

A photograph of the Arizona state flag on a black flagpole with a gold finial. The flag is flying against a background of a desert landscape with reddish-brown hills under a clear blue sky. The flag has a black canton with a red five-pointed star, and a field of thirteen alternating red and yellow rays.

Strategic Plan:

Fiscal Years 2011-2015

Department of Education Mission

“To ensure academic excellence for all students”





Statement from Superintendent Tom Horne

“Over the past seven years the Arizona Department of Education has been working fastidiously for improvements in the areas of Academic Achievement, Educational Services and Resources, School Effectiveness, Accountability, Standards Development and Assessment, School Finance and Business, and Federal Relations to ultimately benefit the Arizona’s kids. As a result, schools are seeing higher test scores and in 2009 the college placement test scores for SAT and ACT were above the national average. TerraNova national test scores of students second through ninth grade also exceeded the national average. The support system implemented and developed by the department under my tenure is in place and will continue to offer the support our schools and parents need for years to come under these 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. My goal during my final year in office is to continue and pursue excellence in the quality of education for the students of Arizona.”

This five-year strategic plan reflects our continued effort to work on existing and new initiatives along with many other objectives the department undertakes to carry out its mission. The five-year strategic plan continues to provide an appropriate framework on how the department does business and how we will ensure progress. To live this plan, Arizona Department of Education- in partnership with schools, teachers, parents, and others, will continue to collect other ideas from all parts of the educational community and the general public as we strive for one overriding goal - that our students receive the necessary skills to compete in the twenty-first century business world and become leaders.

Tom Horne, Superintendent of Public Instruction

January 1, 2010

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 Department of Education continues to 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 and assistance 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 has established a broad range of support for schools and educators in their efforts to build strong foundations for our students. The department will continue to 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 has taken and continues to take 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. The intent of the Department of Education is 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 *guidelines 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 and assistance 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.

TABLE OF CONTENTS

Introduction	Page
Mission Statement.....	8
Agency Description.....	9
Organizational Chart.....	13
Strategic Issues	
State Of Public Education In Arizona.....	15
Goal Development From Strategic Issues.....	20
Alignment Of Key Agency Functions (Objectives) To Goals.....	21
Agency Performance	
Agency Performance Benchmarks.....	25
Key Agency Performance Measures.....	28
Strategic Goals	
<i>Goal One:</i> Provide leadership by initiating and advancing improvements to public education.....	31
<i>Goal Two:</i> Provide support and assistance to public schools and providers for exemplary performance.....	35
<i>Goal Three:</i> Ensure maximum academic and financial accountability in public education.....	39
<i>Goal Four:</i> Deliver high quality customer service.....	43
Appendices	
Appendix A. Goals & Strategies Analysis.....	48
Appendix B. Resource Assumptions.....	58
Budget Relationship to Goals.....	59

Introduction

MISSION STATEMENT

AGENCY DESCRIPTION

CONTINUED COMMITMENT

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 and Collaboration are vital

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 1,724 schools in 241 locally governed school districts and 507 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 2008-2009 strategic plan.

Division	Description	Major Units
<i>Administrative Services</i>	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, guidelines, and procedures.	<ul style="list-style-type: none"> ▪ Payroll ▪ Facilities ▪ Print Shop ▪ Central Distribution ▪ Procurement
<i>Information Technology</i>	<p>The Arizona Department of Education's Information Technology (ADE IT) Division is purposed with supporting access to the varied technologies that empower all of Arizona's learners to realize their social and economic potential through quality educational experiences.</p> <p>Transforming data into information and insight is foundational to measuring the effectiveness of education based programs and entities. ADE IT provides vision, leadership and technical expertise in designing, building, testing, deploying and sustaining Arizona's statewide education technical assets. Commencing with student, district, school, teacher, education stakeholder data collection systems through complex transformations to multi-level reporting solutions, ADE IT assures Arizona's educational data assets are quality, used accurately, successfully managed and protected.</p>	<ul style="list-style-type: none"> ▪ Data Management ▪ Project Management ▪ Business Analysis ▪ Quality Assurance ▪ Technical Development ▪ Support Call/ Customer Service Center ▪ Operations ▪ Technical Infrastructure Management ▪ Technical Architectural Management ▪ Information Privacy and Security ▪ Business Intelligence/ Data Warehouse
<i>Academic Achievement</i>	<p>The Academic Achievement Division provides funding, technical assistance and resource coordination to County Superintendents and 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:</p> <ul style="list-style-type: none"> ▪ 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 the quality of professional preparation programs by reviewing these programs and making recommendations for approval to the State Board of Education. 	<ul style="list-style-type: none"> ▪ Title I ▪ Highly Qualified Professionals(Title II, Pay for Performance Programs, National Board Certified Teachers, & Certification) ▪ Innovative/Exemplary Programs (Title V) ▪ Program Operations ▪ Health & Nutrition Services

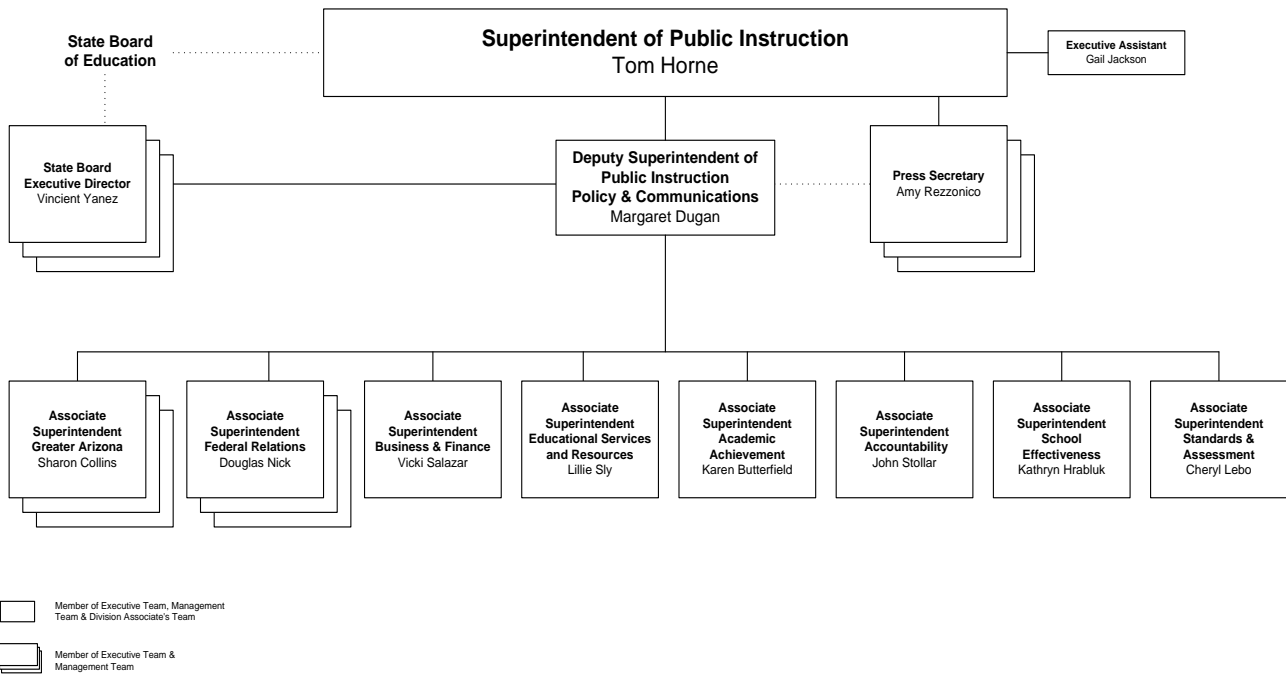
	<ul style="list-style-type: none"> ▪ Certifying educators in accordance with statute and Administrative Code. ▪ Providing assistance and funds to candidates for National Board Certification. ▪ Providing assistance and funds to educational providers to improve the effectiveness of professional development. ▪ Providing assistance with the state pay for performance programs. ▪ Dropout prevention programs and High School Renewal Programs. ▪ Programs for Native Americans. ▪ Support for English Language Learner Programs. ▪ Fiscal and compliance support for all ED programs. ▪ Acts as Agency Liaison for NCES and ED Facts the US Dept of Ed effort to consolidate all federal reporting. ▪ Responsibility for annual teacher loan cancellation report, which allows us up to \$17,500, loans forgiveness for teachers teaching in high need areas. ▪ Providing health and nutrition resources to improve and/or create a healthy learning environment and support for school based programs that actively promote learning and the development of lifelong healthy behaviors in schools and communities. ▪ Identifying and recognizing outstanding innovative/exemplary programs and models that improve student achievement. 	
<i>Accountability</i>	<p>The Accountability program improves student achievement through academic, technical skill attainment, program evaluation, research, and professional development/ leadership. Provides technical assistance, resources, and information to schools regarding gifted education and advanced placement programs. Advocates and promotes increasing the number of students accessing rigorous courses through a comprehensive curriculum. Provides English Acquisition Services.</p>	<ul style="list-style-type: none"> ▪ Research & Evaluation ▪ Gifted Education /Advanced Placement ▪ Office of English Language Acquisition Services (Title III) ▪ Internal & External Leadership/ AZLEADS/ Wallace Grant
<i>Business & Finance</i>	<p>Business & Finance 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:</p> <ul style="list-style-type: none"> ▪ Deliver first class customer service, while processing and analyzing student level and financial data, administering state aid apportionment, and processing public schools budgets, as well as ensuring compliance with statutory requirements and accountability to the public. ▪ Accounting and Grants Management ▪ Budgeting & Fiscal Accountability ▪ Legislative Guidelines primary goal is to simplify Title 15 statutes for Local Education Agencies to fully understand the intent of the law. The Strategic Planning team is responsible for recommending and ensuring that each section of the agency’s internal/external plan is aligned with the goals of Superintendent Horne and the agency’s budget. ▪ International Education encourages schools to become international by embracing global awareness across the curriculum, include foreign language for all students, and prepare students with the necessary skills to compete in a global economy. <p>Finally, Business & Finance serves as the primary source of current, reliable, and accurate information on the status and needs of the public school system.</p>	<ul style="list-style-type: none"> ▪ Accounting & Grant Management ▪ Budgeting & Fiscal Accountability ▪ Legislative Guidelines & Strategic Planning ▪ School Finance ▪ International Education
<i>Education Services and Resources</i>	<p>Education Services and Resources provide quality services and resources to schools, agencies, community groups, and staff to enable them to achieve their goals. Its five commitments is quality comes first, teamwork is fundamental, improvement is essential, and partnerships are necessary. The division’s programs include efforts aimed at:</p> <ul style="list-style-type: none"> ▪ Adult Education provides: Adult Basic Education (ABE); Adult Secondary Education (ASE); English Language Acquisition for Adults (ELAA); Civics; test preparation for GED; GED Testing Services; eTranscripts and GED verification; preparation for transition to 	<ul style="list-style-type: none"> ▪ Adult Education Services (AES) ▪ Career & Technical Education (CTE) ▪ Discipline Initiative ▪ Exceptional Student Services (ESS) ▪ Joint Technical Education Districts (JTEDs)

	<p>workforce; post secondary and other training; distance learning class; workplace literacy class and Arizona high school equivalency diploma.</p> <ul style="list-style-type: none"> ▪ Career and Technical Education prepares Arizona students for workforce success and continuous learning by providing industry-validated standards; integration of academic skills; work-based learning opportunities; articulation with postsecondary; business and industry partnership; leadership and personal development. Arizona Tech Prep enhances employability and technical skills; supports high academic standards; offers career pathways leading to employment; provides articulated programs leading to postsecondary success; and prepares for a successful career in competitive economy. ▪ Exceptional Student Services provides technical assistance to schools; offers a wide range of professional development opportunities in compliance with federal and state requirements; collaborates with schools, universities and professional organizations to develop highly qualified personnel; and monitors school Districts and Charter Schools to ensure compliance with state and federal laws regarding Special Education. ESS ensures that Child Find activities are implemented; Students are educated in the least restrictive environment (LRE); Eligible students are provided a free appropriate public education (FAPE); Students participate in statewide assessments; the rights of students are protected. ▪ Discipline Initiative provides workshops and institutes on discipline: Effective Classroom Management Strategies; Preventing Disruptive Behavior in the Classroom; Creating a Climate for Learning; Motivating Hard to Reach and Uninterested Students; Effective Intervention Strategies; Preventing Classroom Discipline Problems. Resources and Supports: Distribution of brochures on discipline to parents; teachers, and administrators; Arizona Positive Behavior Support Project; Technical assistance to schools, and Parent support and problem solving. ▪ Joint Technical Education Districts (JTEDs) were enacted to provide enhanced preparatory Career and Technical Education for students in ninth through twelfth grades. JTEDs prepare high school students for technical and advanced careers in Arizona; to move rapidly into high-income careers and college curriculum and for the future economy of Arizona. JTED's offer programs of high caliber that lead to industry certification; courses that will prepare Arizona youth for major career and opportunities related to industry needs; up-to-date industry equivalent equipment and materials for students to learn the latest technical knowledge and skills; programs with high academic rigor and technical skills for careers such as bioscience, auto, engineering technologies, or advanced manufacturing; end of program assessments and credentials that are recognized by Arizona industry and business. 	
<p><i>School Effectiveness</i></p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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 research based professional development and technical assistance to support the effective implementation of K-12 literacy instruction. ▪ To promote the use of educational technologies to increase student achievement, support on-going, meaningful professional development for teachers around technology and to help students become technology literate. ▪ Providing technical support and monitoring for educational entities that 	<ul style="list-style-type: none"> ▪ School Improvement & State Intervention ▪ K-12 Literacy ▪ Early Childhood ▪ Special Population/Projects

	<p>serve the homeless, migrant and refugee program populations.</p> <ul style="list-style-type: none"> ▪ Providing Arizona schools critical information and guidance on how to improve literacy. ▪ Providing early childhood educational guidance and information. 	
<i>Standards & Assessment</i>	<p>This division focuses on the following: Assessment and standards development, standards implementation, academic and instructional support for schools, school safety, and prevention. It supports education within our state by:</p> <ul style="list-style-type: none"> ▪ 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. During the revision process, current research, national standards, and guiding frameworks are considered. ▪ 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 Arizona Academic Standards and based on Solution Team findings, statewide test data, and current research. 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. 	<ul style="list-style-type: none"> ▪ Standards Development & Assessment ▪ Arizona Academic Standards ▪ Academic & Instructional Support ▪ School Safety & Prevention
<i>Superintendent’s Office</i>	<p>Functions under the Superintendent’s Office include key roles that are critical to providing educational leadership and effective management of the agency. They include:</p> <ul style="list-style-type: none"> ▪ Providing regular communication and information to the public. ▪ Maintaining important relationships with federal and state officials. ▪ Developing and promoting ideas and changes in guidelines 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. ▪ Offer education and training to instill in youth the six pillars of positive character. ▪ Providing a single online location through IDEAL for all Arizona stakeholders to access educational data, resources and services. ▪ Audit of electronic attendance information reporting by all school districts and charters, ensuring accurate data at the classroom, school, district, and ADE levels. 	<ul style="list-style-type: none"> ▪ Press Secretary ▪ Federal Relations ▪ Special Projects/ Constituent Services ▪ State Government Relations ▪ Information Technology/ CIO/CTO ▪ Character Education ▪ State Board ▪ Audit ▪ Educational Technology ▪ Greater Arizona ▪ Action for Education Leadership

Organizational Chart

*As of January/2010



Strategic Issues

**STATE OF EDUCATION IN AZ
GOAL DEVELOPMENT
PROGRAM ALIGNMENT TO GOALS**

State of Public Education in Arizona

Good News from the Arizona Department of Education for Public Schools in Arizona

- **Arizona students perform above the national average in the TerraNova test taken by all students, grades second through ninth.** In the SAT and ACT college entrance exams Arizona students perform above the national average. For the 2008-2009 school year, the mean Critical Reading scores were 526 compared to 516 nationally, Mathematics was 532 in Arizona compared to 528 nationally, and Arizona's Writing scores equaled the national average.
- **High Quality Standards:** The History Channel ranks Arizona as having the highest history standards of all the states in the country. The Fordham Foundation gave Arizona the highest possible grade for having high standards in history, geography, and science. * Fordham Foundation, "The State of State Standards."
- **Transparency in Depth:** Technology makes it possible to report to teachers, administrators, and the public not only how students are doing, but how they are doing with respect to every concept that is tested. The information is gathered in what is referred to as a data Warehouse. Two years ago, the ADE was given 2.5 million dollars by the state legislature to develop this data warehouse. Last year the federal government set aside 25 million dollars for the same purpose and invited states to compete. Arizona submitted the best application in the country and was awarded 6 million dollars, the largest award. ADE is in the process of creating this warehouse using the 8.5 million.
- **Education and Career Action Plans for the Students in Arizona:** One of Superintendent Tom Horne's goals continues to stress that every student should have a personalized learning and career plan. This has evolved into the Education and Career Action Plan also known as the ECAP. This is important because nine out of ten seventh and eighth graders aspire to go to college, but only two out of ten will actually complete college. Students who develop an ECAP will be more likely to plan for college and will take the more rigorous curriculum that leads to success in college, or in high skilled occupations. The ADE in the past year has been actively engaged in professional development on ECAP. An entire summit for high schools was dedicated to personalizing instruction. The October 2008 Middle and High School Renewal conference attracted approximately 500 participants all engaged in discussing strategies for keeping students in schools, including the utilization of ECAPs. On February 25, 2008, the State Board of Education adopted Board Rule R7-2-302.5 establishing an Arizona Education and Career Action Plan (ECAP) is completed for every student in grades 9-12 effective in the fall of 2009, with the entering Class of 2013. Plans must incorporate a student's academic goals, career goals, postsecondary education goals, and extracurricular activities. Since that time over 3,000 educators have received professional development around ECAP implementation strategies and resources, including use of the AZCIS electronic system.
- **Digital support:** ADE has pilot projects designed so that every student has a laptop. It is proven that digital tools enhance teaching and learning and it is anticipated that every high school will have a laptop for every student.
- **Professional Enterprise Class Information Technology and Data Management Organization:** Requisite to Arizona being positioned to construct, implement, operate and sustain an enterprise class pre-K through Post Secondary (P-20) and Career Data System, Arizona's steadfast commitment to the many transformative initiatives leading the Arizona Department of Education's (ADE) evolution into a professionally managed information technology organization has been foundational. In that transformation, with respect to organizational, technical, and business process requirements, ADE has and continues to provide expert support and oversight in the critical areas of data management, information security, business analysis, project management, operations, infrastructure support, end-user support, call center management, and professional solutions development/sustainability. When addressing the requisite cultural requirements ADE has established and nourished essential partnerships with post secondary institutions, districts and schools, the business community, legislative committees, and many other educationally focused entities.

As a result of that focus, evidence of Arizona's ability to realize the self-imposed reformative data management goals lies directly in ADE's successful ground up development of a centralized sustainable enterprise class K-12 data warehouse. For years the Arizona Educational Data Warehouse (AEDW) was discussed as a future concept. Today, the AEDW is discussed in the present tense by beginning its maturation from a conceptual phase to a

critical tool in informing educational stakeholders on how to improve Arizona's children's educational experience while being transparent to all stakeholders and fiscally responsible to all taxpayers. Leveraging the aforementioned partnerships, a natural extension of the investments and successes of the AEDW is the integration of the varied P-20/career data information requirements and the coalescing of the requisite varied authoritative disparate sources of detailed data.

To assure AEDW's success, essential organizational and cultural changes have been incorporated and aligned with new process driven workflows and dataflows. A fundamental requirement of all of these initiatives is to have the native agility and extensibility to naturally expand to include the P-20/career data systems requirements. To that end, the "way ADE does business" has incorporated the newly formalized processes and organizational units supporting the critical areas of:

- Business Requirements Generation
- Training and User Support Mechanisms
- Data Governance Requirements and Policies Definition
- Systems and Data Quality Assurance Structures
- Event and Data Usage Logging and Auditing
- Security Assurances, both Logical and Physical
- Identity Management Enterprise Class Solutions
- Architectural agility, scalability, high availability, predictability and reliability
- Archival Requirements and Strategies
- Management and Oversight Entities
- Sustainability and Operability Requirements
- Authoritative Source Data Definitions
- Usability for all of Arizona's Educational Stakeholders
- Quality Master Data Management Processes
- Disaster Recovery and Continuity of Operations Processes

In summary, for the last several years Arizona and the Arizona Department of Education have strategically been laying the groundwork, building the framework and preparing for the development of the data system tools, and organization to support statewide data informed educational decision making. The initial phased implementation of these strategies is unquestionably demonstrating that Arizona's successes have uniquely positioned Arizona to successfully deploy the next generation data solution.

- **A significant increase in the number of Arizona teachers who have become Nationally Board Certified since Superintendent Tom Horne took office in 2000:** The number of Arizona teachers honored with certification from the prestigious National Board of Professional Teaching Standards has increased 83% (82.6%) since Superintendent Horne took office in 2003. Arizona ranked 17th nationwide in the number of teachers who achieved board certification in 2009 and ranks 18th in the total number of NBCTs over time (678 teachers). Arizona shows a 22 percent increase in the number of teachers who achieved National Board Certification in 2009 over last year.
- **Increasing the number of certified teachers for Arizona Schools:** The department has employees dedicated to helping schools find qualified teachers. In addition, the State Board created an alternative secondary path to certification (ASPC), designed for adults switching careers. Districts have been very satisfied with ASPC because they show consistent performance in terms of coursework, field experience, and professional development activities. ADE was awarded a second Transition to Teaching grant, which is focused on "growing your own" teachers in rural Arizona communities as well as recruiting recent college graduates and mid-career changers into areas of high need. A newer initiative from Superintendent Horne was the development and implementation of an Adjunct Teacher program to ensure that every student has a qualified math or science teacher. To provide schools and districts with a comprehensive framework based on current research and best practices, the Arizona Department of Education (ADE) in conjunction with businesses, universities, and educators across the state, developed the Adjunct Teacher Framework to guide a pilot project.
- **Through Reading First ARIZONA educators are making impressive student achievement gains with some of the most vulnerable K-3 students in our schools:** Poverty, second language learners, and mobility are common realities for students in Arizona. The department continues to support the schools in implementing,

monitoring, and sustaining these critical programs to provide our students with solid chances for future academic success.

- **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.
- **Increase in the federal competitive grants Arizona has acquired for Education:** The Federal Relations Unit of the Arizona Department of Education has overseen the department's effort in securing \$45,388,500 in federal competitive grants since 2003. The process has been audited by the state Auditor General and was found to be complying with the sound method for applying for these grants.
- **The Arizona Department of Education has developed an administrative process that is assisting in student achievement: Effective leadership is a critical component to school success in raising student achievement.** The Arizona Department of Education based its Turnaround Principal concept on research that highlights the importance of an effective leader in a turnaround model. Effective leaders from across the state are selected to fill positions in schools in which leadership was nonexistent or was ineffectual. Turnaround principals have been used in Schools Failing to Meet Academic Standards since 2004. The first turnaround principals were placed in five schools at the beginning of the 2005-2006 school years. Of these first schools, four schools achieve a Performing or better profile in 2009.

Every year the leadership at schools that are designated as Failing to Meet Academic Standards is evaluated to make the determination to place a turnaround principal. A total of four turnaround principals were placed at schools that had been designated as failing to meet academic standards in 2007 and 2009. The two schools that had turnaround principals placed in 2007 have been designated as Performing and Performing Plus since 2008. The two schools that had turnaround principals placed in fall 2009 continue to make improvements. Of the 44 schools in the Turnaround Process from 2004 to 2008, 35 or 80% have achieved Performing or better by 2009. Technical assistance and support has always been provided to all superintendents and principals. This support has expanded with increased intensity based on current school data and needs. A Turnaround Personnel cadre was formed in summer of 2009, which included turnaround principals, continuing principals, and Arizona Turnaround Coaches. The turnaround cadre met for intense training and professional development in systems change in the summer of 2009. Monthly meetings continue to provide ongoing support and assistance to the cadre during the year. The focus of these cadre meetings is building the systems, supported by the Standards and Rubrics for School Improvement, Leadership, Instruction & Assessment, Data Based Decision Making, and Culture & Climate.

- **AZ LEARNS:** We have a record number of schools excelling this year, going from 17% in 2008 to 21% excelling in 2009. We also are seeing an increase in the number of schools in the performing plus designation, moving from 21% in 2008 to 32% in 2009. The number of schools in each category for 2009 is: 19 in failing to meet academic standards; 50 in underperforming; 577 in performing; 608 in performing plus; 248 in highly performing; and 394 in excelling.
- **Health and Nutrition:** The department was successful in passing legislation to stop the use of vending machines in schools that push food high in sugar and saturated fat on students for grades K-8. ADE is in the process of pushing for the legislature to pass a similar law for high schools in Arizona. Superintendent Tom Horne has also successfully implemented House Bill 2140 of the Physical Education Pilot Program. Four schools have been chosen and attended training provided by the National School Lunch Program (NSLP) Health Team. Health and Nutrition has issued a report on the results of each pilot school. The report can be found on the ADE web site.
- **Arts Education:** Continues to develop and train the schools in the new Arts Standards. It is completing the assessment and development phase for end of course testing by conducting pilot tests in various state schools.
- **Native American Dropout Prevention Initiative:** A federal grant was awarded to ADE in April 2006 in the amount of 1.8 million dollars for 3 years. The initiative is addressing high dropout rates in the White Mountain and San Carlos Apache tribes. The focus of the project is on school and community collaboration and action to address high school dropout, school attendance and completion issues. Grant funded personnel work closely with youth at San Carlos and Alcheyay high schools. Project funding ended June 30, 2009. ADE continues to work with these two tribes through the 4th year on a no cost extension. A report has been completed and filed with the USDOE which includes a DVD of the grant project.

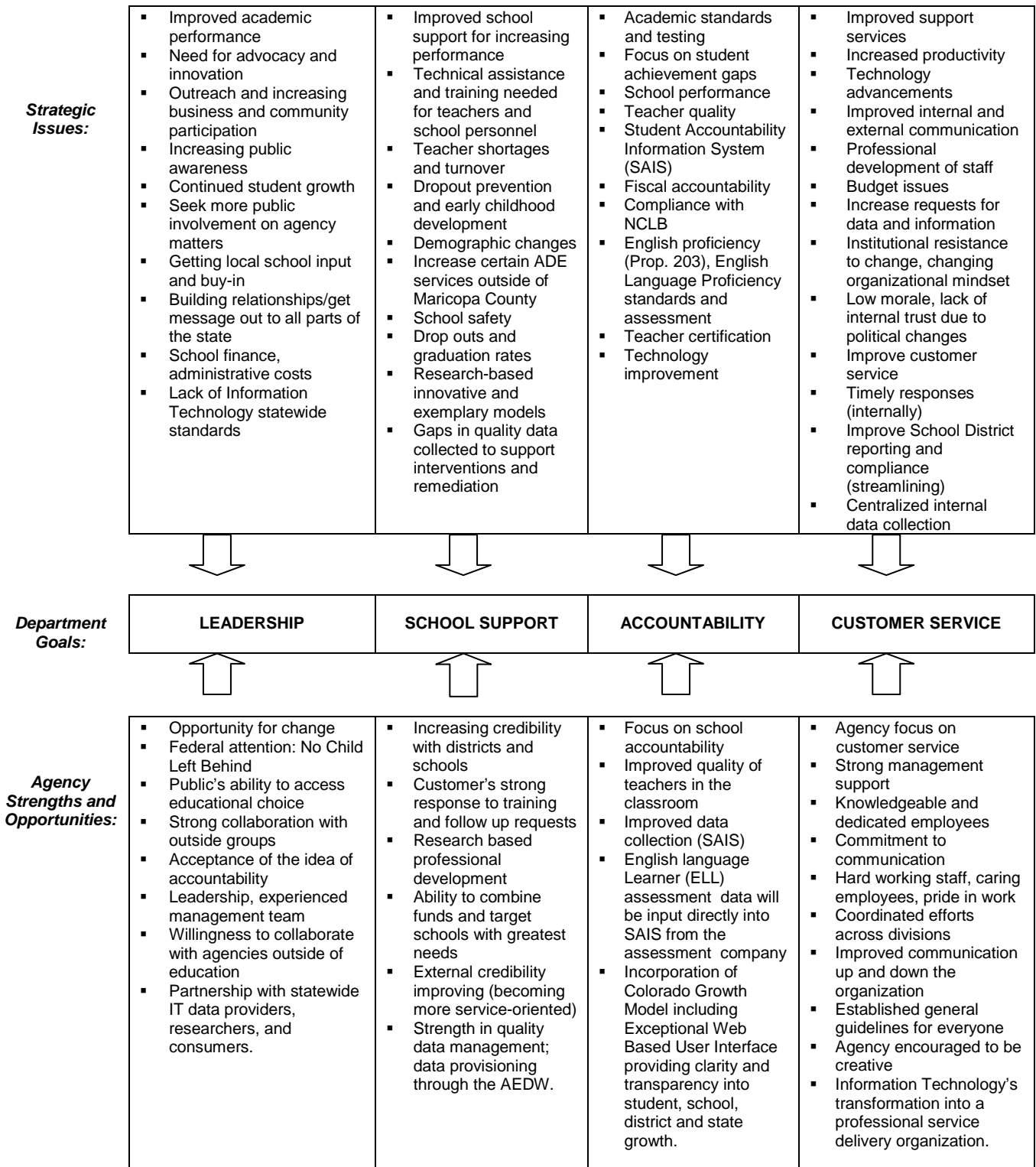
- **Career and Technical Education (CTE):** Career and Technical Education is building a statewide technical skills assessment system. The Assessment System is being developed in partnership with Arizona State University, VTECS, Corporate Education Consulting, Inc and PITSCO/TFI. The system will provide online, industry validated technical skills assessments for concentrators who have completed the required sequence of instruction for each CTE program. Providing industry validated end of program assessments for CTE programs is in compliance with both the federal Carl D. Perkins Career and Technical Education Act of 2006 and A.R.S. 15-391.3(e) defining the requirements for Joint Technical Education Districts (JTEDs). The Arizona Skill Standards Commission represented by industry CEOs, labor union, legislature and education will verify that valid standards exist, ensure consistent documentation across the state, and work with the business community to provide students with a credential evidencing their skill attainment.
- **Adult Education Services (AES):** Ranked above the national average in educational gains and achieving employment goals, Arizona Adult Education has received American Recovery and Reinvestment Act (ARRA) funding to expand its 6 county Integrated Allied Health Career Readiness Initiative statewide. Adult Education students in all parts of the state will now be able to enroll in integrated training programs that take them past earning a GED and post-secondary certificate. This initiative is designed to include the One-stop system as a partner in guiding participants all the way into employment in a locally identified high demand industry.
- **Discipline initiative:** Help is given to schools to implement successful discipline initiatives.
- **Office of English Language Education (OELAS):** Coordinated the Structured English Immersion (SEI) Budget system and distributed \$8,791,400 in the program as per A.R.S. § 15-756.01; coordinated/distributed the \$10 million Compensatory Instruction program, as per A.R.S. §15-756.11; instituted the Pre-Audit Review monitoring to ensure LEAs are implementing the SEI Models; trained over 8,500 educators in English Language Development since the models were instituted in 2006; and named the fifth annual OELAS Teacher of the Year.
- **Special Education --** PEAs are growing more adept at using data to make decisions focusing on improved student outcomes and increased compliance with state and federal requirements.
- **Gifted Education:** The department has been focusing significant attention on how the gifted students in Arizona are best served. The department is committed to providing interactive all day educational programs for gifted students.
- **Character Education continues to be a critical initiative for ADE:** 1500 schools have now received Character Education training. 2009 celebrates their 10th year training Arizona's schools.
- **International schools:** The Department is working hard on the initiative to establish international schools in Arizona and the program continues to flourish. Students become fluent in world languages at these schools and acquire the international knowledge and skills necessary to compete in the 21st century. Pursuant to A.R.S. §15-245 American Competitive project fund; technical assistance; grants, allows the ADE to collect and administer funds to schools offering academic programs that emphasize each of the following: Foreign language acquisition, International business, World history.

SUPPORT NEEDED FOR ADE'S PROJECTS

	Funding Issue Title	Description	Total FTE	Total Amount
1	Assessment Section – Study Guides for High School students who have not met standards	Students who have not met the standards in reading, writing, and mathematics cannot receive a high school diploma. These students need additional instructional support in order to master the Arizona Academic Content Standards and demonstrate the skills and knowledge identified in those standards.	0.5	\$7,000,000
2	Assessment Section – End of Course Training for High School	Arizona high schools now use the adopted Arizona Academic Standards in the core content areas; however, there is not a statewide standard assessment to evaluate a student’s understanding of the skills and knowledge of those standards in non-tested academic areas in social studies and fine arts as well as science and mathematics courses not currently tested.	10.0	\$10,500,000
3	Assessment Section – AIMS Social Studies for students in Grades 3, 6 and 7	There is concern that classroom instruction will not focus on the Arizona Social Studies Standard if social studies is not a component of the Arizona Assessment Program. There is less emphasis placed on instruction in that content area.	2.5	\$3,500,000
4	Assessment Section – Achievement Testing	State statute 15-741 states that the State Board of Education shall 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 in at least four grades designated by the Board. AIMS reading, writing and mathematics is administered at three additional grades and three grades are administered AIMS Science to meet NCLB guidelines. The development and administration of the alternate assessment (AIMS A) for student with significant cognitive disabilities is given in the same grades and subject areas as the regular AIMS with the exception of writing. This is done collaboratively with ESS and Assessment.	0	\$11,000,000
5	Administration – SAIS Version 10.0 Rewrite	Since SAIS’ 2002 deployment, it has supported the assignment of a unique identifier to Arizona’s students benefiting from state or federal tax revenue. SAIS has also increased the accuracy and timeliness of student count information required for state and federal funding and reporting. Additionally, it serves as the authoritative source and primary data collection mechanism for statewide student level information for the Arizona Education Data Warehouse (AEDW). As state and federal educational stakeholders have focused on utilizing highly available information systems, like the AEDW, to support quality data driven educational decision-making, the burden upon SAIS has grown many times over.	5.0	\$3,200,000 for two years
6	Standards Based Best Practices - AZ Academic Standards Unit	Arizona high school students will be required to complete additional courses in social studies, science, and mathematics in order to graduate. These increased requirements are mandatory for the students in the graduating classes of 2012 and 2013. With this increased graduation requirement in these subject areas it will be essential to provide more support for implementation, in particular, in the area of mathematics.	8.0	\$734,000

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.



Alignment of Key Agency Functions (Objectives) to Goals

Goal #1: Provide leadership by initiating and advancing improvements to public education.

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

- Adopt and prescribe a minimum course of study in schools and minimum competency for students that are based on *high standards*.
- Implement an adopted and prescriptive course of English Language Development (ELD) for Structured English Immersion (SEI) classrooms that are based on high English Language Proficiency Standards.
- Review and develop a fair and accurate *accountability plan* for public education in Arizona.

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

- Improve *communication and outreach* to the education community to generate input and discussion on education guidelines and initiatives.
- Increase *participation and collaboration* with a variety of stakeholders to cultivate involvement and important partnerships.

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

- Develop *special projects and initiatives* that support and promote department and 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; 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 2.1: Provide technical assistance and training for schools to improve effectiveness and school climate.

- Undertake original applied research along with the *identification, evaluation, and sharing of critical information and best practices* in public education.
- Evaluate underperforming 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.
- Develop the capacity of educational leaders to design results-driven professional development that is based on the learning needs and students and teachers.
- 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 high school renewal enrichment programs; student *health and safety*; *character education* and making focused improvements to *discipline*; *reading achievement*; dealing with *special populations* and at-risk students.
- Provide character education teacher in-service trainings at no charge to schools throughout Arizona. All requests will be fulfilled.
- Distribute character education materials and curriculum to teachers, parents, and administrators at no charge.
- Organize and implement a statewide "Schools of Character" and "Promising Practices" programs in order to highlight and model effective character education programs in Arizona Schools.
- Provide a sustainable character education network including resources from government, private sector, nonprofit sector, parenting groups, school associations and other stakeholders.

- Incorporate character education into Arizona Academic.
- Administer and provide results of the character education matching grants in schools.

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

- 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 guideline 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, Title XV of Arizona Revised Statutes, and NCLB.
- 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, appropriate, and prepare all Arizona students for college or career.
- Develop English Language Proficiency Standards that are appropriate for Arizona English Language Learner (ELL) students.
- Develop and administer a *standards-based assessment* that matches the academic content standards in order to measure student achievement.
- Develop and administer an English Language Proficiency Standards-based assessment that is aligned with the ELP standards to measure student levels of English language proficiency.

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.

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 used for FY2009), and *Stanford 10* (National norm referenced test used for FY2010) testing for elementary and high school students, plus monitoring the state drop out and graduation rates.

Performance Measures	FY 2009 Actual	FY 2010 Estimate	FY2011 Estimate	FY 2012 Estimate	FY 2013 Estimate	FY 2014 Estimate	FY 2015 Estimate
Percent of Schools with at least 75% of students meeting or exceeding standards in:							
--reading	41%	42%	43%	44%	45%	46%	47%
--writing	62%	63%	64%	65%	66%	67%	68%
--math	35%	36%	37%	38%	39%	40%	41%
Percent of Students tested:							
Norm-referenced test--Grades 2 & 9	94%	95%	96%	96%	96%	96%	96%
AIMS	99%	99%	99%	99%	99%	99%	99%

Performance Measures	FY 2009 Actual	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate	FY 2013 Estimate	FY 2014 Estimate	FY 2015 Estimate
Outcome 1: Overall percentage of elementary school students meeting or exceeding AIMS standards							
Percentage of students in grade 3 meeting or exceeding state academic standards in AIMS reading.	72%	73%	74%	75%	76%	77%	77%
Percentage of students in grade 3 meeting or exceeding state academic standards in AIMS writing.	79%	80%	81%	82%	83%	84%	85%
Percentage of students in grade 3 meeting or exceeding state academic standards in AIMS math.	73%	74%	75%	76%	77%	78%	79%
Percentage of students in grade 5 meeting or exceeding state academic standards in AIMS reading.	73%	74%	75%	76%	77%	78%	79%
Percentage of students in grade 5 meeting or exceeding state academic standards in AIMS writing.	79%	80%	81%	82%	83%	84%	85%
Percentage of students in grade 5 meeting or exceeding state academic standards in math.	72%	73%	74%	75%	76%	77%	77%
Percentage of students in grade 8 meeting or exceeding state academic standards in reading.	69%	70%	71%	72%	73%	74%	75%
Percentage of students in grade 8 meeting or exceeding state academic standards in writing.	86%	87%	88%	89%	90%	91%	92%
Percentage of students in grade 8 meeting or exceeding state academic standards in math.	63%	64%	65%	66%	67%	68%	69%

*Note: Standards & Assessment Division has also given AIMS to Grades 4, 6, and 7 since 2005.

Performance Measures	FY2009 Actual	FY 2010 Estimate	FY2011 Estimate	FY 2012 Estimate	FY 2013 Estimate	FY 2014 Estimate	FY2015 Estimate
Outcome 2: Overall percentage of high school students meeting or exceeding AIMS standards							
Percentage of students in grade 10 meeting or exceeding state academic standards in reading.	75%	76%	76%	77%	78%	79%	79%
Percentage of students in grade 10 meeting or exceeding state academic standards in writing.	72%	71%	72%	73%	74%	75%	76%
Percentage of students in grade 10 meeting or exceeding state academic standards in math.	70%	70%	71%	72%	73%	74%	75%

Performance Measures	FY 2009 Actual	FY 2010 Estimate	FY 2011 Estimate	FY2012 Estimate	FY 2013 Estimate	FY 2014 Estimate	FY 2015 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.	39%	36%	37%	38%	39%	40%	40%
Percentage of students with disabilities with proficient performance in reading in grade 5.	35%	32%	33%	34%	35%	36%	37%
Percentage of students with disabilities with proficient performance in reading in grade 8.	27%	26%	27%	28%	29%	30%	30%
Percentage of Native American students meeting or exceeding Arizona Academic Standards in reading.	53%	52%	53%	54%	55%	56%	57%
Percentage of Native American students meeting or exceeding Arizona Academic Standards in mathematics.	50%	52%	53%	54%	55%	56%	57%

Performance Measures	FY 2009 Actual	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate	FY 2013 Estimate	FY 2014 Estimate	FY 2015 Estimate
Outcome 4: Percentage of high school students meeting or exceeding AIMS standards by subgroups							
Percentage of students with disabilities with proficient performance in reading in grade 10.	32%	34%	35%	36%	37%	38%	39%
Percentage of students with disabilities with proficient performance in writing in grade 10.	25%	25%	26%	27%	28%	29%	29%
Percentage of students with disabilities with proficient performance in math in grade 10.	25%	24%	25%	26%	27%	28%	28%
Percentage of Career and Technical Education concentrators passing AIMS reading.*	94.3	94.3%	94.3%	94.3%	94.4%	94.4%	94.4%
Percentage of Career and Technical Education concentrators passing AIMS Math.*	91.7	91.7%	91.7%	91.7%	91.8%	91.8%	91.8%

*Data reflects 2009 CAR submission to OVAE based on NCLB levels.

Performance Measures	FY 2009 Actual	FY 2010 Estimate	FY2011 Estimate	FY 2012 Estimate	FY 2013 Estimate	FY 2014 Estimate	FY 2015 Estimate
Outcome 5: Percentage of students tested who perform at or above the national norm on the norm referenced test (Terra Nova for FY2009 and Stanford 10 for 2010)							
Percentage in grade 2 – reading	49%	50%	51%	52%	53%	54%	55%
Percentage in grade 2 – math	54%	55%	56%	58%	59%	60%	61%
Percentage in grade 9 – reading	55%	56%	57%	58%	59%	60%	61%
Percentage in grade 9 – math	55%	56%	57%	58%	59%	60%	61%

Performance Measures	FY 2009 Actual	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate	FY 2013 Estimate	FY 2014 Estimate	F Y 2015 Estimate
Outcome 6: Overall student dropout rate							
Percent of Arizona high school students who enter 9th grade and graduate within 4 years (based on previous year)	70%	75%	76%	77%	78%	78%	78%
Percent of students that drop out of high school (based on previous school year).	2.9%	3.5%	3%	3%	3%	3%	3%

Performance Measures	FY 2009 Actual	FY 2010 Estimate	FY 2011 Estimate	FY 2012 Estimate	FY 2013 Estimate	FY 2014 Estimate	F Y 2015 Estimate
Outcome 7: Adult learner education and employment gains							
Percentage of learners age 16 and older achieving educational gains in Adult Education.	52%	41%**	50%	51%	52%	53%	54%
Percentage of learners age 16 and older achieving employment goals.	56%	50%**	55%	60%	65%	70%	75%
Percent of Career and Technical Education Program concentrators who completed the state-designated sequence of instruction and who took and passed the Arizona CTE Assessment aligned with industry-recognized standards.	65%	66%	67%	67.5%	68%	68.5%	69%
Percent of Career and Technical Education concentrators placed in school, job, or military after graduation.	67%	67%	67%	67%	67.1%	70.8%	67.1%
Percent of parents in family literacy programs achieving education gains.	83%	83.5%	84 %	84.5%	85%	85.5%	86%

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. English language proficiency for all ELL students to enable them to access all available educational opportunities.	1.1) Set fair and reasonable guidelines and academic and English language 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): <ul style="list-style-type: none"> ▪ Percentage of elementary students meeting or exceeding AIMS standards. ▪ Percentage of high school students meeting or exceeding AIMS standards. ▪ Percentage of ELL students reclassified as Fully English Proficient (FEP.) ▪ Percentage of students scoring at or above national norm referenced test 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.	<ul style="list-style-type: none"> ▪ Number of special meetings held by the State Board of Education to receive input and engage stakeholders and the public in guidance 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.	<ul style="list-style-type: none"> ▪ Percent of all underperforming schools provided solutions team assistance. ▪ Percent of attendees reporting readiness to implement Arizona Academic Standards and the English Language Proficiency Standards as a result of resources, support, and training.
Professional development assistance to educators.	2.3) Offer professional development opportunities to educators and administrators. 2.4) Develop the capacity of educational leaders to design results-driven professional development that is based on the learning needs of students and teachers.	<ul style="list-style-type: none"> ▪ Number of professional development opportunities provided to teachers, principals, and school administrators. ▪ Percent of attendees reporting readiness to implement strategies or techniques as a result of training. ▪ Number of professional development plans containing process to evaluate teacher instructional changes and student learning.

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.	<ul style="list-style-type: none"> ▪ Number of AIMS tests administered. ▪ Number of norm-referenced tests administered. ▪ Number of students identified and placed in the ELL program through administration of the Arizona English Language Learner Assessment (AZELLA). ▪ Number of ELL students making progress or attaining full English proficiency.
Schools are performing.	3.2) Review, monitor and report on the performance of Arizona's public schools and providers.	<ul style="list-style-type: none"> ▪ Percentage of Title 1 schools that meet adequate yearly progress. ▪ Percentage of Title III districts that meet Annual Measurable Achievement Objectives (AMAOs). ▪ Percent of grantees in compliance.
Quality education personnel.	3.3) Ensure the quality of Arizona's educators through evaluation, investigation, and certification.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ Percent of customers satisfied with agency's services.
Useful information to decision makers/public.	4.2) Provide accurate and helpful information to the public.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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.

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 Department of Education continues to 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 final term will continue to raise the bar and improve academic performance in Arizona’s public schools.

Objective 1.1

Set fair and reasonable guidelines 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.

The job of the State Board of Education is to establish policies and the Superintendent of Public Instruction to set and implement the guidelines 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 and board

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

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 guidelines 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. Superintendent Horne's hope is that the department will be a place of intellectual passion and

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

ferment, 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, 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 and assistance 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 has established a broad range of support for schools and educators in their efforts to build strong foundations for our students. The department will continue to 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 2.3

Offer professional development opportunities to educators and administrators.

Objective 2.2

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

Strategic Goal 2

Provide support and assistance 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 high school renewal 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 and assistance 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 guideline requirements on various department issues.

Strategic Goal 2

Provide support and assistance 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 3.3

Ensure the quality of Arizona’s educators through evaluation, investigation, and certification.

Objective 3.2

Review, monitor, and report on the performance of Arizona’s public schools and providers.

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 at each grade level and to raise the achievement level of all students in the State's district 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."

In addition to establishing standards, the department has developed a state assessment

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

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 grades three through eight, and in high school. The State also administers the *TerraNova (Stanford 10 in 2010)* in Reading, Language Arts, and Mathematics in grades two through nine. In addition, the state administers the AIMS A to students with significant cognitive disabilities in reading, mathematics, and science at the same grade levels as AIMS. Schools are required to report assessment results to the public.

Strategies for Objective 3.1

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

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 systems, 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 continually updating Arizona's school finance system that drives the need for a

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

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.

Provide web-based applications that allow LEAs to review and verify teacher certification and NCLB highly qualified professional's requirements.

Monitor LEAs for compliance with federal NCLB highly qualified professionals' requirements.

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 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

Objective 4.1
Provide timely, reliable support services.

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.

Appendix A

GOALS & STRATEGIES ANALYSIS

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 <u>leadership</u> by initiating and advancing improvements to public education.			
Objective	Issues Addressed	Authorization	Strategies
<p>1.1: Set fair and reasonable <u>guidelines and standards</u> which foster excellence in public education.</p>	<p><u>Guidelines & Standards</u></p> <ul style="list-style-type: none"> ▪ Academic standards ▪ Alignment of Statutes ▪ Link assessment to standards ▪ English Language Proficiency Standards ▪ Link the Arizona English Language Assessment (AZELLA) to English Proficiency Standards ▪ Reading Proficiency ▪ Reading Comprehension ▪ Vocabulary Development ▪ Benchmarking for anticipated guideline changes ▪ Legislative rule vagueness ▪ "Standards" testing ▪ Increase in accountability ▪ AIMS implementation ▪ AZELLA Implementation ▪ External influences on educational guidelines ▪ Proposition 301 ▪ Federal policy uncertainty ▪ Quality of standards ▪ Changing business requirements ▪ Graduation requirements ▪ Charter school guidelines ▪ Reduced elective course opportunities for students ▪ English Language Learner (ELL) Task Force ▪ SEI Classroom Guidelines ▪ English Language Development (ELD) Guidelines <p><u>Performance</u></p> <ul style="list-style-type: none"> ▪ 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 	<p><u>ARS 15-231</u>: The state board of education which shall be the policy determining body of the department.</p> <p><u>ARS 15-704: Reading proficiency; definitions</u> A. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and classroom based instructional reading assessments. B. Each same school district or charter school shall conduct a curriculum evaluation and adopt a scientifically based reading curriculum that includes the essential components of reading instruction.</p> <p><u>ARS 15-741.01: A.</u> 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. Post-secondary employment and college enrollment rate.</p> <p><u>ARS 15-203: A.</u> The state board of education shall: 1. Exercise general supervision over and regulate the conduct of the public school system.</p> <p>Prop 203: <u>ARS §15-756: Identification of English language learners</u> B. The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction. The test scores adopted by the superintendent as indicating English language proficiency shall be based on the test publishers' designated scores. C. If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program pursuant to Section 15-752 or 15-753.</p> <p><u>ARSS15-756.01. Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions</u> C. By September 1, 2006, the task force shall develop and adopt research-based models of structured English immersion programs for use by school districts and charter schools. The models shall take into consideration at least the size of the school, the location of the school, the grade levels at the school, the number of English language learners and the percentage of English</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Provide guidance as per the statutorily-prescriptive Structured English Immersion (SEI) Model Classroom, with a specific course of English Language Development (ELD), in length and lesson plan design, based on the Arizona English Language Proficiency Standards and the Discrete Skills Inventory.

	<ul style="list-style-type: none"> ▪ Using <i>TerraNova</i> 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 	<p>language learners. The models shall be limited to programs for English language learners to participate in a structured English immersion program not normally intended to exceed one year. The task force shall identify the minimum amount of English language development per day for all models. The task force shall develop separate models for the first year in which a pupil is classified as an English language learner that includes a minimum of four hours per day of English language development.</p>	
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GOAL #1: Provide *leadership* by initiating and advancing improvements to public education.

Objective	Issues Addressed	Authorization	Strategies
<p>1.2: Improve <i>communication and involvement</i> with the education community and other stakeholders.</p>	<p><u>Partnerships/Collaboration</u></p> <ul style="list-style-type: none"> ▪ 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 ▪ Partnership with the county ESA's <p><u>Public Education</u></p> <ul style="list-style-type: none"> ▪ 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 	<p>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 guidelines which have been decided upon by the state board.</p> <p>ARS 15-255: A. The superintendent of public instruction shall make a report to the governor and legislature each year.</p> <p>15-756.10. Reporting The Office of English Language Acquisition Services in the department of education shall:</p> <p>3. Submit an annual report to the joint legislative budget committee that includes an itemized list of all federal monies received by the department for English language learners, a list of how much of these monies were distributed to school districts on a district by district basis and the purposes for which these federal monies are designated. The department shall submit a copy of this report to the secretary of state and the director of the Arizona state library, archives and public records. 4. Submit an annual report to the governor, the president of the senate, the speaker of the house of representatives and the state board of education that includes a detailed analysis of whether and to what extent pupils are benefiting academically from compensatory instruction as defined in Section 15-756.11 and a comparison of the academic achievement of pupils before and after receiving compensatory instruction as defined in Section 15-756.11. The department shall submit a copy of this report to the secretary of state and the director of the Arizona state library, archives and public records. 5. Present a detailed annual summary of all English language learner programs and funding at a public meeting of the state board of education. 6. Present a summary of information relating to the demonstrated success of schools and school districts at achieving English proficiency for English language learners.</p>	<ul style="list-style-type: none"> ▪ Improve <i>communication and outreach</i> to the education community to generate input and discussion on education guidelines and initiatives. ▪ Increase <i>participation and collaboration</i> with a variety of stakeholders to cultivate involvement and important partnerships.

GOAL #1: Provide *leadership* by initiating and advancing improvements to public education.

Objective	Issues Addressed	Authorization	Strategies
<p>1.3: <i>Advocate and promote</i> ideas and</p>	<p><u>Advocacy & Innovation</u></p> <ul style="list-style-type: none"> ▪ Proactive approaches ▪ Efforts towards receiving 	<p>ARS 15-206: A. The state board of education may accept on behalf of this state from any federal agency monies which have been</p>	<ul style="list-style-type: none"> ▪ Develop <i>special projects and initiatives</i> that support and promote department and State

<p>initiatives that will advance innovation and enhance resources for public education.</p>	<p>allocated state and federal grants</p> <ul style="list-style-type: none"> ▪ 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 ▪ Providing career and technical education resources to promote innovative programs ▪ Delivering academic standards in career and technical education programs 	<p>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.</p> <p>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).</p> <p>ARS 15-779.04: 4. Encourage the development of locally designed, innovative programs for gifted pupils.</p> <p>ARS 15-756.01. <u>Arizona English language learners task force: research based models of structured English immersion for English language learners: budget requests: definitions</u></p> <p>E. The research based models of structured English immersion shall be limited to a regular school year and school day. Instruction outside the regular school year or school day shall be provided with compensatory instruction and may be eligible for funding from the statewide compensatory instruction fund established by Section 15-756.11.</p> <p>ARS 15-756.04. <u>Arizona structured English immersion fund</u></p> <p>A. The Arizona structured English immersion fund is established. The department of education shall administer the fund.</p> <p>B. The department shall submit an annual request for an appropriation for the purposes of this section.</p> <p>C. In addition to the ELL support level weight prescribed in Section 15-943, the department shall distribute monies from the fund to school districts and charter schools in an amount specified in the budget request prescribed in Section 15-756.03, Subsection C. Monies from the fund established by this section and monies for the ELL support level weight prescribed in Section 15-943 shall not be distributed for more than two fiscal years for the same pupil. Nothing in this subsection shall be construed to prohibit a school district or charter school from receiving monies from the statewide compensatory instruction fund established by Section 15-756.11 for more than two fiscal years for the same pupil.</p> <p>D. The superintendent of public instruction shall attempt to obtain the maximum amount of federal funding that is available for English language learner programs.</p> <p style="text-align: center;">COMMITTEE ON APPROPRIATIONS HOUSE OF REPRESENTATIVES AMENDMENTS TO S.B. 1096</p> <p>(Reference to Senate engrossed bill) "Section 1. <u>Appropriations: English language instruction</u></p> <p>A. The following sums totaling \$40,653,833.30 are appropriated from the sources indicated in fiscal year 2008-2009 for deposit in the Arizona structured English immersion fund established by Section 15-756.04, Arizona Revised Statutes, and are appropriated from the fund to the department of education to fund English language learner instruction pursuant to the</p>	<p>Board of Education goals.</p> <ul style="list-style-type: none"> ▪ Increase resources for public education by promoting administrative efficiency, cultivating partnerships and pursuing increases in state and federal funding. ▪ Work with the community to improve access to early education, career and technical training; family literacy, adult education, workforce development and other issues important not only to public education but to Arizona's quality of life.
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		<p>research based models of structured English immersion programs adopted by the Arizona English language learners task force pursuant to Section 15-756.01, Arizona Revised Statutes, and selected by school districts and charter schools pursuant to Section 15-756.02, Arizona Revised Statutes...”</p> <p>ARS15-756.11. Statewide compensatory instruction fund; reporting; definition A. The statewide compensatory instruction fund is established. The department of education shall administer the fund.</p> <p>ARS 15-756. Identification of English language learners B. The department shall annually request an appropriation to pay for the purchase of all language proficiency assessments, scoring and ancillary materials as prescribed by the department for school districts and charter schools.</p>	
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GOAL #2: Offer support and assistance to public schools and providers for exemplary performance.

Objective	Issue Addressed	Authorization	Strategies
<p>2.1: Provide technical assistance and training for schools to improve <u>effectiveness and school climate.</u></p>	<p>Technical Assistance & Training</p> <ul style="list-style-type: none"> ▪ 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 ▪ Guideline changes ▪ Lack of LEA awareness on how to appropriately service neglected and delinquent students ▪ Provide educator training on English Language Development (ELD) in the statutorily-prescriptive Structured English Immersion (SEI) Model classroom. ▪ Provide training and proven teaching techniques for effective reading instruction K-3 <p>School Support</p> <ul style="list-style-type: none"> ▪ 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 	<p>ARS 15-231.02: A. The department of education shall establish a central clearinghouse within the department for information concerning school safety.</p> <p>ARS 15-241: Q. 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.</p> <p>ARS 15-704: Reading proficiency; definitions B. All school districts and charter schools that offer instruction in kindergarten programs and grades one through three shall provide ongoing teacher training based on scientifically based reading research.</p> <p>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.</p> <p>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. E. The department of education shall provide technical assistance to school districts in developing and implementing their plan.</p> <p>ARS 15-756.07: Office of English language acquisition services; duties The Office of English Language Acquisition Services is established in the department of education.</p> <p>ARS 15-809: A. The department of education shall establish an AIMS intervention and dropout</p>	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ➢ 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. ➢ Assistance in implementing the statutorily-prescriptive 4-hour Structured English Immersion (SEI) classrooms for English

	<ul style="list-style-type: none"> ▪ Schools' resistance to changes ▪ Implement character education (CE) program ▪ Lack of funding for health issues 	prevention program.	<p>Language Learners (ELLs) and providing training in English Language Development (ELD).</p> <p>➤ Provide effective framework through extensive professional development and technical assistance opportunities.</p>
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GOAL #2: Offer support and assistance to public schools and providers for exemplary performance.

Objective	Issue Addressed	Authorization	Strategies
<p>2.2: Provide technical assistance and training for schools on federal and state compliance issues.</p>	<p><u>Technical Assistance & Training</u></p> <ul style="list-style-type: none"> ▪ More ongoing training ▪ Provide professional development on curriculum standards and the measurement of developmental gains; provide professional development on the English Language Proficiency Standards, and English Language Development (ELD) ▪ Training customers on intranet services and information ▪ Helping schools with targeted students ▪ Provide professional development to career and technical education teachers based on the CTE assessment system results <p><u>Compliance</u></p> <ul style="list-style-type: none"> ▪ Monitoring ▪ Grants process ▪ Site visits ▪ Blending federal & state requirements ▪ Increase in mandates ▪ Written guidelines & procedures ▪ Continued improvement to monitoring 	<p>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.</p> <p>ARS 15-771: A. Each school district shall make available an educational program for preschool children with disabilities.</p> <p>ARS 15-756. Identification of English language learners</p> <p>B. The department shall annually request an appropriation to pay for the purchase of all language proficiency assessments, scoring and ancillary materials as prescribed by the department for school districts and charter schools.</p> <p>ARS 15-756.08. Monitoring: corrective action plan</p> <p>A. The superintendent of public instruction shall direct the office of English language acquisition services in the department of education to:</p> <p>1. Monitor each year at least twelve school districts or charter schools from the fifty school districts or charter schools in this state with the highest number of English language learners. The department of education shall monitor all fifty school districts or charter schools with the highest number of English language learners in this state at least once every four years. 2. Monitor each year at least ten school districts or charter schools that are not included in the fifty school districts or charter schools described in paragraph 1. 3. Monitor each year at least ten school districts or charter schools that are not required to provide instruction for English language learners for a majority of their grade levels.</p> <p>ARS 15-779.01: A. Because it is in the public interest to support unique opportunities for high-achieving and underachieving pupils who are identified as gifted, the governing board of each school district shall provide gifted education to gifted pupils identified as provided in this article.</p> <p>ARS 15-779.02: 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.</p> <p>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</p>	<ul style="list-style-type: none"> ▪ 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 guideline requirements on various department issues.

		<p>any eligible recipient of the monies under the federal law.</p> <p>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.</p> <p>ARS 15-719: C. At the request of the school district or charter school, the department of education may certify that the school district or charter school has a character development instruction program that meets all of the requirements.</p> <p>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.</p> <p>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.</p>	
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GOAL #2: Offer support and assistance to public schools and providers for exemplary performance.

Objective	Issue Addressed	Authorization	Strategies
2.3: Offer <u>professional development</u> opportunities to educators and administrators.	<p>Technical Assistance & Training</p> <ul style="list-style-type: none"> ▪ 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 ▪ District and school leaders lack the understanding of how to support teacher application of professional learning ▪ Lack of LEA awareness on how to appropriately service neglected and delinquent students 	<p>ARS 15-533: A. 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.</p> <p>ARS 15-704: Reading proficiency; definitions E. If more than twenty per cent of students in grade three at either the individual school level or at the school district level do not meet the standards, the governing board of each school district or governing body of each charter school shall conduct a review of its reading program that includes curriculum and professional development in light of current, scientifically based reading research. F. Based on the review required in subsection E of this section, the governing board or governing body and the school principal of each school that does not meet the reading standards, in conjunction with school council members, if applicable, shall develop methods of best practices for teaching reading based on essential components of reading instruction and supported by scientifically based reading research. These methods shall be adopted at a public meeting and shall be implemented the following academic year.</p> <p>ARS 15-756.09. Teacher training A. The state board of education shall determine the qualifications necessary for a provisional and full structured English immersion endorsement. B. Training may be allowed that is not provided by a college or university to substitute for any of the courses required for a structured English immersion endorsement or a bilingual education endorsement if all of the following conditions apply: 1. The state board of education has reviewed the</p>	<ul style="list-style-type: none"> ▪ 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 the capacity of educational leaders to design results-driven professional development that is based on the learning needs of students and teachers. ▪ 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

		<p>curricula, textbooks, grading procedures and attendance policies and determined that the training is comparable in amount, scope, and quality to a course offered by a college or university for a structured English immersion or bilingual education endorsement.</p> <p>2. The training meets the professional teaching standards adopted by the state board of education.</p> <p>3. The state board of education has reviewed the qualifications of the instructor and determined that the instructor has sufficient experience to effectively conduct the training.</p> <p>C. The state board of education shall require all approved teacher training programs that provide a degree in education to require courses that are necessary to obtain a full structured English immersion endorsement.</p> <p>ARS 15-779.04: 2. On request, assist school district governing boards to design, implement, and evaluate programs for gifted pupils. 5. Assist school districts in the development and implementation of staff development programs for administrators, teachers, and counselors related to gifted pupils.</p> <p>ARS 15-808: A. Arizona online instruction shall be instituted to meet the needs of pupils in the information age. The state board of education shall select traditional public schools and the state board for charter schools shall sponsor charter schools to be online course providers or online schools. The state board of education and the state board for charter schools shall jointly develop standards for the approval of online course providers and online schools based on set criteria.</p> <p>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.</p>	<p>entry into the profession by offering alternative pathways.</p>
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GOAL #3: Ensure maximum academic and financial accountability in public education.

Objective	Issue Addressed	Authorization	Strategies
<p>3.1: Implement assessment of all Arizona students and report results to the public. Implement assessment of Arizona ELL students in the</p>	<p><u>School Accountability</u></p> <ul style="list-style-type: none"> ▪ Focus (actions) on student achievement, and on ELL student reclassification ▪ Standards, curriculum, and assessment and for ELL students, English Language Proficiency Standards, English Language Development (ELD), and Arizona English Language Assessment (AZELLA) ▪ Increase in number of schools ▪ Increase accessibility of training on standards & assessment and on English Language Proficiency Standards with English Language Development (ELD) 	<p>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.</p> <p>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.</p> <p>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 two through twelve.</p> <p>ARS 15-756. Identification of English language learners:</p> <p>B. The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction. The test scores adopted by the superintendent as</p>	<ul style="list-style-type: none"> ▪ Develop academic content standards that are reasonable, fair, and appropriate for all Arizona students. Develop English Language Proficiency standards that are reasonable and appropriate for ELL students. ▪ Develop and administer a standards-based assessment that matches the academic content standards in order to measure student achievement. Develop and administer a standards-based English language assessment that is aligned with the English Language Proficiency standards. ▪ Administer a norm-referenced assessment in grades 2 and higher

		indicating English language proficiency shall be based on the test publishers' designated scores.	
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GOAL #3: Ensure maximum academic and financial accountability in public education.

Objective	Issue Addressed	Authorization	Strategies
3.3: Ensure the quality of Arizona's <u>educators</u> through evaluation, investigation, and certification.	<u>Teacher Accountability</u> <ul style="list-style-type: none"> ▪ Required testing/certification ▪ Law enforcement authority ▪ Teacher knowledge ▪ Teacher shortage ▪ Fingerprinting process ▪ Certification advisory committee ▪ Qualifications of charter school staff and charter operators 	<p>ARS 15-533: A. 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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ Administer and improve the quality of Arizona's <i>teacher and administrator assessments</i>. ▪ Verify the professional and content knowledge of teachers and administrators and <i>issue appropriate certificates</i>. ▪ <i>Investigate and report on complaints</i> 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 <u>support services</u> .	<u>Support Services</u> <ul style="list-style-type: none"> ▪ 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 	<p>ARS 15-231: C. 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.</p>	<ul style="list-style-type: none"> ▪ Enhance services by <i>evaluating department efforts</i> through a continuous improvement process, surveying customer satisfaction, and offering employee training on customer service. ▪ <i>Streamline paperwork and monitoring expectations</i> so that school/district staff are able to operate at maximum efficiency. ▪ Employ the use of technology to <i>increase automation and the amount of web-based applications</i> available for department business.

GOAL #4: Deliver high quality customer service.

Objective	Issue Addressed	Authorization	Strategies
4.2: Provide accurate and helpful <u>information</u> to the public.	<u>Public Information</u> <ul style="list-style-type: none"> ▪ Awareness & marketing ▪ Inter-agency communication ▪ Customer feedback ▪ Communication with customers ▪ Consistency in relaying information ▪ Proactive on information 	<p>ARS 15-231.01: The department of education shall establish a toll free telephone number for complaints and requests for information relating to public schools and charter schools.</p> <p>ARS 15-237: A. The department of education may make available to the public publications it produces.</p>	<ul style="list-style-type: none"> ▪ Increase the <i>quality and amount of information and data</i> about the agency and Arizona education provided to constituents and the public. ▪ Increase <i>media coverage</i> on the services and programs of the department.

	<ul style="list-style-type: none"> ▪ Timely revision and dissemination of documents ▪ Communication methods <p><u>Data Collection/Analysis</u></p> <ul style="list-style-type: none"> ▪ Student Accountability Information System (SAIS) timeline ▪ Creation of profiles ▪ Data accuracy 	<p>ARS 15-252: A. The superintendent of public instruction shall: 1. Print as needed in pamphlet form the laws relating to schools.</p> <p>ARS 15-255: A. The superintendent of public instruction shall make a report to the governor and legislature each year.</p>	<ul style="list-style-type: none"> ▪ Answer questions from the general public and resolve disputes on problems associated with Arizona's public education system.
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GOAL #4: Deliver high quality customer service.

Objective	Issue Addressed	Authorization	Strategies
<p>4.3: Promote a positive and productive <u>work environment</u> that cultivates teamwork and motivates employees.</p>	<p><u>Work Environment</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Staff Professional Development</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Technology</u></p> <ul style="list-style-type: none"> ▪ 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 	<p>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.</p>	<ul style="list-style-type: none"> ▪ 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

Appendix B

Resource Assumptions

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

PLANNING ASSUMPTIONS			
Legislative	Demographic	Service	Technology
<ul style="list-style-type: none"> ▪ 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 ▪ Proposition 301 ▪ Rule alignment of all schools ▪ Testing to be performance based ▪ Funding to programs is unknown which may result in unexpected purchases ▪ Guidelines 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 ▪ Loss of funding for Dropout Prevention Programs 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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 is aligned with 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."