make informed decisions.

- Public education needs adequate and equitable human and financial resources.

- Schools must cultivate a safe, healthy and nurturing learning environment for students.

- Family and community involvement must be cultivated and maximized.

Internally, the department believes in emphasizing certain principles in carrying out its work:

- Quality comes first

- Teamwork is fundamental

- Improvement is essential

- Partnerships are necessary

Agency Description

Arizona's education code, Title 15, charges the Department, along with the State Board of Education, with specific powers and duties in its stewardship of over a million students from kindergarten through twelfth grade. The Arizona Department of Education operates under the direction of the Superintendent of Public Instruction Tom Horne to provide direct services to approximately 1540 schools in 237 locally governed school districts and 466 charter schools... The agency works with the State Board of Education and the State Board of Vocational and Technological Education. The Department of Education implements state academic standards; administers statewide assessments; disseminates information; administers and allocates federal and state funds; and provides program improvement assistance to schools and districts.

In addition to the Superintendent's Office, the department is currently organized into divisions. Each division represents a diversity of programs and services. The following is a brief overview and description of each area. To see a more complete picture see the Arizona Department of Education 2007-2008 strategic plan.

Division	Description	Units
Administrative Services	Administrative Services is responsible for providing human resource, procurement and building operation support services to the agency. Human resource services include: personnel and payroll functions. Procurement services include: contracts management, purchasing. Building Operations includes facilities, print shop and central distribution functions. These administrative functions are centralized to ensure efficient operational support to the agency, and consistent application of state, federal and agency rules, regulations, polices and procedures.	▪ Payroll ▪ Facilities ▪ Print Shop ▪ Central Distribution ▪ Procurement

Division	Description	Major Units
Academic Achievement	The Academic Achievement Division provides funding, technical assistance and resource coordination to local educational agencies, and public/private organizations in their administration of programs aimed at increasing academic excellence. It also provides professional development opportunities to teachers and administrative professionals. The division's programs focus on efforts aimed at: ▪ Providing assistance and funds to educational providers to increase academic achievement for at-risk students. ▪ Ensuring the attainment of proficiency standards in the educational field by assessing the knowledge and proficiency of certification applicants. ▪ Ensuring that children are adequately fed and support the U.S. Dietary Guidelines. ▪ Identifying and recognizing outstanding innovative/exemplary programs and models that improve student achievement.	▪ Title I ▪ Highly Qualified Professionals(Title II & Title IID) ▪ Innovative/Exemplary Programs (Title V) ▪ Program Operations ▪ Health & Nutrition Services
Accountability	The Accountability program improves student achievement through academic, technical skill attainment, program evaluation, research, and professional development/ leadership. Provides technical assistance and information to schools offering gifted, talented, and fine arts education programs. Provides English Acquisition Services.	▪ Research & Evaluation ▪ Gifted/Advanced Placement ▪ English Acquisition Services (Title III) ▪ Internal&External Leadership/ AZLEADS/ Wallace Grant
Education Services and Resources	Education Services and Resources provide funding, technical assistance and resource coordination to local educational agencies and public/private organizations in their administration of preschool to adult programs. It also provides professional development opportunities to teachers and administrative professionals and supports local efforts focused on parental and community involvement. The division's programs include efforts aimed at:	▪ Adult Education ▪ Career & Technical Education ▪ Exceptional Student Services

	- Assisting adult learners develop and improve basic and life skills in the community, family and workplace. - Coordinating services for a seamless transition of students to postsecondary education and employment. - Addressing the needs of youth and adults who face barriers to employment. - Fostering educational excellence for students with disabilities between the ages of three years and twenty-two years.	▪ State Discipline Initiative
Financial Services	Financial Services oversees the administration and allocation of funds for public education. Staff monitors the expenditures of school districts and charter schools for statutory compliance and assists them in the resolution of non-compliance issues. It provides customers, both internal and external, with services in the following areas: school finance, accounting, budget and strategic planning, grants management, audit resolution, contracts, and cost allocations for the department. Finally, Financial Services serves as the primary source of current, reliable and accurate information on the status and needs of the public school system.	▪ Accounting ▪ Strategic Planning & Budget ▪ Audit Investigation Resolution ▪ Grants Management ▪ School Finance
School Effectiveness	This division was formed to focus the department's efforts at increasing school performance through information, training and technical assistance that provide a framework for excellence in public education. The division's efforts revolve around four themes: Leadership; Curriculum, Instruction and Professional Development; Assessment; and School Culture, Climate and Communication. The division supports schools within our state by: - Providing all Arizona schools critical information and guidance on how to improve student performance. - Deploying School Improvement Teams (Solution Teams and ASSIST Coaches) to assist underperforming schools. - Analyzing schools designated as "Failing to Meet the Academic Standards" to determine needs of those schools as related to the five outcomes and supporting schools' efforts to improve student achievement. - Providing technical support and monitoring for educational entities that serve homeless and migrant population. - Providing Arizona schools critical information and guidance on how to improve literacy. - Providing early childhood educational guidance and information. Providing a single online location through IDEAL for all Arizona stakeholders to access educational data, resources and services.	▪ School Improvement ▪ K-12 Literacy ▪ State Intervention ▪ Early Childhood ▪ Special Population/Projects
Standards & Assessment	This division focuses on the following: Assessment and standards development, standards implementation, academic and instructional support for schools, school safety and prevention, and character development. It supports education within our state by: - Developing and administering all statewide assessments; providing resources and material to support classroom preparation for the assessments; and developing and maintaining a formative assessment item bank for Arizona educators. - Directing, in collaboration with educators, the revision and updating of Arizona's Academic Standards. - Providing leadership, support, assistance and professional development for implementing Arizona Academic Standards in reading, writing, mathematics, science and social studies. - Providing professional development opportunities for Arizona educators aligned with AZ academic standards and based on Solution Team findings, and statewide test data. All opportunities are grounded in research-based best practices. - Providing resources for safe and healthy learning environments, and support for school-based programs that actively promote learning and the development of healthy behaviors in schools and communities - Providing voluntary education and training on the core values of trustworthiness, respect, responsibility, fairness, caring, and citizenship to educators, leaders of youth nonprofit organizations, children and families in Arizona.	▪ Standards Development & Assessment ▪ Arizona Academic Standards ▪ Academic & Instructional Support ▪ School Safety & Prevention ▪ Character Education

Division	Description	Major Units
Superintendent's Office	Functions under the Superintendent's Office include key roles that are critical to providing educational leadership and effective management of the agency. They include: ▪ Providing regular communication and information to the public. ▪ Maintaining important relationships with federal and state officials. ▪ Developing and promoting ideas and changes in policies and regulations. ▪ Advancing and implementing with schools important initiatives of the department and the State Board of Education. ▪ Offering assistance to constituents and the public on their issues, needs. ▪ Providing outreach to all parts of the state to deliver important information and receive critical feedback.	▪ Press Secretary ▪ Federal Relations ▪ State Government Relations ▪ Special Projects/Constituent Services ▪ Character Education ▪ Greater Arizona ▪ Action for Education Leadership ▪ Standards Development & Assessment

Organizational Chart
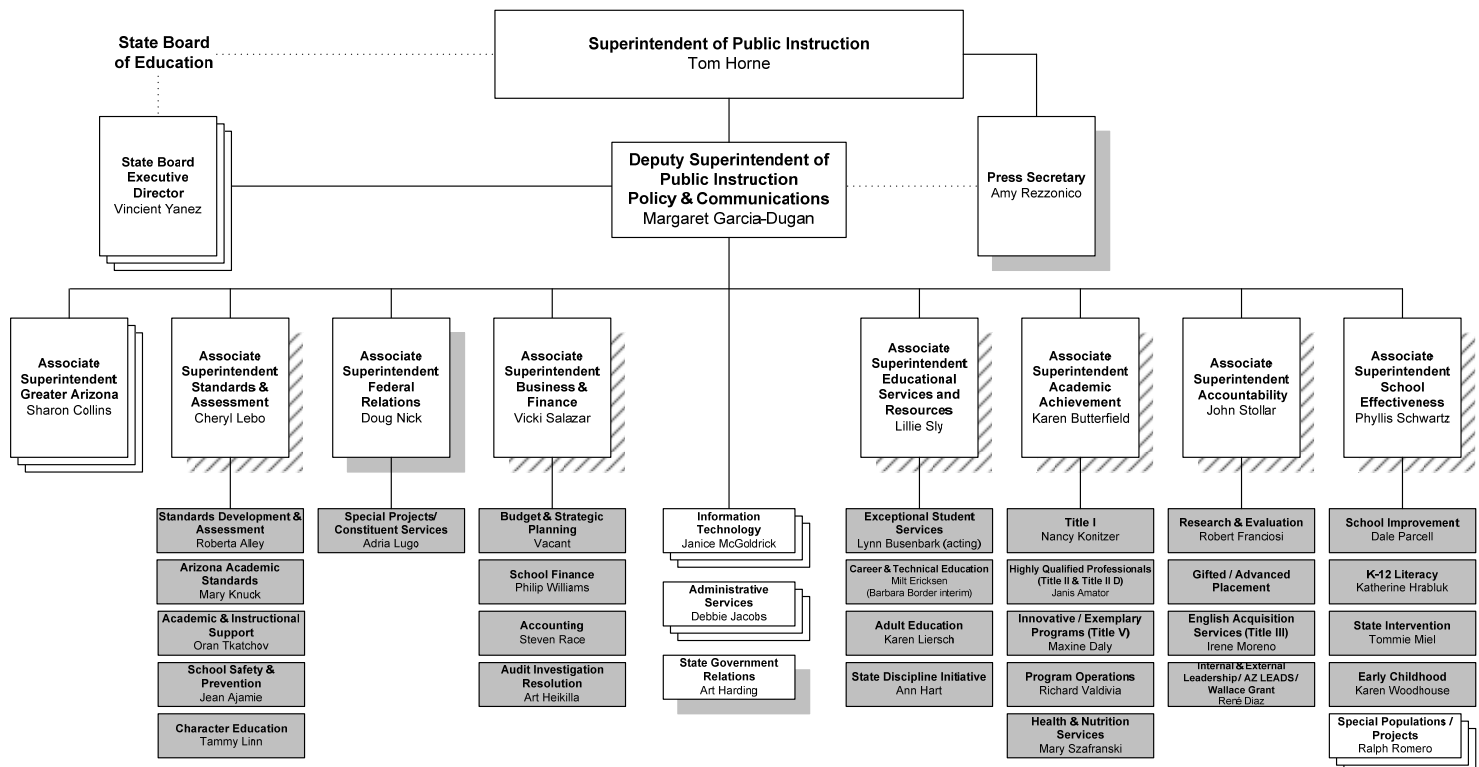
As of January/2007.

Strategic Issues

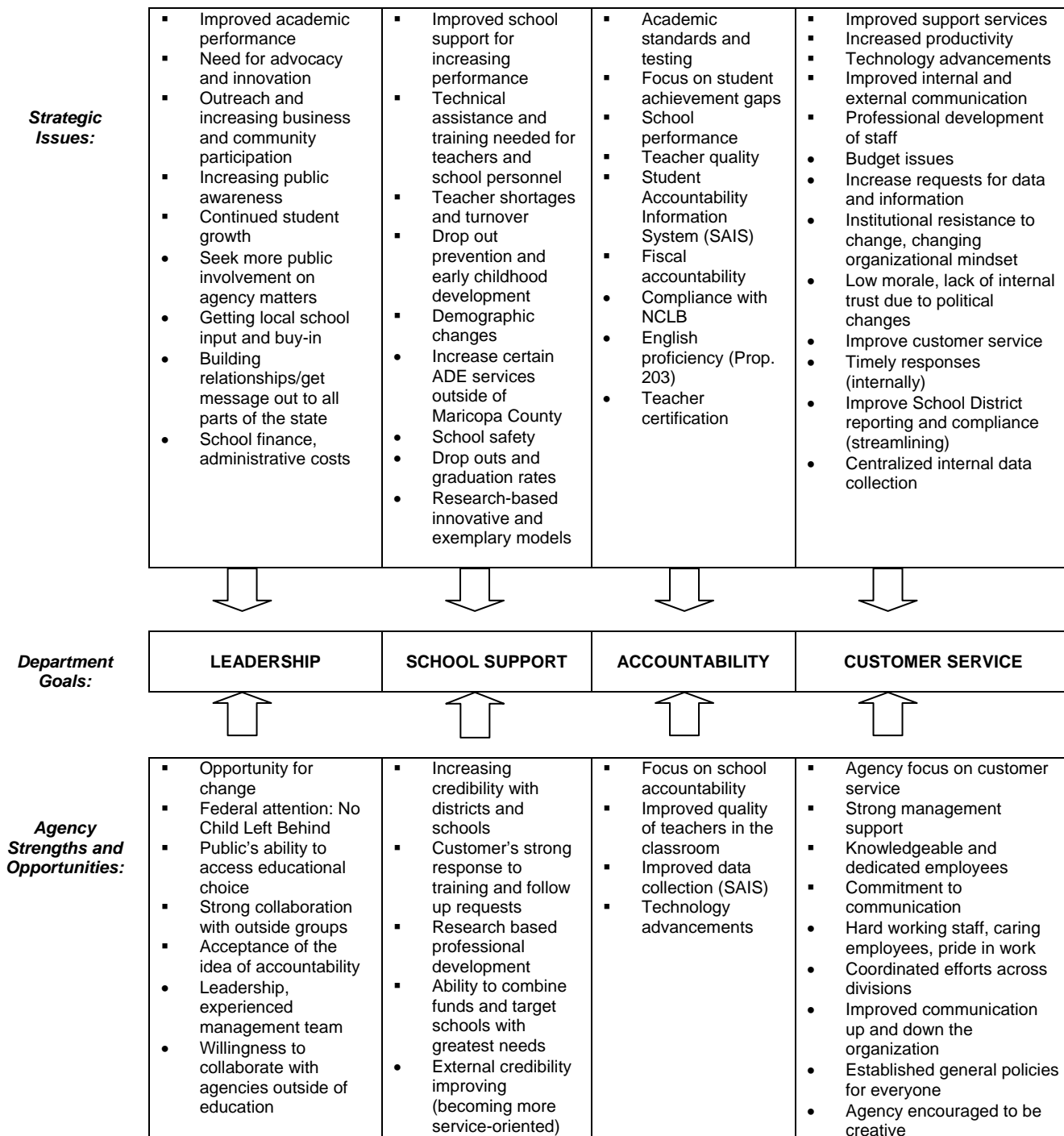## STATE OF EDUCATION IN AZ
GOAL DEVELOPMENT
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State of Public Education in Arizona

Good News About Public Schools in Arizona	Challenges Facing Arizona's Public Schools
Arizona Students perform above the national average in the Terra Nova Test. In the **SAT** and **ACT** *college entrance exams Arizona students perform above the national average.*	*Arizona continuous to be one of the fastest growing states in the nation:* Arizona must step up to the plate and fund education to meet the needs of an ever growing population of students.
*More Teachers Nationally Certified***:** The number of Arizona teachers being honored with certification from the prestigious National Board of Professional Teaching Standards has more than doubled since 2000. **National Board for Professional Teaching Standards. State-by-State Listing.*	*Demand For Teachers In Arizona Is High, And The Supply Is Low*: Arizona needs to get serious about investing more in its teachers..
High Quality Standards: The Fordham Foundation gave Arizona the highest possible grade for having high standards for students in history, geography, and science. **Fordham Foundation, "The State of State Standards."*	*The Largest Class Sizes in the Nation***:** Arizona has the largest average elementary school class size in the nation. *Education Week. Quality Counts 2004: State of the States.*
Public Schools Outperform Private Schools in Key Subjects: In Arizona, public school students score higher than private school students on their AP exams in calculus, computer science and physics. **College Board, 2003 AP State and National Summary Report.*	*Parents Need to Be More Involved***:** Parents in Arizona need to be more involved in their children's education. In Arizona, 55% of 8th grade students are in schools where a lack of parental involvement is reported to be a problem. *Education Week. Quality Counts 2004: State of the States.*
Schools Are Safe: No schools in Arizona were identified as "persistently dangerous" under the new "No Child Left Behind" law. Education Week. *Quality Counts 2004: State of the States.*	*Schools Desperately Need Repairs:* Arizona is one of the 10 states most in need of building repair. 41% of Arizona schools have a building that needs extensive repair or should be replaced. **ASCE's 2001 Report Card for America's Infrastructure.*
AIMS Scores: AIMS scores for 2005-2006 are available at: Report Cards@ade.az.gov.	*Education week* ranks Arizona 50th in what we spend per pupil.

Goal Development From Strategic Issues

There are key issues the department has identified that merit special high-priority attention. They are critical success factors important to the agency. There are also organizational strengths and opportunities that the agency has to build upon.

Strategic Issues:	- Improved academic performance - Need for advocacy and innovation - Outreach and increasing business and community participation - Increasing public awareness - Continued student growth - Seek more public involvement on agency matters - Getting local school input and buy-in - Building relationships/get message out to all parts of the state - School finance, administrative costs	- Improved school support for increasing performance - Technical assistance and training needed for teachers and school personnel - Teacher shortages and turnover - Drop out prevention and early childhood development - Demographic changes - Increase certain ADE services outside of Maricopa County - School safety - Drop outs and graduation rates - Research-based innovative and exemplary models	- Academic standards and testing - Focus on student achievement gaps - School performance - Teacher quality - Student Accountability Information System (SAIS) - Fiscal accountability - Compliance with NCLB - English proficiency (Prop. 203) - Teacher certification	- Improved support services - Increased productivity - Technology advancements - Improved internal and external communication - Professional development of staff - Budget issues - Increase requests for data and information - Institutional resistance to change, changing organizational mindset - Low morale, lack of internal trust due to political changes - Improve customer service - Timely responses (internally) - Improve School District reporting and compliance (streamlining) - Centralized internal data collection

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Department Goals:	**LEADERSHIP**	**SCHOOL SUPPORT**	**ACCOUNTABILITY**	**CUSTOMER SERVICE**

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| Agency Strengths and Opportunities: | Opportunity for change Federal attention: No Child Left Behind Public's ability to access educational choice Strong collaboration with outside groups Acceptance of the idea of accountability Leadership, experienced management team Willingness to collaborate with agencies outside of education | Increasing credibility with districts and schools Customer's strong response to training and follow up requests Research based professional development Ability to combine funds and target schools with greatest needs External credibility improving (becoming more service-oriented) | Focus on school accountability Improved quality of teachers in the classroom Improved data collection (SAIS) Technology advancements | Agency focus on customer service Strong management support Knowledgeable and dedicated employees Commitment to communication Hard working staff, caring employees, pride in work Coordinated efforts across divisions Improved communication up and down the organization Established general policies for everyone Agency encouraged to be creative |

Alignment of Key Agency Functions (Objectives) to Goals

Goal #1: Provide *leadership* by initiating and advancing improvements to public education.	Goal #2: Offer *support and assistance to public schools and providers* for exemplary performance.
Objective 1.1: Set fair and reasonable *policies and standards* which foster excellence in public education.	**Objective 2.1:** Provide technical assistance and training for schools to improve *effectiveness and school climate*.
▪ Adopt and prescribe a minimum course of study in schools and minimum competency for students that are based on *high standards*.	▪ Undertake original applied research along with the *identification, evaluation, and sharing of critical information and best practices* in public education.
▪ Review and develop a fair and accurate *accountability plan* for public education in Arizona.	▪ Evaluate underperforming and/or schools that fail to meet academic standards and provide *proactive counsel* on how to make improvements.
Objective 1.2: Improve *communication and involvement* with the education community and other stakeholders.	▪ Organize and hold *conferences/workshops* on various topics to assist schools in *improving effectiveness* and implementing best practices.
▪ Improve *communication and outreach* to the education community to generate input and discussion on education policy and initiatives.	▪ Acknowledge school innovation by *recognizing schools/districts* with outstanding programs and practices.
▪ Increase *participation and collaboration* with a variety of stakeholders to cultivate involvement and important partnerships.	▪ Provide *guidance* and assistance to schools in implementing *specialized efforts* critical to school success including: ➢ *Broaden curriculum* and enrichment programs. ➢ Student *health and safety*. ➢ *Character education* and making focused improvements to *discipline*. ➢ *Reading achievement*. ➢ Dealing with *special populations* and at-risk students.
Objective 1.3: *Advocate and promote* ideas and initiatives that will advance innovation and enhance resources for public education.	**Objective 2.2:** Provide technical assistance and training for schools on federal and state *compliance issues*.
▪ Develop *special projects and initiatives* that support and promote department and goals.	▪ Offer and provide *one-on-one technical assistance* and guidance for interpretation and implementation of rules and regulations, along with the resolution of issues.
▪ *Increase resources for public education* by promoting administrative efficiency, cultivating partnerships and pursuing increases in federal funding.	▪ Organize and hold *conferences/workshops* on various topics to assist schools in meeting Arizona's *accountability requirements*.
▪ Work with the community to *improve access* to early education; career and technical training; family literacy and adult education; workforce development and other issues important not only to public education but to Arizona's quality of life.	▪ Develop/make available *publications and correspondence* (written & on-line) addressing policy requirements on various department issues.
	Objective 2.3: Offer *professional development* opportunities to educators and administrators.
	▪ Develop and implement a *plan for supporting the continuum of teacher/principal growth* from attraction through certification, mentoring, and professional learning and development.
	▪ Organize and hold *conferences/workshops* on various *personal and professional development* topics important to educators and administrators including State Board of Ed. rules and regulations.
	▪ Develop/make available *on-line training/materials* on information to improve instruction & academic skills of school personnel.
	▪ Increase the supply of teachers and administrators by providing *information on employment opportunities* and reducing barriers to entry into the profession by offering *alternative pathways*.

Goal #3: Ensure maximum *academic and financial accountability* in public education.

Objective 3.1: Implement assessment of all Arizona *students* and report results to the public.

- Develop *academic content standards* that are reasonable, fair, and appropriate for all Arizona students.

- Develop and administer a *standards-based assessment* that matches the academic content standards in order to measure student achievement.

Objective 3.2: Review, monitor and report on the performance of Arizona's *public schools and providers*.

- Review, monitor and audit the expenditures of school districts and providers for *financial compliance*.

- Monitor and ensure *improvements in academic achievement* for all students.

- Ensure *compliance with state and federal statutes, regulations* and other contractual obligations.

- Prepare federal and other required *plans, certifications and applications* for compliance and accountability purposes.

Objective 3.3: Ensure the quality of Arizona's *educators* through evaluation, investigation and certification.

- Administer and improve the quality of Arizona's *teacher and administrator assessments*.

- Verify the professional and content knowledge of teachers and administrators and *issue appropriate certificates*.

- *Investigate and report on complaints* of professional educators in a thorough and timely manner to ensure student safety.

Goal #4: Deliver high quality *customer service.*

Objective 4.1: Provide timely, reliable *support services*.

- Enhance services by *evaluating department efforts* through a continuous improvement process, surveying customer satisfaction and offering employee training on customer service.

- *Streamline paperwork and monitoring expectations* so that school/district staff are able to operate at maximum efficiency.

- Employ the use of technology to *increase automation and the amount of web-based applications* available for department business.

Objective 4.2: Provide accurate and helpful *information* to the public.

- Increase the *quality and amount of information and data* about the agency and Arizona education provided to constituents and the public.

- Increase *media coverage* on the services and programs of the department.

- *Answer questions* from the general public *and resolve disputes* on problems associated with Arizona's public education system.

Objective 4.3: Promote a positive and productive *work environment* that cultivates teamwork and motivates employees.

- Improve *employee satisfaction and morale* by improving communication, promoting teamwork and recognizing individual contributions.

- Offer more *professional development and training* opportunities for department staff.

- Increase the *use of data and information technology* as a management tool to make better informed decisions.

- Ensure that necessary *fiscal and managerial systems* are in place to provide maximum accountability and performance.

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FY 2008– FY 2012 Arizona Department of Education Strategic Plan

Agency Performance

BENCHMARKS
KEY AGENCY MEASURES

Agency Performance Benchmarks

The following represents key performance measures that will be used by the department to monitor the outcome of public education efforts in Arizona. These key indicators will serve as benchmarks in time to measure the progress of student achievement based on the standards set by the Arizona State Board of Education. This includes AIMS and TerraNova (National norm referenced test) (prior to FY2005 Stanford 9 test was used) testing for elementary and high school students, plus monitoring the state drop out and graduation rates.

Performance Measures	FY 2006 Actual	FY 2007 Estimate	FY 2008 Estimate	FY2009 Estimate	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate
Percent of Schools with at least 75% of students meeting or exceeding standards in:							
--reading	34%	40%	40%	41%	42%	43%	44%
--writing	33%	45%	45%	46%	47%	48%	49%
--math	32%	40%	40%	41%	42%	43%	44%
Percent of Students tested:							
Norm-referenced test – Grades 2 and 9	96%	96%	96%	96%	96%	96%	96%
AIMS	97%	97%	97%	97%	97%	97%	97%

Performance Measures	FY 2006 Actual	FY 2007 Estimate	FY 2008 Estimate	FY 2009 Estimate	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate
Outcome 1: Overall percentage of elementary students meeting or exceeding AIMS standards							
Percent of students in grade 3 meeting or exceeding state academic standards in reading.	75%	78%	78%	78%	78%	78%	78%
Percent of students in grade 3 meeting or exceeding state academic standards in writing.	57%	82%	82%	83%	83%	84%	85%
Percent of students in grade 3 meeting or exceeding state academic standards in math.	78%	78%	78%	79%	80%	80%	81%
Percent of students in grade 5 meeting or exceeding state academic standards in reading.	74%	75%	75%	76%	77%	77%	78%
Percent of students in grade 5 meeting or exceeding state academic standards in writing.	62%	73%	73%	74%	75%	75%	76%
Percent of students in grade 5 meeting or exceeding state academic standards in math.	74%	75%	75%	76%	77%	77%	78%
Percent of students in grade 8 meeting or exceeding state academic standards in reading.	69%	71%	71%	72%	73%	73%	74%
Percent of students in grade 8 meeting or exceeding state academic standards in writing.	83%	84%	84%	85%	85%	86%	86%
Percent of students in grade 8 meeting or exceeding state academic standards in math.	65%	68%	68%	69%	69%	70%	70%

Performance Measures	FY 2006 Actual	FY 2007 Estimate	FY 2008 Estimate	FY 2009 Estimate	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate
Outcome 2: Overall percentage of high school students meeting exceeding AIMS standards							
Percentage of students in grade 10 meeting or exceeding state academic standards in reading.	69%	70%	71%	71%	71%	71%	71%
Percentage of students in grade 10 meeting or exceeding state academic standards in writing.	59%	59%	59%	59%	59%	59%	59%
Percentage of students in grade 10 meeting or exceeding state academic standards in math.	62%	62%	62%	62%	62%	62%	62%
Percentage of students in grade 12 meeting or exceeding state academic standards in reading.	46%	*90%	*90%	*90%	*90%	*90%	*90%
Percentage of students in grade 12 meeting or exceeding state academic standards in writing.	43%	*90%	*90%	*90%	*90%	*90%	*90%
Percentage of students in grade 12 meeting or exceeding state academic standards math.	30%	*90%	*90%	*90%	*90%	*90%	*90%

*New Perfomance Measures

Performance Measures	FY 2006 Actual	FY 2007 Estimate	FY 2008 Estimate	FY 2009 Estimate	FY2010 Estimate	FY 2011 Estimate	FY 2012 Estimate
Outcome 3: Percentage of elementary students meeting or exceeding AIMS standards by subgroups							
Percentage of students with disabilities with proficient performance in reading in grade 3.	36%	37%	38%	38%	38%	38%	38%
Percent of students with disabilities with proficient performance in reading in grade 5.	30%	31%	31%	31%	31%	31%	31%
Percent of students with disabilities with proficient performance in reading in grade 8.	20%	21%	22%	22%	22%	22%	22%
Percent of Native American students meeting or exceeding Arizona Academic Standards in reading.	52%	53%	53%	53%	53%	53%	53%
Percent of Native American students meeting or exceeding Arizona Academic Standards in mathematics.	34%	35%	35%	35%	35%	35%	35%

Performance Measures	FY 2006 Actual	FY 2007 Estimate	FY 2008 Estimate	FY 2009 Estimate	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate
Outcome 4: Percentage of high school students meeting or exceeding AIMS standards by subgroups							
Percent of students with disabilities with proficient performance in reading in grade 10.	28%	29%	30%	31%	32%	33%	34%
Percent of Career and Technical Education concentrators passing AIMS reading.	68.7%	69.&%	70.7%	71.7%	72%	72%	72%
Percent of Career and Technical Education concentrators passing AIMS writing.	75.4%	76.4%	77.4%	78.4%	78.4%	78.4%	78.4%

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Performance Measures	FY 2006 Actual	FY 2007 Estimate	FY 2008 Estimate	FY2009 Estimate	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate
Outcome 5: Percentage of students tested who perform at or above the national norm on the norm referenced test Terra Nova							
Percent in grade 2 - reading	46%	50%	50%	50%	50%	50%	50%
Percent in grade 2 - math	52%	52%	54%	54%	54%	54%	54%
Percent in grade 9 - reading	52%	52%	52%	52%	52%	52%	52%
Percent in grade 9 - math	52%	52%	52%	52%	52%	52%	52%

Performance Measures	FY 2006 Actual	FY 2007 Estimate	FY 2008 Estimate	FY 2009 Estimate	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate
Outcome 6: Overall student drop out rate							
Percent of Arizona high school students who enter 9th grade and graduate within 4 years (based on previous year)	74.5%	75%	76%	76%	76%	76%	76%
Percent of students that drop out of high school (based on previous school year).	4.8%	4.3%	4.0%	3.5%	3%	3%	3%

Performance Measures	FY 2006 Actual	FY 2007 Estimate	FY 2008 Estimate	FY 2009 Estimate	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate
Outcome 7: Adult learner education and employment gains							
Percentage of learners age 16 and older achieving educational gains in Adult Education.	81%	81%	83%	83%	83%	83%	83%
Percentage of learners age 16 and older achieving employment goals.	76%	78%	80%	80%	80%	80%	80%
Percent of Career and Technical Education participants placed in school, job, or military after graduation.	68.5%	69%	70%	70%	70%	70%	70%
Percent of parents in family literacy programs achieving education gains.	71%	75%	77%	77%	77%	77%	77%
Percent of parents in family literacy programs achieving goal of retaining or improving employment.	88%	90%	90%	90%	90%	90%	90%

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Key Agency Performance Measures

Balanced Scorecard Analysis

One way to analyze the agency's strategic direction is through a new approach to strategic management that was developed in the early 1990s by Drs. Robert Kaplan and David Norton. They named this system the 'balanced scorecard'. The balanced scorecard is a management system that enables organizations to clarify their vision and strategy and translate them into action. It provides feedback around both the internal business processes and external outcomes in order to continuously improve strategic performance and results. The chart below is the department's attempt to show how the agency's goals and strategies line up from a mission, customer, stakeholder and internal process perspective. The last perspective, learning and growth, emphasizes particular areas that will need greater attention for the future. This includes how the public education system can make systemic changes to improve effectiveness and how technology will impact learning and productivity.

Taken as a whole, this analysis shows how the objectives were formulated to be the critical factors that will lead to overall agency success. It also highlights the key performance measures that will be used by the agency to evaluate its impact for the future.

MISSION PERSPECTIVE		
CRITICAL SUCCESS FACTOR	**OBJECTIVES**	**KEY PERFORMANCE MEASURES**
Academic excellence for all students.	1.1) Set fair and reasonable policies and standards which foster excellence in public education. 1.3) Advocate and promote ideas and initiatives that will advance innovation and enhance resources for public education.	Agency Benchmarks (Overall and by subgroups): ▪ Percentage of elementary students meeting or exceeding AIMS standards. ▪ Percentage of high school students meeting or exceeding AIMS standards. ▪ Percentage of students scoring at or above Stanford 9 norms. ▪ Student drop out rate.

CUSTOMER PERSPECTIVE		
CRITICAL SUCCESS FACTOR	**OBJECTIVES**	**KEY PERFORMANCE MEASURES**
Communication and involvement.	1.2) Improve communication and involvement with the education community and other stakeholders.	▪ Number of special meetings held by the State Board of Education to receive input and engage stakeholders and the general public in policy discussions. ▪ Number of different individuals participating on the Superintendent's advisory committees.
School improvements.	2.1) Provide technical assistance and training for schools to improve effectiveness and school climate. 2.2) Provide technical assistance and training for schools on federal and state compliance issues.	▪ Percent of all underperforming schools provided solutions team assistance. ▪ Percent of attendees reporting readiness to implement Arizona Academic Standards as a result of resources, support and training.
Professional development assistance to educators.	2.3) Offer professional development opportunities to educators and administrators.	▪ Number of professional development opportunities provided to teachers, principals and school administrators.

STAKEHOLDER PERSPECTIVE		
CRITICAL SUCCESS FACTOR	**OBJECTIVES**	**KEY PERFORMANCE MEASURES**
Fair assessment of all students.	3.1) Implement assessment of all students and report results to the public.	▪ Number of AIMS tests administered. ▪ Number of Stanford 9 tests administered.
Schools are performing.	3.2) Review, monitor and report on the performance of Arizona's public schools and providers.	▪ Percentage of Title 1 schools that meet adequate yearly progress. ▪ Percent of grantees in compliance.
Quality education personnel.	3.3) Ensure the quality of Arizona's educators through evaluation, investigation and certification.	▪ Percent of applicants successfully passing professional content and knowledge certification examinations.

INTERNAL PROCESS PERSPECTIVE		
CRITICAL SUCCESS FACTOR	**OBJECTIVES**	**KEY PERFORMANCE MEASURES**
Efficient support services.	4.1) Provide timely, reliable support services.	▪ Percent of customers satisfied with agency's services.
Useful information to decision makers/public.	4.2) Provide accurate and helpful information to the public.	▪ Number of press releases generated and made available. ▪ Number of individuals on the department's distribution list receiving newsletters and reports.
Productive work environment.	4.3) Provide a positive and productive work environment that cultivates teamwork and motivates employees.	▪ Percentage of employees satisfied with their job.

LEARNING AND GROWTH PERSPECTIVE		
CRITICAL SUCCESS FACTOR	**OBJECTIVES**	**KEY PERFORMANCE MEASURES**
School effectiveness.	2.1) Provide technical assistance and training for schools to improve effectiveness and school climate.	▪ Number of school sites recognized as "high quality." ▪ Percentage of schools labeled as underperforming.
Utilization of technology.	2.3c) Develop and make available on-line training/materials on information designed to improve the instruction and academic skills of school personnel. 4.3c) Increase the use of data and information technology as a management tool to make better informed decisions.	▪ Number of Department of Education website "hits." ▪ Number of data marts used as management tools by agency units. ▪ Percent reduction in average downtime of Internet servers.

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Strategic Goals

OBJECTIVES
STRATEGIES

Strategic Goal 1

Provide leadership by initiating and advancing improvements to public education.

Superintendent of Public Instruction Tom Horne began his term with an entirely new top executive team for the Department of Education. These positions have been filled with experienced educators and emphasize one of our principal themes: the new Department of Education will provide educational leadership, including drawing on talented teachers, principals, and administrators to help all of our schools achieve academic excellence. This type of leadership during Superintendent Horne's second term will continue to raise the bar and improve academic performance in Arizona's public schools.

Objective 1.1
Set fair and reasonable policies and standards which foster excellence in public education.

Objective 1.2
Improve communication and involvement with the education community and other stakeholders.

Objective 1.3
Advocate and promote initiatives that will advance innovation and enhance resources for public education.

Strategic Goal 1

Provide leadership by initiating and advancing improvements to public education.

It is the job of the State Board of Education and the Superintendent of Public Instruction to set and implement the policies and standards that regulate the conduct of the public school system. A big part of those duties include prescribing a minimum course of study in schools and minimum competency requirements for the promotion of students in the K-12 system. In its pursuit to improve student achievement, the department

Objective 1.1
Set fair and reasonable policies and standards which foster excellence in public education.

and board has recommended improvements built on a foundation of 1) High Standards -- commitment to provide Arizona students with quality curriculum and instruction aligned to the Arizona Academic Standards; and 2) Accountability -- accurate school achievement profiles examining each school's overall performance and a clear definition of the school improvement process.

Strategies for Objective 1.1

Adopt and prescribe a minimum course of study in schools and minimum competency for students that are based on **high standards**.

Review and develop a fair and accurate **accountability plan** for public education in Arizona by coordinating the requirements of No Child Left Behind with Arizona LEARNS while seeking maximum flexibility.

Strategic Goal 1

Provide leadership by initiating and advancing improvements to public education.

To be a good leader one must be a good listener. The department is anxious to work with all parts of the education community and the public at large to include their ideas as the department and the State Board of Education develops education policy. The department understands the importance of teamwork with teachers, principals and district

Objective 1.2
Improve communication and involvement with the education community and other stakeholders.

administrators throughout Arizona, along with teamwork with business and other groups who care about education. It is important to cultivate and collaborate with department partners to maximize the flow of ideas and information among stakeholders on the needs of learners and business.

Strategies for Objective 1.2

Improve **communication and outreach** to the education community to generate input and discussion on education policy and initiatives.

Increase **participation and collaboration** with a variety of stakeholders to cultivate involvement and important partnerships.

Strategic Goal 1

Provide leadership by initiating and advancing improvements to public education.

One of the key roles of the Department of Education, working with the State Board of Education, is to recommend direction to the legislature pertaining to schools. It is Superintendent Horne's hope that the department will be a place of intellectual passion and ferment,

Objective 1.3
Advocate and promote ideas and initiatives that will advance innovation and enhance resources for public education.

processing many ideas, and effectively advocating and advancing the implementation of the best of them. The department is committed to only advancing and promoting efforts that will lead to producing results in higher academic achievement for all students.

Strategies for Objective 1.3

Develop *special projects and initiatives* that support and promote department and State Board of Education goals.

Increase resources for public education by promoting administrative efficiency, cultivating partnerships and pursuing increases in federal funding.

Work with the community to *improve access* to early education, career and technical training, family literacy and adult education, workforce development and other issues important not only to public education but to Arizona's quality of life.

Strategic Goal 2

Provide support to public schools and providers for exemplary performance.

Superintendent Tom Horne has committed the Department of Education to be primarily a service organization, helping school districts, charter schools, and contracted educational providers achieve more academic success. To do this, the department will establish a broad range of supports for schools and educators in their efforts to build strong foundations for our students. The department will provide training, school improvement assistance, evaluation, dissemination of information, and funding that will assist schools with targeted issues. The department also serves as the primary source of current, reliable and accurate information on the latest innovations in public education. This includes information on scientifically based programs and the design and implementation of prevention and intervention strategies.

Objective 2.1
Provide technical assistance and training for schools to improve effectiveness and school climate.

Objective 2.2
Provide technical assistance and training for schools on federal and state compliance issues.

Objective 2.3
Offer professional development opportunities to educators and administrators.

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Strategic Goal 2

Provide support to public schools and providers for exemplary performance.

The department has placed great emphasis and resources toward helping schools succeed. The department believes it will take systemic change within the environment, administration, and organizational structure of our schools to improve performance.

To assist, the department will provide all Arizona schools critical information and guidance on how to improve. Central to this will be a guide (rubric) that will serve three primary functions: 1) as a blueprint to communicate the State Superintendent's high expectations; 2) as a self-assessment tool to be used by the local educational community; and 3) as an external assessment tool to be used by department School Improvement Teams (for underperforming schools, the department will dispatch teams of experts to help).

Objective 2.1
Provide technical assistance and training for schools to improve effectiveness and school climate.

This rubric is anchored in the scientifically research-based principles and indicators that consistently distinguish top-performing schools. The indicators are defined within the following four standards: 1) School and District Leadership Capacity -- Focuses on improved student achievement; 2) Curriculum, Instruction, and Professional Development – Provides all students the opportunity to meet or exceed with rigorous curriculum and instruction; 3) Classroom and School Assessments – Uses multiple standards-based assessments, strategies, and data to measure and monitor student performance; 4) School Culture, Climate, and Communication -- Supports a climate conducive to student achievement, and possesses effective communication.

Strategies for Objective 2.1

Undertake original applied research along with the *identification, evaluation, and sharing of critical information and best practices* in public education.

Evaluate underperforming schools and/or schools that fail to meet academic standards and provide *proactive counsel* on how to make improvements.

Organize and hold *conferences/workshops* on various topics to assist schools in *improving effectiveness* and implementing best practices.

Acknowledge school innovation by *recognizing schools/districts* with outstanding programs and practices.

Provide *guidance* and assistance to schools in implementing *specialized efforts* critical to school success, including:
- ➢ *Broaden curriculum* and enrichment programs.
- ➢ Student *health and safety*.
- ➢ *Character education* and making focused improvements to *discipline*.
- ➢ *Reading achievement*.
- ➢ Dealing with *special populations* and at-risk students.

Strategic Goal 2

Provide support to public schools and providers for exemplary performance.

In addition to providing financial assistance to local educational agencies and educational providers, the department also provides supplemental help in complying with the uses of those resources. This includes assistance in understanding and interpreting state and federal rules and regulations. Additionally, Arizona

Objective 2.2
Provide technical assistance and training for schools on federal and state compliance issues.

is experiencing dramatic demographic changes and is seeing a rise in the number of students with unique needs. Because of this, schools need additional support and advice in meeting the needs of these special students. Department staff is also there to resolve disputes and problems as they arise.

Strategies for Objective 2.2

Offer and provide *one- on- one technical assistance* and guidance for interpretation and implementation of rules and regulations, along with the resolution of issues.

Organize and hold *conferences/workshops* on various topics to assist schools in meeting Arizona's *accountability requirements*.

Develop and make available *publications and correspondence* (in written form and on-line) addressing policy requirements on various department issues.

Strategic Goal 2

Provide support to public schools and providers for exemplary performance.

In order to deliver access to extraordinary education to every student in the state, 40,000 Arizona teachers, principals, superintendents, other educators and administrators must be trained. To accomplish this, technical assistance will be necessary. Department Regional Training Centers will be responsible for ensuring that

Objective 2.3
Offer professional development opportunities to educators and administrators.

school and district staff in the region is appropriately trained. The department will also combine its resources and utilize the expertise from schools, community colleges, universities, and business/industry to be instrumental in delivering a coordinated, effective professional development strategy for all school educators and administrators.

Strategies for Objective 2.3

Develop and implement a *plan for supporting the continuum of teacher/principal growth* from attraction through certification, mentoring and professional learning and development.

Organize and hold *conferences/workshops* on various *personal and professional development* topics important to educators and administrators including State Board of Education rules and regulations.

Develop and make available *on-line training/materials* on information designed to improve the instruction and academic skills of school personnel.

Increase the supply of teachers and administrators by providing *information on employment opportunities* and reducing barriers to entry into the profession by offering *alternative pathways*.

Strategic Goal 3

Ensure maximum academic and financial accountability in public education.

A system of real school accountability is important to improving our educational system. However, it must be fair with expectations clear and understandable. With the passage of Arizona LEARNS and the federal requirements of No Child Left Behind, the department is taking steps to develop an accountability system that will provide students and their families with the information they need. The department is committed to ensuring: 1) academic accountability -- all students have the skills and knowledge they need to succeed; 2) financial accountability -- getting the most from every dollar spent on public education; and 3) educator accountability – high quality teachers and administrators; along with student safety.

Objective 3.1
Implement assessment of all Arizona students and report results to the public.

Objective 3.2
Review, monitor and report on the performance of Arizona's public schools and providers.

Objective 3.3
Ensure the quality of Arizona's educators through evaluation, investigation and certification.

Strategic Goal 3

Ensure maximum academic and financial accountability in public education.

Accountability requires a standard from which to work and a way to measure progress. The purpose of Arizona's academic standards is to define what the citizens of the State expect children to know and be able to do by the time they graduate and to raise the achievement level of all students in the State's public and charter schools. The Thomas B. Fordham Foundation has rated Arizona's standards as among the best in the nation for being "clear and specific about the content and skills all students are expected to learn."

> ### *Objective 3.1*
> *Implement assessment of all Arizona students and report results to the public.*

In addition to establishing standards, the department has developed a state assessment program as a means to measure student progress in meeting the state standards. The department administers Arizona's Instrument to Measure Standards (AIMS) in reading, writing, and mathematics in the benchmark grades three, five, and eight, and in high school. The State also administers Stanford Achievement Test, Ninth Edition (SAT 9), a norm-referenced test, in Reading, Language Arts and Mathematics in grades two through eleven. Schools are also required to report assessment results to the public.

Strategies for Objective 3.1

Develop **academic content standards** that are reasonable, fair, and appropriate for all Arizona students.

Develop and administer a **standards-based assessment** that matches the academic content standards in order to measure student achievement.

Strategic Goal 3

Ensure maximum academic and financial accountability in public education.

Every school must respond to the accountability called for at the national, state and local levels. Arizona's new accountability system, Arizona LEARNS, focuses on ensuring schools are making progress. By requiring school labeling and performance reports, parents can know whether their school is improving, excelling, maintaining or underperforming and what steps are being taken to ensure success. The department is currently restructuring Arizona's school finance system that drives the

> **Objective 3.2**
> *Review, monitor and report on the performance of Arizona's public schools and providers.*

need for a Student Accountability Information System (SAIS). SAIS provides necessary information to local school administrators and assists the department in ensuring the efficient use public resources.

In addition, the department reviews and provides oversight on a number of other issues related to ensuring compliance on various federal and state rules and regulations. In doing so, the department resolves disputes and provides recourse for problems and accountability enforcement issues.

Strategies for Objective 3.2

Review, monitor and audit the expenditures of school districts and providers for *financial compliance*.

Monitor and ensure *improvements in academic achievement* for all students.

Ensure *compliance with state and federal statutes, regulations* and other contractual obligations.

Prepare federal and other required *plans, certifications and applications* for compliance and accountability purposes.

Strategic Goal 3

Ensure maximum academic and financial accountability in public education.

Over the past decade, several compelling studies have identified the strong connection between student achievement and teacher preparation and skills. These findings emphasize the importance of all students having highly qualified and skilled teachers.

The state must invest in ways to ensure better teaching quality. While significant work has been done in the development and dissemination of teaching standards, careful alignment of teacher preparation and development efforts remain a challenge.

Objective 3.3
Ensure the quality of Arizona's educators through evaluation, investigation and certification.

To address this issue, the department works to: 1) consistently and accurately enforce the rules and regulations governing the certification of professional educators in the state; 2) verify the professional and content knowledge of teachers and administrators who apply for certification through written assessments; 3) issue appropriate certificates and evaluation reports to applicants for certification in a timely manner; and 4) investigate and coordinate certification complaints.

Strategies for Objective 3.3

Administer and improve the quality of Arizona's **teacher and administrator assessments**.

Verify the professional and content knowledge of teachers and administrators and **issue appropriate certificates**.

Investigate and report on complaints of professional educators in a thorough and timely manner to ensure student safety.

Strategic Goal 4

Deliver high quality customer service.

There has been a shift toward emphasizing the importance of customer service in the Department of Education since Superintendent Tom Horne took office. Along with this service orientation, the department is committed to improving employee morale and productivity, along with creating a spirit of teamwork. Improving service and productivity will require attention, commitment and innovation with a focus on results. It is the intent of the Department of Education to be a model of good, effective government and be known for its responsiveness and high quality of services.

Objective 4.1
Provide timely, reliable support services.

Objective 4.2
Provide accurate and helpful information to the public.

Objective 4.3
Promote a positive and productive work environment that cultivates teamwork and motivates employees.

"*The only choice for an institution is between management and mismanagement….Whether it is being done right or not will determine largely whether the enterprise will survive and prosper or decline and ultimately fail.*"
-- Peter F. Drucker

Strategic Goal 4

Deliver high quality customer service.

Effective operations management is the process of designing, operating and controlling a productive work environment capable of transforming physical resources and human talent

Objective 4.1
Provide timely, reliable support services.

into needed services the department is required to offer. The department will continue to work on improvements to services that support the agency's ability to accomplish its mission. The department is moving towards the full implementation of having real-time student accounting, funding, grants management and grant funding in an effort to streamline paperwork and administrative burdens. The advancement of technology will be indispensable as a primary means for simplifying administrative work, evaluating success, improving teaching and learning, and thus enhancing access to extraordinary education.

Strategies for Objective 4.1

Enhance services by *evaluating department efforts* through a continuous improvement process, surveying customer satisfaction and offering employee training on customer service.

Streamline paperwork and monitoring expectations so that school/district staff are able to operate at maximum efficiency.

Employ the use of technology to *increase automation and the amount of web-based applications* available for department business.

Strategic Goal 4

Deliver high quality customer service.

With increasing attention on education and school accountability, decision makers and the general public are demanding more and more information. In order to understand the state of education in Arizona, the department attempts to serve as the primary source of current and reliable information on the status and needs of Arizona's public school system.

> **Objective 4.2**
> *Provide accurate and helpful information to the public.*

The department works to provide objective research and provides technical support to schools and districts on data interpretation and use. In addition to the production and dissemination of data and information, the agency also attempts to gain insight into educational concerns through outreach and feedback from the education community and other interested parties.

Strategies for Objective 4.2

Increase the **quality and amount of information and data** about the agency and Arizona education provided to constituents and the public.

Increase **media coverage** on the services and programs of the department.

Answer questions from the general public **and resolve disputes** on problems associated with Arizona's public education system.

Strategic Goal 4

Deliver high quality customer service.

In our increasingly complex and rapidly changing world, and with an issue as complicated as education, the need for intelligent management is greater than ever before. This strategic plan affords the department the opportunity to effectively manage by objectives. Meeting its goals and objectives will mean attention to the workplace and increasing employee satisfaction and ultimately productivity. The challenge is even more

> **Objective 4.3**
> *Promote a positive and productive work environment that cultivates teamwork and motivates employees.*

ominous during a time of limited resources. Department management will spend the time to be effective (get the job done). By continuing to focus on improving its information technology capabilities, the department will ultimately increase productivity in the field as well as internally. Effective information technology will increase the efficiency of the department's business operations.

Strategies for Objective 4.3

Improve **employee satisfaction and morale** by improving communication, promoting teamwork and recognizing individual contributions.

Offer more **professional development and training** opportunities for department staff.

Increase the **use of data and information technology** as a management tool to make better informed decisions.

Ensure that necessary **fiscal and managerial systems** are in place to provide maximum accountability and performance.

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Appendix

GOALS & STRATEGIES ANALYSIS

RESOURCE ASSUMPTIONS

Appendix A
Goals and Strategies Analysis

The following tables provide more of a detailed analysis of how the goals and strategies were developed based on the issues and the department's statutory authority.

GOAL #1: Provide _leadership_ by initiating and advancing improvements to pubic education.			
Objective	*Issues Addressed*	*Authorization*	*Strategies*
1.1: Set fair and reasonable _policies and standards_ which foster excellence in public education.	Policy & Standards ▪ Academic standards ▪ Alignment of Statutes ▪ Link assessment to standards ▪ Benchmarking for anticipated policy changes ▪ Legislative rule vagueness ▪ "Standards" testing ▪ Increase in accountability ▪ AIMS implementation ▪ External influences on educational policy ▪ Proposition 301 ▪ Federal policy uncertainty ▪ Quality of standards ▪ Changing business requirements ▪ Graduation requirements ▪ Charter school policies ▪ Reduced elective course opportunities for students Performance ▪ Prioritizing resources based on improving performance results ▪ Board responding to performance assessments ▪ Increase external/internal expectations ▪ Uncertainty of federal accountability system ▪ Board's expectation to verify curriculum alignment ▪ Using Stanford 9 scores to evaluate school performance ▪ Testing backlash ▪ Board changing directions - allowing exceptions to test ▪ Program evaluation ▪ Legislature misuses of the test ▪ Clarify performance objectives ▪ Focused on procedures and process rather than achievement	**ARS 15-231**: The state board of education which shall be the policy determining body of the department. **ARS 15-741.01**: A) Based on the data reported on the report cards, the state board shall adopt specific state level objectives for each of the following goal areas: 1) Achievement levels of pupils at the end of grade three, grade eight and grade twelve. 2) Dropout and high school graduation rates. 3) Postsecondary employment and college enrollment rate. **ARS 15-203**: A. The state board of education shall: 1) Exercise general supervision over and regulate the conduct of the public school system.	▪ Adopt and prescribe a minimum course of study in schools and minimum competency for students that are based on **high standards**. ▪ Review and develop a fair and accurate **accountability plan** for public education in Arizona by coordinating the requirements of No Child Left Behind with Arizona LEARNS while seeking maximum flexibility.

GOAL #1: Provide _leadership_ by initiating and advancing improvements to pubic education.			
Objective	*Issues Addressed*	*Authorization*	*Strategies*
1.2: Improve _communication and involvement_ with the education community and other stakeholders.	Partnerships/Collaboration ▪ Outreach and increasing business and industry participation ▪ Partnership with educational platform ▪ Working on educational partnerships ▪ Work with federal programs ▪ Polarized groups on how to best meet needs ▪ Working with universities Public Education ▪ Message to customers & stakeholders ▪ Increase awareness and buy-in ▪ Misperception of AIMS ▪ Lack of literature in the home ▪ Lack of public awareness on literacy ▪ Lack of awareness-schools, internally, etc. ▪ Improve global ADE & public awareness on charter schools ▪ Increase outreach ▪ Perceptions on change of administration	**ARS 15-251**: The superintendent of public instruction shall: 1) Superintend the schools of this state. 5) Execute, under the direction of the state board of education, the policies which have been decided upon by the state board. **ARS 15-255**: The superintendent of public instruction shall make a report to the governor and legislature each year.	▪ Improve **communication and outreach** to the education community to generate input and discussion on education policy and initiatives. ▪ Increase **participation and collaboration** with a variety of stakeholders to cultivate involvement and important partnerships.

GOAL #1: Provide _leadership_ by initiating and advancing improvements to pubic education.

Objective	Issues Addressed	Authorization	Strategies
1.3: **_Advocate and promote_** ideas and initiatives that will advance innovation and enhance resources for public education.	Advocacy & Innovation ▪ Proactive approaches ▪ Efforts towards receiving federal grants ▪ National focus on education ▪ Political climate ▪ Opportunity for change ▪ Using data for decision making ▪ Growing population & changes in demographics ▪ Low levels of funding schools, could be decreased ▪ Federal funding limited ▪ Access to quality Early Childhood programs ▪ Improve preschool services ▪ Keeping career and technical education viable	**ARS 15-206**: A) The state board of education may accept on behalf of this state from any federal agency monies which have been appropriated by act of Congress for defense in education, reduction of illiteracy, teaching of immigrants, employment and training, educational support services or other educational purpose. **ARS 15-256**: Consistent with the purposes of the education flexibility partnership act, the superintendent of public instruction may issue to schools and school districts waivers of state statutory requirements related to programs described in 20 United States Code section 5891(b).	▪ Develop **special projects and initiatives** that support and promote department and State Board of Education goals. ▪ **_Increase resources for public education_** by promoting administrative efficiency, cultivating partnerships and pursuing increases in federal funding. ▪ Work with the community to **improve access** to early education, career and technical training; family literacy and adult education, workforce development and other issues important not only to public education but to Arizona's quality of life.

GOAL #2: Offer _support and assistance_ to public schools and providers for exemplary performance.

Objective	Issue Addressed	Authorization	Strategies
2.1: Provide technical assistance and training for schools to improve **_effectiveness and school climate_**.	Technical Assistance & Training ▪ Help schools with at-risk students meet standards and align assessment systems ▪ Development of assistance package to schools ▪ More ongoing technical assistance ▪ Improve technical knowledge of system ▪ Policy changes ▪ Lack of LEA awareness on how to appropriately service neglected and delinquent students School Support ▪ Inform charter schools on certification, website access, and potential operators on preferred characteristics to ensure charter schools success ▪ Increasing number of schools ▪ Education of new charters ▪ Discover comparable options to work in remote areas ▪ Schools' resistance to changes ▪ Implement character education (CE) program ▪ Lack of funding for health issues	**ARS 15-231.02**: The department of education shall establish a central clearinghouse within the department for information concerning school safety. **ARS 15-241**: N) The superintendent of public instruction, based on need, shall assign a solutions team to the school. The team shall work with staff at the school to assist in curricula alignment and shall instruct teachers on how to increase pupil academic progress. **ARS 15-712**: B) At the request of a school district, the department of education shall provide technical assistance to school districts that choose to implement programs to prevent chemical abuse. **ARS15-715**: A) Each common and unified school district shall develop a plan to supplement the regular education program by providing special academic assistance to pupils in kindergarten programs and grades one through three. F) The department of education shall provide technical assistance to school districts in developing and implementing their plan. **ARS 15-809**: A) The department of education shall establish an AIMS intervention and dropout prevention program.	▪ Undertake original applied research along with the **_identification, evaluation, and sharing of critical information and best practices_** in public education. ▪ Evaluate underperforming schools and/or schools that fail to meet academic standards and provide **proactive counsel** on how to make improvements. ▪ Organize and hold **conferences/workshops** on various topics to assist schools in **improving effectiveness** and implementing best practices. ▪ Acknowledge school innovation by **recognizing schools/districts** with outstanding programs and practices. ▪ Provide **guidance** and assistance to schools in implementing **specialized efforts** critical to school success, including: ➢ **Broaden curriculum** and enrichment programs. ➢ Student **health and safety**. ➢ **Character education** and making focused improvements to **discipline**. ➢ **Reading achievement**. ➢ Dealing with **special populations** and at-risk students.

GOAL #2: Offer _support and assistance_ to public schools and providers for exemplary performance.

Objective	Issue Addressed	Authorization	Strategies
2.2: Provide technical assistance and training for schools on federal and state _compliance issues_.	Technical Assistance & Training ▪ More ongoing training ▪ Provide professional development on curriculum standards and the measurement of developmental gains ▪ Training customers on intranet services and information ▪ Helping schools with targeted students Compliance ▪ Monitoring ▪ Grants process ▪ Site visits ▪ Blending federal & state requirements ▪ Increase in mandates ▪ Written policies & procedures ▪ Continued improvement to monitoring	**ARS 15-701**: A) The state board of education shall: 1) Prescribe a minimum course of study, as defined in section 15-101 and incorporating the academic standards adopted by the state board of education, to be taught in the common schools. 3) Distribute guidelines for the school districts to follow in prescribing criteria for the promotion of pupils from grade to grade in the common schools. **ARS 15-771**: A) Each school district shall make available an educational program for preschool children with disabilities. **ARS 15-756**: C) The superintendent of public instruction shall attempt to obtain the maximum amount of federal funding that is available for bilingual education programs and structured English immersion programs and any other funding from federal programs that apply to the educational needs of English learners. **ARS 15-770**: A) The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils. B) The governing board shall submit the scope and the sequence to the department of education for approval. **ARS 15-784**: A) The state assents to the provisions and accepts the benefits of the vocational education act of 1917, as amended by the Carl D. Perkins vocational and applied technology act of 1998. D) The state board of education may distribute the monies it receives as provided in subsection A to any eligible recipient of the monies under the federal law. **ARS 15-205**: A) The state board of education may enter into contracts with the department of the interior for the welfare and education of Indians in schools of this state. The board shall administer the expenditure of federal funds provided under such contracts. **ARS 15-719**: C) At the request of the school district or charter school, the department of education can certify that the school district or charter school has a character development instruction program that meets all of the requirements. **ARS 15-1152**: The state board of education may direct the disbursement of federal and state monies, direct the distribution of commodities, prescribe regulations, employ personnel, give technical advice and assistance to governing boards in connection with establishment and operation of school meal programs, assist in training personnel engaged in operation of school meal programs. **ARS 15-1251**: A) The state block grant for early childhood education program is established in the state board of education. The purpose of the program is to promote improved pupil achievement by providing flexible supplemental funding for early childhood programs, including preschool programs for economically disadvantaged children.	▪ Offer and provide **one- on-one technical assistance** and guidance for interpretation and implementation of rules and regulations, along with the resolution of issues. ▪ Organize and hold **conferences/workshops** on various topics to assist schools in meeting Arizona's **accountability requirements**. ▪ Develop/make available **publications and correspondence** (written & on-line) addressing policy requirements on various department issues.

GOAL #2: Offer _support and assistance_ to public schools and providers for exemplary performance.			
Objective	*Issue Addressed*	*Authorization*	*Strategies*
2.3: Offer **_professional development_** opportunities to educators and administrators.	Technical Assistance & Training ▪ Strengthen the skills of educators ▪ Strengthen the skills of school safety officers ▪ Improve technical knowledge of system ▪ Lack of training for LEA staff ▪ Shortage of qualified staff at LEA level ▪ High turnover in field ▪ Depth of operational knowledge ▪ District staff does not receive professional training ▪ Lack of LEA awareness on how to appropriately service neglected and delinquent students	**ARS 15-533**: To qualify for either a basic or standard teaching certificate, or equivalent certificate, a person must pass each component of the proficiency examination developed and administered by the state board of education. **ARS 15-808**: A) A technology assisted project-based instruction program shall be instituted on a pilot basis to meet the needs of pupils in the information age. The state board of education shall select up to four existing public schools to participate in the program. **ARS 15-918**: A) A school district governing board may apply to the state board of education for approval to budget for a career ladder program.	▪ Develop and implement a **_plan for supporting the continuum of teacher/principal growth_** from attraction through certification, mentoring and professional learning and development. ▪ Organize and hold **_conferences/workshops_** on various **_personal and professional development_** topics important to educators and administrators including State Board of Ed. rules and regulations. ▪ Develop/make available **_on-line training/materials_** on information to improve instruction & academic skills of school personnel. ▪ Increase the supply of teachers and administrators by providing **_information on employment opportunities_** and reducing barriers to entry into the profession by offering **_alternative pathways_**.

GOAL #3: Ensure maximum _academic and financial accountability_ in public education.			
Objective	*Issue Addressed*	*Authorization*	*Strategies*
3.1: Implement assessment of all Arizona **_students_** and report results to the public.	School Accountability ▪ Focus (actions) on student achievement ▪ Standards, curriculum, and assessment ▪ Increase in number of schools ▪ Accessibility of training on standards & assessment	**ARS 15-741**: A) The state board of education shall: 2) Adopt and implement an Arizona instrument to measure standards test to measure pupil achievement of the state board adopted academic standards in reading, writing and mathematics. **ARS 15-743**: A) The state board of education shall provide annual reports (test results) for every school and district and the state as a whole. **ARS 15-755**: In order to ensure that the educational progress of all Arizona students in academic subjects and in learning English is properly monitored, a standardized, nationally-normed written test of academic subject matter given in English shall be administered at least once each year to all Arizona public schoolchildren in grades 2 and higher.	▪ Develop **_academic content standards_** that are reasonable, fair, and appropriate for all Arizona students. ▪ Develop and administer a **_standards-based assessment_** that matches the academic content standards in order to measure student achievement.

GOAL #3: Ensure maximum _**academic and financial accountability**_ in public education.			
Objective	_Issue Addressed_	_Authorization_	_Strategies_
3.2: Review, monitor and report on the performance of Arizona's **_public schools and providers_**.	School Accountability ▪ Accountability based on data reported by external customers ▪ Prioritizing resources based on improving performance results ▪ Board's expectation to verify curriculum alignment Data Collection ▪ Student Accountability Information System (SAIS) timeline ▪ Creation of profiles ▪ LEA's not responding to data collection requirements ▪ Electronic submission of enrollment data Centralized Financial System ▪ Disbursement of funds ▪ Instructions to LEA's Grants Management ▪ State aid technology changes ▪ Improving reconciliation of projects from year to year	**ARS 15-239**: The department of education may: 1). Monitor school districts to ascertain that laws applying to the school districts are implemented as prescribed by law. **ARS 15-238**: Before February 15 of each year the department of education shall submit to the economic estimates commission the total estimated statewide number of students determined for the current year. **ARS 15-241**: The department of education shall compile an annual achievement profile for each public school. **ARS 15-251**: The superintendent of public instruction shall: 2). Request the auditor general to investigate when necessary the accounts of school monies kept by any state, county or district officer. 3). Subject to supervision by the state board of education, apportion to the several counties the monies to which each county is entitled for the year. **ARS 15-255**: The superintendent of public instruction shall make a report. B). The report shall contain: 1). A full statement of the condition and amount of all funds and property apportioned for the purpose of education. **ARS 15-746**: A) Each school shall distribute an annual report card including a description of the school's regular, magnet and special instructional programs and academic goals. **ARS 15-787**: C) The state board of education shall develop a state plan for career and technical education and vocational education which provides for the distribution of career and technical education and vocational education funds.	▪ Review, monitor and audit the expenditures of school districts and providers for **_financial compliance_**. ▪ Monitor and ensure **_improvements in academic achievement_** for all students. ▪ Ensure **_compliance with state and federal statutes, regulations_** and other contractual obligations. ▪ Prepare federal and other required **_plans, certifications and applications_** for compliance and accountability purposes.

GOAL #3: Ensure maximum _**academic and financial accountability**_ in public education.			
Objective	_Issue Addressed_	_Authorization_	_Strategies_
3.3: Ensure the quality of Arizona's **_educators_** through evaluation, investigation and certification.	Teacher Accountability ▪ Required testing/ certification ▪ Law enforcement authority ▪ Teacher knowledge ▪ Teacher shortage ▪ Fingerprinting process ▪ Certification advisory committee ▪ Qualifications of charter school staff and charter operators	**ARS 15-533**: To qualify for either a basic or standard teaching certificate, or equivalent certificate, a person must pass each component of the proficiency examination developed and administered by the state board of education. **ARS 15-534**: C.) The state board of education may review and determine whether to renew or not issue a certificate to an applicant for certification on a finding that the applicant engaged in conduct that is immoral or unprofessional or engaged in conduct that would warrant disciplinary action.	▪ Administer and improve the quality of Arizona's **_teacher and administrator assessments_**. ▪ Verify the professional and content knowledge of teachers and administrators and **_issue appropriate certificates_**. ▪ **_Investigate and report on complaints_** of professional educators in a thorough and timely manner to ensure student safety.

GOAL #4: Deliver high quality _customer service_.			
Objective	**Issue Addressed**	**Authorization**	**Strategies**
4.1: Provide timely, reliable **support services**.	<u>Support Services</u> ▪ Responsiveness ▪ Quality ▪ Ways to streamline data reporting requirements ▪ Increased workload ▪ Continue improving customer service ▪ Response time processing purchase orders ▪ Continued streamline of processes ▪ Outdated delivery service model ▪ Cap in administrative funds and growth ▪ New projects ▪ Electronic submission ▪ Web/application changes ▪ Technology improvements ▪ Registration on-line	<u>**ARS 15-231**</u>: In addition to any divisions established by law, the superintendent of public instruction may establish such divisions as in the judgment of the superintendent of public instruction are necessary for the proper transaction of the business of the department.	▪ Enhance services by **_evaluating department efforts_** through a continuous improvement process, surveying customer satisfaction and offering employee training on customer service. ▪ **_Streamline paperwork and monitoring expectations_** so that school/district staff are able to operate at maximum efficiency. ▪ Employ the use of technology to **_increase automation and the amount of web-based applications_** available for department business.

GOAL #4: Deliver high quality _customer service_.			
Objective	**Issue Addressed**	**Authorization**	**Strategies**
4.2: Provide accurate and helpful **information** to the public.	<u>Public Information</u> ▪ Awareness & marketing ▪ Inter-agency communication ▪ Customer feedback ▪ Communication with customers ▪ Consistency in relaying information ▪ Proactive on information ▪ Timely revision and dissemination of documents ▪ Communication methods <u>Data Collection/Analysis</u> ▪ Student Accountability Information System (SAIS) timeline ▪ Creation of profiles ▪ Data accuracy	<u>**ARS 15-231.01**</u>: The department of education shall establish a toll free telephone number for complaints and requests for information relating to public schools and charter schools. <u>**ARS 15-237**</u>: The department of education may make available to the public publications it produces. <u>**ARS 15-252**</u>: The superintendent of public instruction shall: 1) Print as needed in pamphlet form the laws relating to schools. <u>**ARS 15-255**</u>: The superintendent of public instruction shall make a report to the governor and legislature each year.	▪ Increase the **_quality and amount of information and data_** about the agency and Arizona education provided to constituents and the public. ▪ Increase **_media coverage_** on the services and programs of the department. ▪ **_Answer questions_** from the general public **_and resolve disputes_** on problems associated with Arizona's public education system.

GOAL #4: Deliver high quality _customer service_.			
Objective	Issue Addressed	Authorization	Strategies
4.3: Promote a positive and productive **_work environment_** that cultivates teamwork and motivates employees.	Work Environment ▪ Increase productivity ▪ Space planning ▪ Transition in administration ▪ Limited resources/staff ▪ Security ▪ High personnel turnover/staff retention ▪ Coordination between all programs ▪ Staff gradually adapting to change ▪ Focused on procedures and process rather than achievement ▪ Increased volume and diversity of work and expectations ▪ Proper utilization of budget to appropriate expenditures ▪ Intra-agency/Inter-divisional communication ▪ Communication to and with stakeholders Staff Professional Development ▪ Re-education of new executive team ▪ Cross training ▪ Continued need for professional development ▪ Lack of funding for professional training ▪ New staff learning curve ▪ Lack of staff program knowledge Technology ▪ Build a system that talks to schools, universities, and clients ▪ Use of data to make decisions ▪ Rapid addition of technologies and reports on revised system	**ARS 15-251**: The superintendent of public instruction shall: 4) Direct the work of all employees of the board who shall be employees of the department of education. 6) Direct the performance of executive, administrative or ministerial functions by the department of education or divisions or employees thereof.	▪ Improve **employee satisfaction and morale** by improving communication, promoting teamwork and recognizing individual contributions. ▪ Offer more **professional development and training** opportunities for department staff. ▪ Increase the **use of data and information technology** as a management tool to make better informed decisions. ▪ Ensure that necessary **fiscal and managerial systems** are in place to provide maximum accountability and performance.

Appendix B
Resource Assumptions

The Arizona Department of Education used the following planning assumptions when preparing its budget request.

| PLANNING ASSUMPTIONS			
Public Policy/Legislative	***Demographic***	***Service***	***Technology***
▪ Legislative changes anticipated ▪ Competitive food issue continues (filtering down child care centers) ▪ High profile ▪ Potential for increase in grants ▪ Expectation of the public ▪ Limited resources ▪ Increased accountability ▪ Demand for better schools ▪ Growth of E-government ▪ State is defining low performing schools ▪ Fingerprinting rules ▪ Requirement to document outcomes "accountability" ▪ Lack of appropriate funding ▪ Increased demand for funding ▪ Public understanding of AIMS & standards still lacking ▪ Change in education policy (Proposition 301) ▪ Rule alignment of all schools ▪ Testing to be performance based ▪ Funding to programs is unknown which may result in unexpected purchases ▪ Policies will change ▪ Increasing in awareness and support ▪ Recognition of value for Family Literacy programs ▪ Zero increase in money ▪ New trend in testing ▪ Standards are here to stay ▪ Schools' lack of ability to serve at risk students ▪ Teacher shortage/turnover (teaching out of content area) ▪ National discussions on Early Childhood standards and assessments ▪ Federal funding for Early Childhood Programs (ECP) ▪ Collaboration/coordination of Proposition 301 performance ▪ Focus on high stakes testing ▪ Fewer electives for students ▪ Turnover of teachers and administrators ▪ Educational reform ▪ Economic outlook is uncertain ▪ Growing concern by Mexican Government about education services to migrant students	▪ Changing demographics ▪ Increase of schools and students ▪ Student dropout rate/juvenile crime increasing ▪ Increase number of children spending all or part of day in/out of home care ▪ Mobility of students ▪ Shortage of qualified school personnel ▪ Charter school growth ▪ Increase in overall & special education population ▪ Change in demographics: moving from agricultural to service ▪ Teacher shortages ▪ Increase in schools in small communities ▪ Increasing number of English learners ▪ Increase in homeless population ▪ Increased Limited English Proficiency (LEP) population ▪ Percent of ESOL students increasing ▪ Reduction in mobility by migrant students ▪ Percent of teenage students (16-19) increasing ▪ Increased Section 504 population ▪ Continual increase in the need for highly skilled workforce (80% by 2010) ▪ Shifts in labor market trends ▪ Shortage of certified CTE teachers ▪ Inadequate number of qualified teachers ▪ Increased need for skilled labor ▪ Decrease in supply of appropriately trained skilled labor	▪ More focus on education and customer service ▪ Increased demand of services ▪ Increased clarity of data ▪ High quality customer service expectation ▪ Customer expectations continue to grow/increase ▪ Increase in Arizona Department of Education (ADE) staff ▪ Increase in population = increase in schools = increase in employees handling grants ▪ Supporting and monitoring implementation of school improvement plans ▪ Increase in number of contracts and agreements to be negotiated and managed ▪ Increase in the need for certified teachers demand will continue to rise due to increase in population ▪ Increased reporting/accountability requirements via Federal Government ▪ Decreasing ability for customers to attend training ▪ Growth of state ▪ Teacher testing increasing ▪ Ability to recruit adequately trained teaching staff ▪ Lack of awareness of schools ▪ Impacted due to resource limits (staff, equipment, etc) ▪ Resources will not be sufficient to meet the increasing demand for information ▪ Increased requirements for accountability (may result in larger role) ▪ Talk about achievement ▪ Employee growth and turnover ▪ Increased services to Charter Schools, JTEDS, and Postsecondary ▪ Programs working in status quo (business as usual)	▪ Increased usage ▪ The need for automated reporting ▪ More dependent on new technology to deliver and access program ▪ Security changes ▪ More efficient expectations ▪ Moving towards data and technology solutions ▪ Student Accountability Information System (SAIS) data ▪ Demand high vs. availability low ▪ Increased reliance on achievement/ accountability data ▪ Increased demand for information/ oversight/ accountability ▪ Make things more accessible

Budget Relationship to Goals

The following provides a look at how the agency's human and fiscal resources match to its goals. While each sub-program performs functions in each one of the goal areas, the following describes how each sub-program mission aligns with one of the four department goals:

- The Superintendents' Office and State Board of Education fall under "Leadership".
- Sub-programs under Academic Assistance and Student Health and Safety with missions related to technical assistance to schools fall under "School Support."
- Academic Accountability, School Finance, Certification and Investigation fall under "Accountability."
- Administration and Support Services fall under "Customer Service."

Personnel By Goal

Using the above assumptions based on sub-program mission, four percent of the department staff is devoted to advancing leadership objectives; 56 percent provide school support; 13 percent focus on areas of academic and financial accountability; and 27 percent provide various forms of customer service.
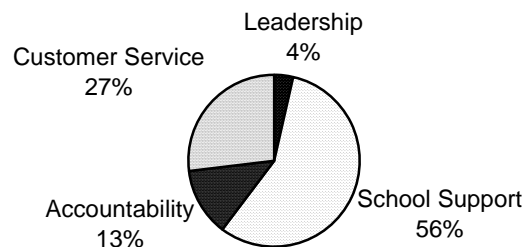
Using the same assumptions matching department goals to sup-program missions, the following describes how the department's financial resources are aligned accordingly. Since State Aid to schools represents the biggest share of the department's budget and is handled by School Finance, the Accountability goal represents the largest percentage at 78 percent. Programs under School Support also provide pass through funds to schools and represents the next biggest share at 21 percent. The remaining funds under Leadership and Customer Service are administrative in nature and represent only 0.5 percent of the department's entire combined funds of approximately $5.6 billion. [See Agency's Budget]