

Race to the Top
Application for Phase 2 Funding
CFDA Number: 84.395A



Narrative
The State of Arizona
June 1, 2010

Table of Contents - Narrative

Section A State Success Factors

(A)(1) Articulating Arizona’s Education Reform Agenda and Participation of LEAs ..A-1

(A)(1)(i) Arizona’s “Next 100 Years” Reform Agenda A-6

(A)(1)(ii) Strong Commitment by Participating LEAs Reflected in Arizona’s MOUA-17

(A)(1)(iii) Participation and GoalsA-21

(A)(2)(i)(a) Strong Leadership and Dedicated Teams to Implement Statewide ReformA-39

(A)(2)(i)(b) Supporting Participating LEAsA-44

(A)(2)(i)(c) Grant Administration and OversightA-49

(A)(2)(i)(d) Financial Resource AllocationA-52

(A)(2)(i)(e) Ongoing Fiscal, Political and Human Capital Resources.....A-55

(A)(2)(ii) Statement of SupportA-56

(A)(3)(i) Arizona Progress in the Four Education Reform AreasA-58

(A)(3)(ii) Improving Student Outcomes.....A-67

Section B Standards and Assessments

(B)(1)(i) Developing and Adopting Common Standards..... B-3

(B)(1)(ii) The State’s Adoption of a Common Set of K-12 Standards B-4

(B)(2) Developing and Implementing Common, High-Quality Assessments B-6

(B)(3) Supporting Transitions to Enhanced Standards & High-Quality Assessments... B-9

Section C Data Systems to Support Instruction

(C)(1) Fully Implementing a Statewide Longitudinal Data System..... C-2

(C)(2) Accessing and Using State Data..... C-7

(C)(3) Using Data to Improve Instruction..... C-15

Section D Great Teachers and Leaders

(D)(1) High-Quality Pathways for Aspiring Teachers and PrincipalsD-1

(D)(1)(i) Legal Provisions Allowing Alternative Routes to CertificationD-4

(D)(1)(ii) Alternative Routes to Certification are in UseD-6

(D)(1)(iii) Monitoring, Evaluating and Identifying ShortagesD-8

(D)(2) Improving Teacher and Leader Effectiveness Based on Performance.....D-10

(D)(2)(i) Arizona Will Measure Student Growth for All Students.....D-12

(D)(2)(ii) Teacher and Principal Evaluation Systems.....D-13

(D)(2)(iii) Annual Evaluations of Teachers and Principals.....D-16

(D)(2)(iv) Using Evaluations to Drive Key Decisions.....D-17

(D)(3) Ensuring Equitable Distribution of Teachers and Principals.....D-23

(D)(3)(i) Ensuring the Equitable Distribution of Teachers and Principals.....D-25

(D)(3)(ii) Increasing the Number of Effective Teachers and Principals.....D-34

(D)(4) Improving Preparation Programs.....D-38

(D)(4)(i) The Arizona Growth Model.....D-40

(D)(4)(ii) Expanding Preparation and Credentialing Options.....D-41

(D)(5) Providing Effective Support to Teachers and Principals.....D-44

(D)(5)(i) Regional Centers for Innovation and Reform.....D-46

(D)(5)(ii) Measuring, Evaluating, and Continuously Improving Supports.....D-51

Section E Turning Around the Lowest-Achieving Schools

(E)(1) Intervening in the Lowest Achieving Schools and LEAs E-1

(E)(2) Turning Around the Lowest-Achieving Schools.....E-4

(E)(2)(i) Identifying the Persistently Lowest-Achieving Schools.....E-6

(E)(2)(ii) Turning Around PLA Schools.....E-9

Section F General

(F)(1) Making Education Funding a PriorityF-1

(F)(1)(i) Percentage of Total State Revenues Available to Education Funding.....F-3

(F)(1)(ii) The State’s Funding Policies Lead to Equitable FundingF-4

(F)(2) Ensuring Successful Conditions for High-Performing Charter SchoolsF-6

(F)(2)(i) AZ’s Charter Law Restricts Neither Charter School Growth nor EnrollmentF-9

(F)(2)(ii) Laws Regarding Charter School Approval, Monitoring and Accountability...F-11

(F)(2)(iii) Equitable Funding for Charter Schools.....F-16

(F)(2)(iv) The State Provides Charters With Facilities Funding And Other Support.....F-18

(F)(2)(V) The State Enables Leas To Operate Innovative, Autonomous Public Schools..F-19

(F)(3) Demonstrating Other Significant Reform Conditions..... F-21

Invitational Priorities

Priority 2 STEMP-1

Priority 3 Innovations for Improving Early Learning Outcomes.....P-7

Priority 4 Expansion and Adaptation of the Statewide LDS.....P-12

Priority 5 P-20 Coordination, Vertical and Horizontal Alignment.....P-15

(A)(1): Articulating Arizona's Education Reform Agenda and Participation of LEAs

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the A RRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to the effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

RECOMMENDED MAXIMUM RESPONSE LENGTH: TEN PAGES (EXCLUDING TABLES)

(A)(1): Articulating Arizona’s Education Reform Agenda and Participation of LEAs

AS IT APPROACHES ITS CENTENNIAL CELEBRATION, Arizona has an opportunity to reflect on its past and look ahead to its future. Arizona deeply respects the entrepreneurial spirit that built the first 100 years of the state’s history, and it is determined to preserve that spirit into its second century. Arizona’s future will rest on the success of its young people, which in turn rests on current action to transform its education system. The transformation of Arizona’s education system will realize the state’s vision: *A future where all Arizona students are prepared to succeed in college and careers and lead this state in the next 100 years and beyond.*

Reflecting on Arizona’s Past: a History of Education Reform and Innovation

Arizonans have demonstrated that they are not afraid to take on bold reforms. Arizona has one of the oldest and most flexible open enrollment policies in the nation, allowing any student in the state to attend the school or district of his/her choice based on school policy and availability. Arizona’s charter school law was one of the first in the nation, and, after 15 years of charter school growth, more than 500 charter schools are providing students across the state the option of selecting a school that offers them the best opportunity for success.

Arizona began experimenting with performance pay 25 years ago by allowing districts to establish “career ladder” programs; 15 years later, Arizona voters approved a sales tax initiative (Prop. 301) to support pay for performance incentives for teachers. Arizona’s innovative Joint Technology Education Districts (JTED) – cooperative districts that span district attendance boundaries – have expanded and enhanced career and technical education to students across the state. These reforms, while bold and innovative at the time, established the foundation for future innovative education reforms.

Looking to Arizona's Future: Focusing Efforts on a Student-Centered Reform Plan

Arizona is building on this innovative, entrepreneurial history of the education reform, focusing on the most important priority in improving student learning: ensuring that all students benefit from effective instruction, year after year, in every grade, in every course, in every school, and in every area across the state. Arizona is drawing on its courageous spirit to realize this strategy, aided by strong leadership and true partnerships among State government, district and school leaders, teachers, postsecondary leaders and faculty, the business community, communities, parents and students.

The Arizona Context

To truly understand Arizona's transformation plan, one must consider the state's unique context. Geographically, Arizona is America's sixth-largest state, covering more than 113,000 square miles. In terms of population, it is the 14th-largest state at 6.5 million people.

Arizona is the 10th-most urban state, with more than 70% of its residents living in urban areas. Phoenix, a major urban center, is the fifth-largest city in the U.S. The growth of the state's K-12 enrollment mirrors this rapid population expansion. Arizona ranks second in the nation for percentage increase in public school enrollment, far outpacing the national average. Arizona's average daily membership has increased from 840,130 in 1999-2000 to 1,044,785 in 2007-2008.¹ This growth, mostly in the urban centers, is the "new Arizona" – a state that *appears* to be a mecca of resorts, golf courses and urban centers.

In contrast, 98% of Arizona is classified as rural. Arizona has the largest Native American population of any state, including 22 tribes and the largest reservation in the country, the Navajo Nation. The 22 tribes exercise jurisdiction over almost 30% of Arizona's land base and are not political subdivisions of the State. Consequently, the State has no jurisdiction over the vast majority of social issues that impede learning in classrooms located within Indian Country.

These challenges present themselves in multiple ways. For example, poor reservation roads limit access to schools and contribute to truancy problems. Also, school officials often lack access to students' homes and cannot drop-off students if they are suspended. Thus, while

¹ Annual Report of the Superintendent of Public Instruction for FY 2007-2008

Arizona's reservation schools have social challenges similar to other schools, those challenges are compounded by federal-tribal relationships and by normal policy questions about the appropriate role of public schools in addressing these concerns against the backdrop of jurisdiction and sovereignty issues.

The state's location contributes to its diversity, and it is in that diversity that Arizona's RACE TO THE TOP (RTTT) reform plan will provide the greatest impact. This plan lays out a vision and roadmap for Arizona; it is an ambitious and well-designed strategy to move the State's K-12 system forward in important ways, fueled by the support provided through this grant.

In short, Arizona is a 21st century American laboratory for developing and implementing innovative models for states that face similar challenges. Although Arizonans fiercely protect their right to hold differing opinions on many public policy issues, there is one issue that garners broad-based agreement: Arizona needs to build a new educational system that will prepare its children to lead this state into the next 100 years and beyond.

(A)(1)(i): Arizona’s “Next 100 Years” Education Reform Agenda

The guiding force behind Arizona’s education transformation agenda is the urgent need to prepare students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics. Over the last decades, Arizona has raced to retool itself by building on its economic history – one defined by the “Five Cs” of cotton, cattle, citrus, copper and climate – to develop a new economic base focused on fast-growing aerospace, biotech, computer chip and solar energy industries. Consistent with that objective:

- Arizona boasts the fifth-largest aerospace industry in the nation.
- A concentration of technology firms is well-established and expanding, sparking emerging clusters in bioscience, genomics, and analytical instrument development.
- New industry development is emerging in environmental technology, with an emphasis on solar and wind-generated energy sources.

The State’s education reform plan is designed to ensure that students are ready for this current reality and are prepared to lead in the changing economies for the next 100 years.

Goals and Targets

The major goal of the Arizona plan is to ensure that students graduate from high school prepared to succeed in college and careers by providing effective instruction to all students year after year. Effective instruction will be:

- built off of high, clear, common and well-articulated academic standards and aided by information gleaned from robust formative and summative assessments;
- guided by continuous adjustments suggested by regular review of timely, actionable data on student performance using state longitudinal data systems and local instructional improvement systems;
- delivered by teachers who are rigorously recruited and selected into the profession, who are prepared in effective programs, who receive rich ongoing feedback on their effectiveness at improving student learning, who are rewarded

for strong performance, and who are assisted through effective approaches of professional development;

- the primary focus of leaders, who will be recruited, selected, prepared, evaluated and developed with an eye toward improving classroom instruction; and, finally,
- of greatest demand and supply in the state's highest-need schools – those with high concentrations of students who are victims of poverty, who are farthest from meeting State standards, and/or who are consistently lowest in academic achievement.

Arizona seeks, through its reform plan, to realize dramatic improvements in educational outcomes for Arizona students. It will do so by focusing on college- and career-readiness as the goal for high school graduates with multiple pathways to earn a diploma and through intense focus on student achievement at the transition years – 3rd, 8th and 10th grades. It will also address educational attainment at the high school and college levels, drawing largely on work completed for the 2020 VISION plan for transforming higher education in Arizona [Appendix (A)(1)-1].

Arizona aspires for all student subgroups to achieve at high levels and acknowledges that some groups have more progress to make than others. These differing trajectories are thus informing resource allocations to eliminate achievement gaps. For example, SB 1286, signed by the Governor on May 6, 2010, changes the State accountability and school classification system. Specifically, it requires that half of school and district classifications be based upon academic performance with additional focus on students in the lowest quartile. Arizona has selected indicators and targets to propel the state's education policy future on a course to realize dramatic yet achievable gains in student outcomes. The targets have been selected to drive the state forward toward these goals. In particular, the targets have been selected to be the same for all student subgroups to focus policy and practice on eliminating achievement gaps.

Student Achievement

THIRD GRADE: In mathematics, Arizona seeks to increase, from 71% in 2008 to 94% in 2020, the percent of students meeting or exceeding State standards on the ARIZONA INSTRUMENT TO MEASURE STANDARDS (AIMS) assessment, with an interim benchmark of 83% in 2014. In reading, Arizona seeks to increase, from 69% in 2008 to 93% in 2020, the percent of students meeting or exceeding State standards on the AIMS assessment, with an interim RTTT benchmark of 83% in 2014. These targets will need to be amended during the transition to the common assessment system – (B)(3).

TABLE 1: ARIZONA 3RD GRADE MATHEMATICS - % MEETS OR EXCEEDS

	Baseline				RTTT			Target
	2008	2009	2010	2012	2014	2016	2018	2020
All Students	71	72	76	79	83	87	90	94
African-American	60	61	70	75	80	84	89	94
Asian/Pacific Islander	86	85	85	87	89	90	92	94
Hispanic	62	65	67	73	78	83	89	94
Native American	53	55	61	67	74	81	87	94
White	83	84	85	87	89	90	92	94
Econ Disadvantaged	61	64	67	73	78	83	89	94
Special Ed	42	47	47	57	66	75	85	94
ELL	46	45	47	56	66	75	85	94
Migrant	51	55	65	71	77	82	88	94

TABLE 2: ARIZONA AIMS 3RD GRADE READING - % MEETS OR EXCEEDS

	Baseline				RTTT			Target
	2008	2009	2010	2012	2014	2016	2018	2020
All Students	69	72	76	79	83	86	90	93
African-American	62	65	70	74	79	84	88	93
Asian/Pacific Islander	82	83	85	86	88	90	91	93
Hispanic	58	62	67	72	78	83	88	93
Native American	51	54	61	67	74	80	87	93
White	81	83	85	86	88	90	91	93
Econ Disadvantaged	57	62	67	72	78	83	88	93
Special Ed	34	38	47	56	66	75	84	93
ELL	35	37	46	56	65	74	84	93

Migrant	43	59	65	70	76	82	87	93
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EIGHTH GRADE: In mathematics, Arizona seeks to increase, from 67% in 2009 to 85% in 2020, the percent of students achieving at or above basic on the National Assessment of Educational Progress (NAEP), with an interim benchmark of 76% in 2015. In reading, Arizona seeks to increase the percent of students achieving at or above basic on the NAEP assessment from 68% in 2009 to 85% in 2020, with an interim benchmark of 77% in 2015.

TABLE 3: NAEP 8TH GRADE MATH

	Baseline			RTTT			Target
	2009	2011	2013	2015	2017	2019	2021
All Students	67	70	73	76	79	82	85
Black	58	63	67	72	76	81	85
Asian/Pacific Islander	81	82	82	83	84	84	85
Hispanic	56	61	66	71	75	80	85
American Indian/Alaska Native	43	50	57	64	71	78	85
White	81	82	82	83	84	84	85
Free or Reduced Priced Lunch Eligible	53	58	64	69	74	80	85

TABLE 4: NAEP 8TH GRADE READING

	Baseline			RTTT			Target
	2009	2011	2013	2015	2017	2019	2021
All Students	68	71	74	77	79	82	87
Black	58	63	67	72	76	81	87
Asian/Pacific Islander	87	87	87	87	87	87	87
Hispanic	57	62	66	71	76	80	87
American Indian/Alaska Native	52	58	63	69	74	80	87
White	81	82	82	83	84	84	87
Free or Reduced Priced Lunch Eligible	55	60	65	70	75	80	87

TENTH GRADE: In mathematics, Arizona seeks to increase the percent of high school students meeting or exceeding State standards on its AIMS assessment from 68% in 2008 to 92% in 2020, with an interim benchmark of 81% in 2014. In reading, it seeks to increase the percent of students meeting or exceeding State standards on the AIMS assessment from 73% in 2008 to 93% in 2020, with an interim RTTT benchmark of 84% in 2014. These targets will need to be amended during the transition to the common assessment system – (B)(3).

TABLE 5: ARIZONA AIMS HIGH SCHOOL MATH - % MEETS OR EXCEEDS

	Baseline				RTTT			Target
	2008	2009	2010	2012	2014	2016	2018	2020
All Students	68	70	74	77	81	85	88	92
African-American	56	57	63	69	75	80	86	92
Asian/Pacific Islander	85	86	87	88	89	90	91	92
Hispanic	56	59	65	70	76	81	87	92
Native American	47	49	56	63	71	78	85	92
White	81	81	83	85	87	88	90	92
Econ Disadvantaged	53	57	63	69	75	80	86	92
Special Ed	22	28	39	49	60	71	81	92
ELL	22	21	33	45	57	68	80	92
Migrant	55	52	59	65	72	79	85	92

TABLE 6: ARIZONA AIMS HIGH SCHOOL READING - % MEETS OR EXCEEDS

	Baseline				RTTT			Target
	2008	2009	2010	2012	2014	2016	2018	2020
All Students	73	75	78	81	84	87	90	93
African-American	67	66	71	75	80	84	89	93
Asian/Pacific Islander	85	84	86	87	89	90	92	93
Hispanic	60	63	68	73	78	83	88	93
Native American	53	53	60	66	73	80	86	93
White	87	87	88	89	90	91	92	93
Econ Disadvantaged	58	61	66	72	77	82	88	93
Special Ed	31	32	42	52	63	73	83	93
ELL	15	16	29	42	55	67	80	93
Migrant	55	57	63	69	75	81	87	93

Educational Attainment

HIGH SCHOOL GRADUATION: Arizona seeks to realize a high school graduation rate of 93% by 2020, with an interim RTTT benchmark of 82% by 2014. The 2008 baseline is 75%.

TABLE 7: HIGH SCHOOL GRADUATION RATE – 4-YEAR GRADUATION RATE %

	Baseline			RTTT			Target
	2008	2010	2012	2014	2016	2018	2020
All Students	75	77	79	82	86	91	93
African-American	73	75	77	81	86	91	93
Asian/Pacific Islander	87	87	87	88	89	91	93
Hispanic/Latino	67	70	73	78	84	91	93
Native American	60	64	69	74	82	91	93
White	82	83	83	85	88	91	93
Econ Disadvantaged	66	69	73	77	84	91	93
Students with Disabilities	48	54	61	68	79	91	93
Limited English Proficient	48	54	61	68	79	91	93
Migrant	71	74	76	80	85	91	93

POSTSECONDARY ENROLLMENT, SUCCESS AND COMPLETION: Arizona seeks to realize the following outcomes for postsecondary success, as determined through its 2020 VISION plan for transforming higher education.¹

TABLE 8: 2020 VISION POSTSECONDARY TARGETS

	Baseline			RTTT			Target
	2008	2010	2012	2014	2016	2018	2020
Postsecondary Enrollment (Percent of AZ recent high school graduates entering Arizona public universities)	45	45	48	51	54	57	60
Freshman Retention Rate	78	80	81	82	83	85	86
Postsecondary Completion (6-year graduation rate in Arizona public colleges and universities)	56	58	59	61	62	64	65

Theory of Action and Strategies for Reform Plan

Arizona will meet these ambitious goals for student outcomes in a highly focused reform plan devoted to dramatically improving the effectiveness of instruction that requires strengthening both policy and partnerships. In addition, it will build on Arizona’s work in targeting the transition years – 3rd, 8th and 10th grades. Finally, it will be built squarely on an agenda focused on preparing students for careers in science, technology, engineering and mathematics. The funding provided by RTTT will provide the support necessary to move this plan forward and build on the work currently underway.

STRATEGY 1: STRENGTHEN POLICY. The State of Arizona, along with local school districts, will enact policies needed to dramatically improve instruction:

- Standards and Assessments
 - Adopting and implementing COMMON CORE STATE STANDARDS tied to college- and career-readiness. Arizona has taken the necessary steps to submit the Common Core Standards for State Board adoption in June 2010.

¹ 2020 Vision postsecondary targets were established in 2008.

- Adopting and implementing robust common interim and summative assessments and building capacity for rich, timely formative assessments. Arizona has joined a national assessment consortium to develop assessments aligned to the Common Core.
- Data Systems
 - Enhancing the capacity of State data systems, particularly through data governance and sharing. Governor Jan Brewer signed HB 2733 in May 2010 establishing a Data Governance Commission to evaluate the needs of public institutions providing instruction at various levels (preschool through postsecondary education) and establish guidelines, provide analysis and make recommendations regarding Arizona's system of data collection, compilation, and reporting.
 - Requiring the effective use of local instructional improvement systems (IIS). Arizona will define IIS Quality Standards, develop an approved IIS provider list, and require all LEAs to submit evidence demonstrating that their systems meet state standards.
- Great Teachers and Leaders
 - Adopting a statewide student growth model. The State has already been piloting the Arizona Growth Model based on the Colorado Growth Model through a partnership with the Rodel Foundation and Arizona Charter School Association.
 - Developing a new teacher and principal evaluation system. Arizona approved legislation in 2010 (SB 1040) regarding annual evaluations for teachers and principals that requires quantitative data on student academic progress to account for 33 – 50% of the evaluation outcomes and best practices for professional development and evaluator training.

- Leveraging partnerships and accountability policy to ensure that the most effective teachers are teaching in the state’s highest-need schools and in its highest-need subject areas; building on Arizona’s efforts to expand the pipeline into these schools and subject areas.
- Measuring and reporting the effectiveness of teacher and principal preparation programs; building on strong work already underway to track graduates.
- Support for Struggling Schools
 - Enhancing the supply of effective teachers and leaders for the persistently lowest-achieving (PLA) schools. Arizona is establishing a Turnaround Office that will build a pipeline of specialists trained to do turnaround work.
 - Increasing authority for the State to intervene in these schools. Arizona has taken steps to expand its existing authority to intervene in the lowest achieving schools.

STRATEGY 2: STRENGTHEN AND ALIGN PARTNERSHIPS. The State of Arizona cannot, by itself, implement the above-referenced policies with full effectiveness; neither can local school districts and charter schools. Arizona will meet its ambitious yet achievable goals only through new partnerships with local school districts and charter schools.

Through those partnerships, the State establishes strong criteria, offers solid assistance and requires performance – the “what” – for the critical systems of instructional improvement and student outcomes listed above. In exchange, local flexibility for implementation – the “how” is provided – based on local context. [See (A)(2) for details on how this implementation structure will operate.]

Furthermore, the partnerships will need to be broadly based, drawing on the wealth of higher education, business, community and other partners that can sustain this work over time and ensure that innovation and performance are always at the forefront of education reform in Arizona [see (A)(1)(iii)].

STRATEGY 3: TARGET THE TRANSITION YEARS. The educational system will need to pay intense attention to transition year performance measures as benchmarks in determining progress toward meeting outcome goals.

Meeting 3rd grade targets will require quality early childhood programs and strong supports and interventions in the primary grades (K-2) to ensure students meet 3rd grade benchmarks and are ready to move on to the intermediate level. HB 2732, signed into law on May 10, 2010, creates powerful incentives focused on literacy and early childhood education. The law provides for universal screening of pupils, preschool through 3rd grade, to identify reading deficiencies; ends social promotion; and requests SBE to develop and LEAs to adopt intervention and remedial strategies for students who are not promoted. Meeting 8th grade targets will require differentiated instruction and implementation of student goal-setting tools such as Education and Career Action Plans for Students (ECAPS), starting in 6th grade to ensure students meet 8th grade benchmarks and are ready for high school.

Meeting 10th grade targets will require the opportunity for students to choose multiple pathways to earn high school credits with access to rigorous coursework such as AP and IB and career-based courses to ensure students are ready to move on to college and career.

STRATEGY 4: INCREASE THE FOCUS ON STEM. Science, technology, engineering and mathematics are the necessary ingredients to build and expand Arizona's new economy. Arizona must ensure that students have the opportunity to develop the talent needed to be competitive in these expanding industries. Starting in the early years, and continuing throughout a student's educational career, a focus on STEM will be evident in Arizona's reform plan. The Regional Centers for Innovation and Reform [see Section (A)(2)] will provide a systemic delivery structure for the promotion and implementation of STEM programs focused on females and underserved populations.

(A)(1)(ii) Strong commitment by participating LEAs reflected in Arizona’s Memorandum of Understanding (MOU)

The response from Arizona’s LEAs to the request to sign the common MOU to participate in the Race to the Top application has been strong. Despite being a “local control” state as are many western states, the LEAs responded well to the request to join the effort to improve Arizona’s K-12 system. In Arizona, school districts as well as charters schools are all classified as LEAs. So the outreach for support of the MOUs was necessarily broad. The numbers detailed below indicate the commitment schools districts and charter schools have to the plan detailed in this application.

(A)(1)(ii)(a) Terms and conditions that reflect strong commitment by the participating LEAs to the State’s Plan

By signing the MOU, Arizona’s LEAs demonstrated that they are truly committed to implementing the state’s Race to the Top program. The schools have willingly agreed to participate in all aspects detailed in the Scope-of-Work, as well as any evaluations conducted by the state or USED and respond to all requests for information including the status of the project. Our schools’ commitment demonstrates both their capacity to embrace change and Arizona’s ability to fulfill a bold agenda that has a broad statewide impact. The MOU asked for full participation of the LEAs if they signed on and the data tables reflect that participation [Appendix (A)(1)-2a].

(A)(1)(ii)(b) Scope-of-work descriptions that require participating LEAs to implement all or significant portions of the State’s Race to the Top plans

The Arizona Department of Education was asked to verify that the goals described in the common MOU were aligned to the work described in the application. The number of committed LEAs especially important since all participating schools have agreed to implement an aggressive set of policy and procedural changes, including using the Arizona Growth Model as one of the multiple measures in evaluating and compensating teachers and leaders; working in partnership with the State to turn around the persistently lowest-achieving schools; and increasing the number of students who are taught by effective teachers. Our plan was developed with extensive stakeholder input. A copy of Arizona’s Scope-of-Work is included in Appendix (A)(1)-2a.

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	389	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	389	100%
(ii) Professional development on use of data	389	100%
(iii) Availability and accessibility of data to researchers	389	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	389	100%
(ii) Design and implement evaluation systems	389	100%
(iii) Conduct annual evaluations	389	100%
(iv)(a) Use evaluations to inform professional development	389	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	389	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	389	100%
(iv)(d) Use evaluations to inform removal	389	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	389	100%
(ii) Hard-to-staff subjects and specialty areas	389	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	389	100%
(ii) Measure effectiveness of professional development	389	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	389	100%

(A)(1)(ii)(c) Signatures from local leaders

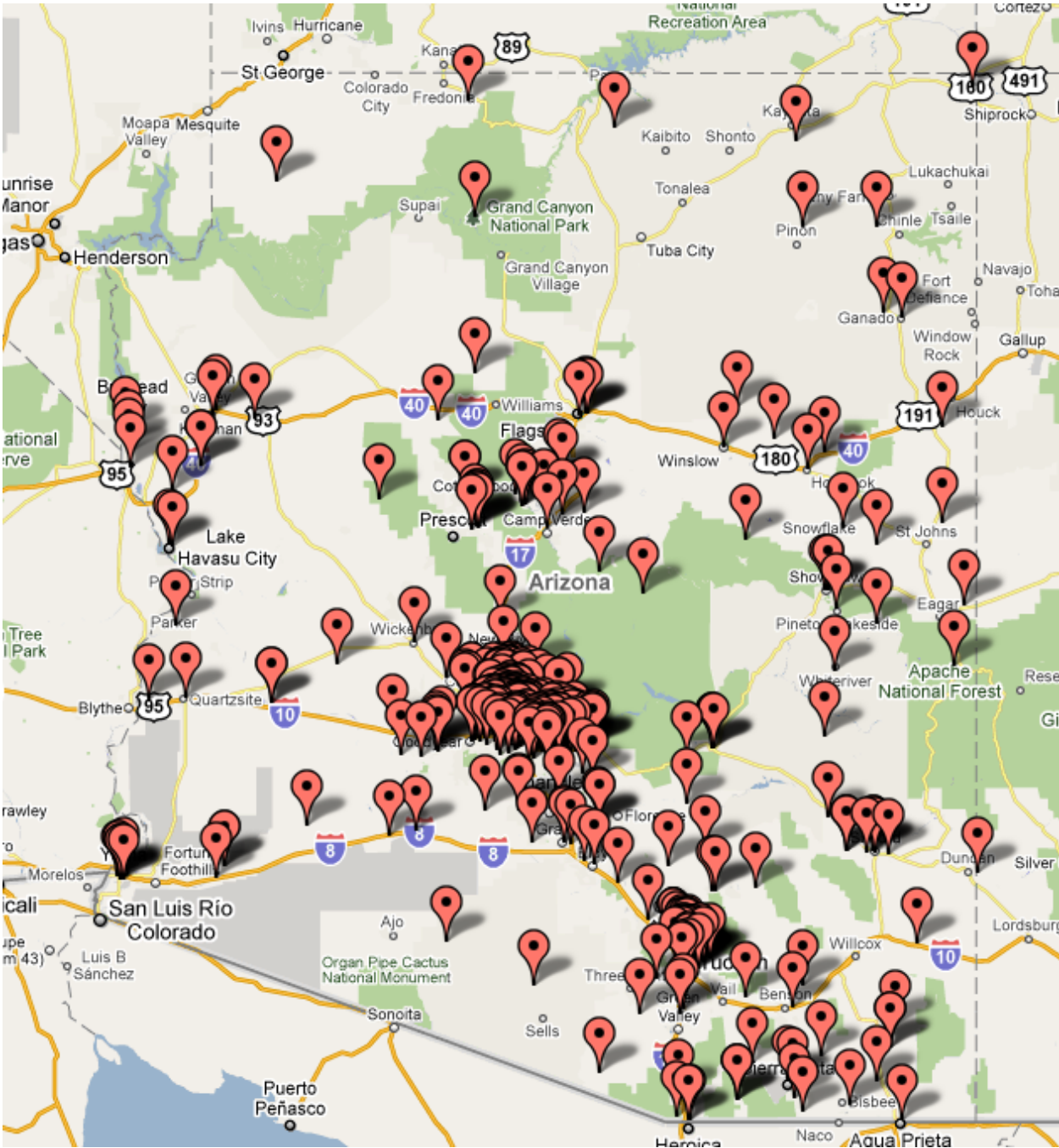
With signatures from LEAs representing over 92% of all K-12 students, Arizona obtained nearly statewide support from the local education agencies. These LEAs also represent over 92% of all K-12 students in poverty (based on free and reduced lunch counts) which signals our chance to really help those students in need. Although the signature of the School Board President was not mandatory, 95% of Board Presidents signed on to support the Superintendents' decision to join in Arizona's Race to the Top efforts. Furthermore, 75 separate local teachers' union leaders signed MOUs demonstrating their support for Arizona's RTTT initiative, 50 % of LEAs that have locally elected union leaders signed on (this was especially important because not all school districts in Arizona are members of the teachers' union and neither are the charter schools). Help from the Arizona Education Association (representing 34,000 teachers statewide) on the wording of the MOU was especially helpful in gaining the support of so many locally elected presidents.

Arizona has over 616 LEAs and signed MOUs from 389 (63%), including 220 charters and 162 school districts. In addition, 4 Joint Technical Education Districts (JTEDs) and 3 County Educational Service Agencies (ESAs) signed MOUs. With support from so many stakeholders, Arizona is sure to translate this reform into broad statewide impact.

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	389	389	100%
President of Local School Board (or equivalent, if applicable)	363	382	95%
Local Teachers' Union Leader (if applicable)	75	151	50%

Arizona's Participating LEAs



(A)(1)(iii) Participation and goals

Arizona’s achievement goals are ambitious; however, we believe they are not only attainable, but will transform education in Arizona. These achievement goals reflect those Arizona set as a member of the College and Career Ready Policy Institute (CCRPI), a network of five national partners (Achieve, Data Quality Campaign, Education Counsel, The National Governors Association and Jobs for the Future). They also align with the goals the Arizona Board of Regents set in its 2020 Vision plan to increase postsecondary participation in state universities and transform higher education in Arizona. LEA commitment to this reform plan, as reflected in the signed MOUs, will impact 92% of Arizona students in every area of the state. The 70 letters of support represent broad participation and commitment from partners and stakeholders who will contribute to the attainment of these goals.

We also believe that RTTT will have long lasting impact on Arizona’s educational system beyond the life of this grant. The reform plan will provide the opportunity to unify current efforts with broad-based support and a renewed focus on achieving these goals. But even without RTTT funding, Arizona will remain committed to ensuring that every student is prepared for college and career [Appendix (A)(1)-2b].

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	389	616	63%
Schools	1,723	2,107	82%
K-12 Students	997,098	1,086,047	92%
Students in poverty	535,975	582,408	92%

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics			Signatures on MOUs			Terms Uses Standard Terms & Conditions? (if applicable) Present on Local School Board or LEA Suppl. (or equivalent) District/Charter	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Suppl. (or equivalent)	Present on Local School Board or LEA Suppl. (or equivalent)	Present on Local School Board or LEA Suppl. (or equivalent)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)	(D)(2)(v)	(D)(2)(vi)	(D)(2)(vii)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Academy Del Sol, Inc	1	56	39	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Arizona	1	207	80	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Excellence	2	149	102	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Math and Science	1	300	215	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy with Community Partners	1	144	36	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
ACCLAIM Academy Charter School	1	400	375	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Acorn Montessori Charter	2	415	305	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Agua Fria Union HS	4	6506	2272	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aguila Elementary	1	159	159	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ahwatukee Foothills Prep	1	346	145	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AIBT Non-profit Charter HS	1	286	58	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ajo Unified	2	468	377	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Akimel O’Otham Pee Posh Charter	2	230	211	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alhambra Education Partnerships	1	137	108	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alhambra Elementary	15	14538	14486	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allsport Academy	1	59	11	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alta Vista HS	1	476	172	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Altar Valley Elementary District	2	699	610	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Ambassador Academy	1	40	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amphitheater Unified School District	20	15123	6909	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Antelope Union HS	1	322	221	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Anthem Prep. - Great Hearts Academies	1	0	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Apache Junction Unified	8	5573	2936	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Apache Trail Public Charter HS	1	178	37	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Appender Tucson/Southiside Comm	1	261	254	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Academy of Leadership	3	248	248	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Academy of Sci and Tech	1	117	89	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Agribusiness & Equine Center Inc.	3	818	65	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Call-A-Teen Youth Resources	1	117	38	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Connections Academy Charter Schools, Inc.	3	975	156	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona School for Integrated Academics and Technologies	2	457	137	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona School for the Arts	1	592	138	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Virtual Academy	1	4276	924	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arlington Elementary	1	271	216	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ash Fork Joint Unified	3	311	170	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avondale Elementary District	8	6243	4203	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Compass School	1	21	7	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Dept of Juvenile Corr	5	442	442	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Montessori Charter School at Anthem	1	210	2	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Tech High School	1	86	24	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Balsz Elementary School District	5	2822	2683	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Basis Oro Valley	1	546	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

BASIS Scottsdale	1	597	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
BASIS Tucson	1	657	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beaver Creek SD	1	357	353	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bell Canyon Charter School, Inc.	1	317	192	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bisbee Unified	3	943	589	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blue Ridge Unified	5	2618	1277	D	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blueprint Education	3	304	196	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bowie Unified	2	79	76	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bradley Academy of Excellence	1	152	109	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buckeye Elementary	7	4489	3016	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Buckeye Union HS	3	3804	1909	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Camp Verde Unified	4	1531	937	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Canyon Rose Academy	1	349	299	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carden Traditional School, Glendale	1	144	76	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carden Traditional School, Surprise	1	560	184	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carden of Tucson, Inc.	1	141	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Career Success Schools	6	856	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cartwright Elementary	20	18374	16813	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Casa Grande Elementary	12	7969	5334	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Casa Grande Union HS	5	3779	2159	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Catalina Foothills USD	8	5069	412	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cave Creek Unified	9	5856	612	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Center for Academic Success	5	867	727	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Center for Creative Education	2	83	29	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Challenge School, Inc.	1	605	122	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chandler Prep—Great Hearts Academies	1	547	37	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chandler Unified School	41	38502	10298	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Children's Success Academy	1	88	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chinle Unified	8	3849	3268	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Chino Valley	5	2582	1557	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Choice Academy, Inc	1	213	57	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Choice Ed - Arizona Academy for Arts & Academics	2	359	138	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Choice Ed - Deaf and Hard of Hearing	2	70	68	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Choice Ed - Learning Crossroads	2	124	124	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Choice Ed - Sequoia Charter	4	857	617	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Choice Ed - Sequoia Village	1	199	180	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarkdale-Jerome Elementary	1	372	184	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colorado River Union HS	2	2353	1750	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concho Elementary	1	201	173	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Continental Elementary	1	544	181	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coolidge Unified	7	4470	3241	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cornerstone Charter HS	1	171	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cortez Park Charter Middle School, Inc.	1	168	145	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cottonwood-Oak Creek	5	2373	2225	D	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Country Gardens Charter	1	407	235	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
CPLC Community Schools	3	273	253	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crane Elementary	11	6049	4210	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creighton	10	7204	7167	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crestview College Preparatory Public	1	251	237	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crittendon Youth Academy	1	188	93	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deer Valley Charter Schools	1	28	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deer Valley Unified	38	36498	9720	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Desert Heights (Partnership with Parents)	1	531	160	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Desert Hills Public Charter HS	1	525	48	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Desert Rose Academy, Inc.	1	352	0	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Desert Star Community School	1	111	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Destiny Schools (DCS Partner, Inc.)	1	254	216	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discovery Plus Academy	1	91	52	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Douglas Unified SD	9	4292	3260	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Duncan Unified	2	438	256	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dysart Unified	24	24466	12165	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
E.Q. Scholars, Inc.	1	111	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
EAGLE College Prep	1	284	161	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Mesa Charter Elementary School, Inc.	1	568	296	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Valley Institute of Technology	4	288	0	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
E-Cademic High School	1	159	159	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edge High School	4	228	140	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edkey - Pathfinder	1	89	82	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edkey - Redwood Academy	1	70	65	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edkey - Sequoia Ranch	5	1081	1056	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
EdOptions High School	1	18	10	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
EduPreneurship, Inc	1	77	65	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
E-Institute Charter Schools	4	483	100	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
El Dorado Public Charter High School	1	235	230	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
El Pueblo Integral - Teaching and Learning Collaborative	1	75	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elfrida Elementary	1	124	103	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eloy Elementary SD #11	4	1161	1058	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Esperanza Community Collegial Acad	1	51	51	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Espiritu Community Development Corp.	3	849	773	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Estrella Public Charter High School	1	445	363	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flagstaff Unified	19	10789	5160	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Florence Unified	10	7948	4242	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flowing Wells	10	5743	3768	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Founding Fathers Academies, Inc.	1	181	132	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fountain Hills Unified	4	2234	303	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fowler Elementary	7	4549	4064	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Franklin Phonetic School	1	500	217	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fredonia - Moccasin Unified	2	262	222	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ft Thomas Unified	4	543	452	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ganado Unified	4	1601	1547	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gateway Early College HS (Maricopa County College District)	1	243	194	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
GEM Charter	1	71	17	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gila Bend Unified School District	2	521	417	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gila County Education Service Agency	1	0	0	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gila County Regional School District	3	127	119	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gila Education I Group	1	105	93	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gila Institute for Technology	7	382	371	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilbert Arts Academy Elementary	1	154	69	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilbert Unified	42	38922	9523	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glendale Elementary District	17	13442	12240	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glendale Prep—Great Hearts Academics	1	265	89	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glendale Union HS	10	14940	8490	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Great Expectations Academy	1	247	0	C	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hasan Middle	1	58	34	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hasan Preparatory and Leadership	1	145	140	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hackberry Elementary School District	1	42	23	D	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Happy Valley School	1	702	138	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haven Montessori	1	17	3	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hayden-Winkelman USD	3	391	262	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Heber-Overgaard Unified SD	4	517	314	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Heritage Elementary School	2	1052	1012	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Higley Unified	10	9871	2402	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Holbrook Unified	5	2073	1494	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Humboldt Unified	10	6223	3495	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hyder Elementary District	1	169	154	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Elementary at Avondale, LLC	1	423	259	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Elementary at Camelback, Inc.	1	364	324	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Elementary at Coolidge, LLC	1	431	222	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Elementary at Desert West, Inc.	1	561	517	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Elementary at Tempe, Inc.	1	291	215	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at Avondale, LLC	1	45	29	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at Camelback, LLC	1	125	94	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at Coolidge, LLC	1	124	56	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at Desert West, LLC	1	198	180	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at East Mesa, Inc.	1	69	40	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at Superstition, LLC	1	49	22	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at Surprise, Inc.	1	186	63	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Preparatory at Superstition, LLC	1	109	63	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Preparatory HS at Surprise, LLC	1	137	40	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Indian Oasis-Baboquivari Unified	3	872	779	D	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Integrity Education, Inc.	1	68	47	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Isaac Elementary School District	14	8058	7856	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
J.O. Combs Unified	6	4211	1834	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
James Sandoval Preparatory HS	1	152	147	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Joseph City Unified	3	500	208	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kayenta USD	4	2114	1840	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Kestrel Schools	1	80	44	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingman Academy of Learning	4	1466	339	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingman Unified	10	7409	4422	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kyrene USD	26	17944	4303	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
La Paloma Academy	2	1043	987	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Havasu Unified	11	6548	3394	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laveen USD	6	4774	3623	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Legacy Education Group (East Valley HS)	1	163	160	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Legacy Schools	1	317	313	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Legacy Traditional School	2	1015	95	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Liberty Arts Academy Elementary	1	186	89	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Liberty Traditional Charter	1	407	378	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lifelong Learning Academy (Lifelong Learning Research Institute, Inc.)	1	165	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Litchfield Elementary USD	13	10117	4407	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Littlefield Unified	2	569	521	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Littleton ESD	7	5003	4009	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison School District	8	5826	2696	D	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mammoth - San Manuel Unified	4	1129	878	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marana Unified	18	12903	4659	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maricopa County Educational Service Agency	1	0	0	E S A	Y	N A	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maricopa County Regional District	3	288	224	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maricopa Unified SD	9	6439	3225	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mary C. O'Brien Accommodation SD	2	210	163	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Masada Charter	1	469	322	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maya Public Charter High School	1	561	487	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McNeal School District	1	49	29	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McNeay School District	1	118	109	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Mesa Arts Academy	1	283	187	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mesa Prep—Great Hearts Academies	1	283	14	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mesa Unified	91	67749	37643	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Metropolitan Arts Institute	1	250	7	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mexicayotl Academy	1	170	153	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miami Unified	5	1233	780	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Midtown Primary	1	100	95	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milestones Charter School	1	286	0	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mingus Springs Charter	1	174	103	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mingus Union HS	2	1281	93	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mission Charter Schools	2	546	59	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mobile Elementary SD	1	14	5	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mohave Accl Elementary School	2	196	167	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mohave Accl Learning Center	1	382	351	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mohave Valley Elementary District	4	1826	1240	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mohawk Valley School District	1	152	132	D	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montessori House, Inc.	1	43	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montezuma Middle School	1	19	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morrison Education Group, Inc.	1	143	100	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morrison Elementary School District	1	154	99	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mountain English Spanish Academy	1	24	24	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mountain Institute JTED	8	0	0	J T E D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mountain Rose Academy, Inc.	1	322	0	C	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mountain School, Inc	1	209	0	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Murphy Elementary District	4	4309	3864	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nadaburg Unified	2	971	649	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Navajo County Accommodation District dba Navajo County	1	10	10	C	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Patagonia Elementary District	1	83	63	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Patagonia Montessori Elementary	1	23	11	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Patagonia Union HS District	1	171	113	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pathfinder Charter School Foundation	1	533	484	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pathways KM Charter	1	54	48	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Payson Unified District	7	2655	1506	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pendergast Elementary District	15	10355	6916	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peoria Accelerated Public Charter HS	1	409	302	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peoria Unified	40	37937	14073	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Advantage Charter	1	580	541	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Collegiate Academy	1	69	66	C	Y	N	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Elementary District	15	7340	6230	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Union HS	16	25083	19540	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Picacho ESD	1	195	176	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pillar Charter School, Inc	1	26	20	C	Y	N	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pima Accommodation SD	2	134	61	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pima County Board of Supervisors	1	148	100	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pima County JTED	36	70	52	J T E D	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pima County School Superintendent - ESA	1	0	0	E S A	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pima Unified	3	752	488	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinal County School Office Educational Service Agency	1	0	0	E S A	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine Strawberry Elementary District	1	134	87	D	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinon Unified	3	1306	1183	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pomerene Elementary District	1	124	52	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Precision Academy Systems	1	496	424	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Premier Charter High School	1	274	201	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prescott Valley	1	180	175	C	Y	Y	N	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Sierra Vista Charter School, Inc.	1	413	186	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sierra Vista Unified District	9	6313	2182	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Skyline Gila River, LLC	1	132	41	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Skyline Schools, Inc	3	508	324	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Skyview Public Charter HS	1	151	0	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Snowflake Unified	7	2647	1308	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Solomon Elementary District	1	189	122	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Somerton School District	6	2754	2450	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sonoran Science Academy-Ahwatukee	1	106	21	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sonoran Science Academy-Broadway	1	319	76	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sonoran Science Academy-Davis Monthan	1	114	51	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sonoran Science Academy-Phoenix	1	256	194	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sonoran Science Academy-Tucson,	1	765	186	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Pointe Elementary	1	373	369	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Pointe Junior High School	1	218	217	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Pointe Public Charter HS	1	630	604	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Ridge Public Charter HS	1	420	324	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Southgate Academy, Inc.	1	754	653	C	Y	N	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St John's Unified SD	4	912	527	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stanfield Elementary SD	1	704	639	D	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Starshine Academy	3	208	0	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Success School	1	487	345	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Successful Beginnings Charter School	1	28	0	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Summit Public Charter HS	1	363	325	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sun Valley Public Charter HS	1	143	102	C	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tanque Verde Unified SD	4	1582	186	D	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

- (i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)
 - (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
 - (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
 - (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
 - (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
 - (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and
- (ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)
 - (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
 - (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to

peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

(A)(2)(i)(a): Strong Leadership and Dedicated Teams to Implement Statewide Reform

Arizona recognizes the critical importance of strong leadership and dedicated teams to implement the State's education reform agenda and has structures in place to ensure that the reforms will be implemented with fidelity. Arizona's education leaders will provide oversight and accountability through a new RTTT Executive Board, comprised of members from the highest ranking P-20 education policy boards and councils.

Arizona's strong leadership in education begins with Governor Jan Brewer and Superintendent of Public Instruction Tom Horne, who provide committed leadership across the spectrum of P-20 education issues. Governor Brewer and Superintendent Horne have significant and broad governance experience and have shown their commitment to education throughout their years in public service.

Arizona will create an RTTT Executive Board (RTTT Board) to ensure overarching inter-agency accountability in implementing the reforms detailed in this application. By selecting members to the RTTT Board from the gubernatorial appointed members of the Arizona State Board of Education (SBE), Arizona Board of Regents (ABOR) and Arizona State Board for Charter Schools (ASBCS), the State proposes to link its oversight and management of the RTTT grant to the State's high-ranking education policy boards. The members of these boards represent diverse backgrounds and regions of the state.

Recognizing the importance of including representation from Arizona's P-20 leadership, the Board also includes a member from the Early Childhood Development and Health Board (First Things First) and a community college member. Arizona legislative leaders will play a crucial role during implementation and in planning for and supporting the continuation of successful reforms after the grant period has ended. Therefore, chairs of the House and Senate Education Committees also will be members of the 15-member RTTT Board. The full membership is as follows:

- two members appointed by the ASBCS,
- three members appointed by SBE,
- two members appointed by ABOR,
- one member appointed by the Arizona Department of Education (Superintendent of Public Instruction or designee),

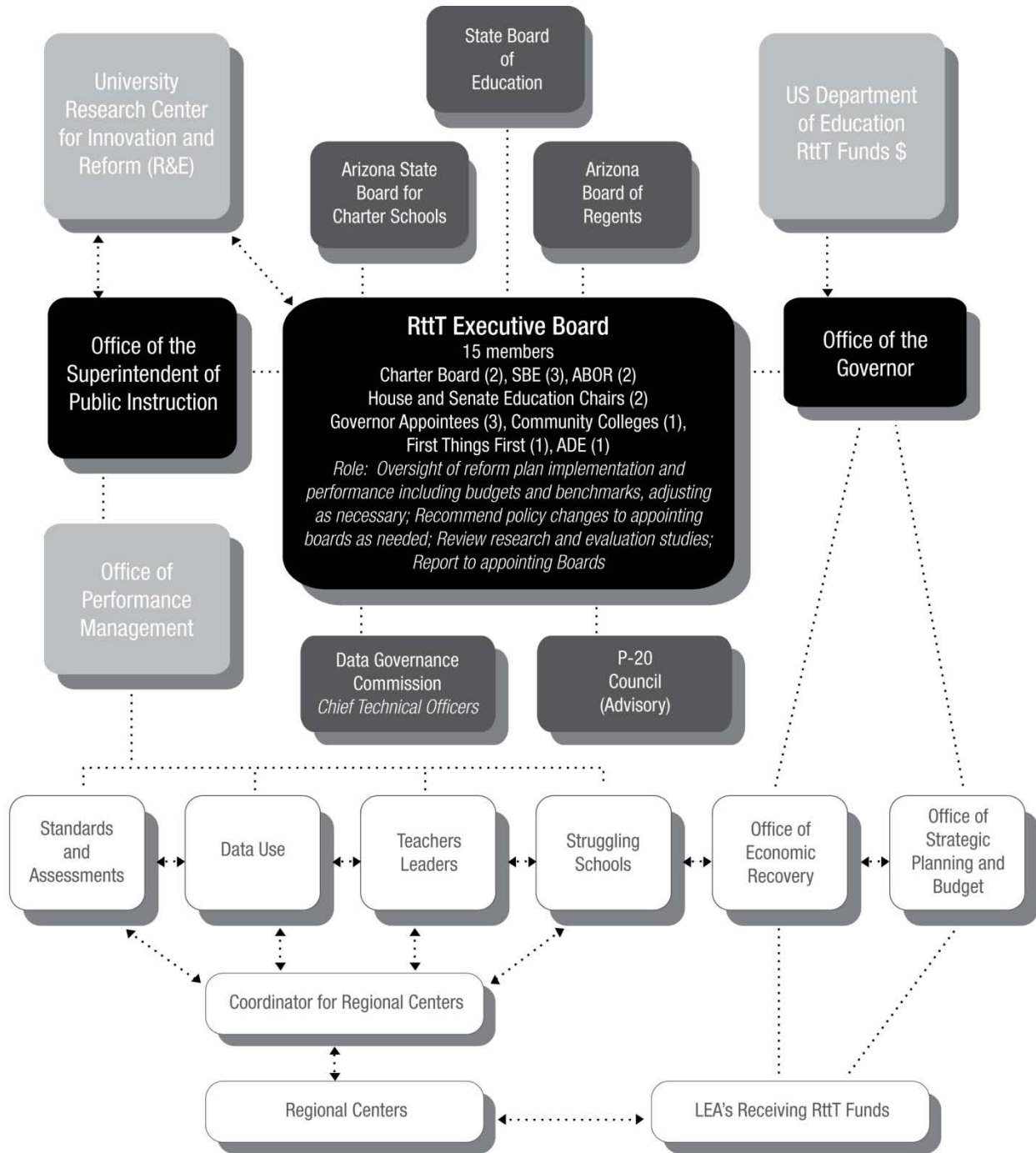
- the House and Senate Education Committee chairs,
- one member appointed by First Things First,
- one community college member, and
- three members appointed by the Governor.

Descriptions of the appointing boards for the RTTT Board are included in Appendix (A)(2)-1.

The duties of the RTTT Board include:

- overseeing RTTT reform plan implementation,
- overseeing the RTTT budget to fulfill goals of the plan,
- monitoring progress toward achievement of benchmarks,
- recommending policy changes to the appointing boards,
- reviewing research and evaluation studies from the University Research Center,
- reporting to appointing boards on a quarterly basis, and
- publishing a statewide report card that will provide transparency of RTTT goals and progress.

Governance Chart



The RTTT Executive Board will be advised by the Governor's P-20 Coordinating Council, a broadly based council of 17 members:

- the Superintendent of Public Instruction (or designee);
- representatives from the Early Childhood Board, SBE, community colleges, ABOR, Commission for Postsecondary Education, charter schools and the Schools Facilities Board;
- county and JTED superintendents;
- a tribal representative; and
- six citizens and representatives of the business community.

The Data Governance Commission will report progress on development regularly to the RTTT Board. This governance structure will allow high-level oversight and management of the grant, provide for a direct link between the RTTT Board and State education boards that have policymaking authority, and ensure that Arizona leaders are actively participating in the RTTT work.

The Governor's Office will serve as the fiscal agent for the RTTT funding. The Governor's Office of Economic Recovery (OER) and the Office of Strategic Planning and Budgeting (OSP) will manage the grant, working with the Arizona Department of Education (ADE) to ensure tight coordination and a seamless system of grants management and performance monitoring.

The ADE will provide leadership and dedicated teams to confirm that statewide implementation is conducted in a coordinated and comprehensive manner, both within ADE and, at the local level, through the establishment of and partnership with Regional Centers for Innovation and Reform [see (A)(2)(i)(b)]. ADE will accomplish this by focusing its existing divisions and the new Performance Management Office on the four assurance areas. ADE recently restructured the organization to better align with the four priorities. Associate superintendents and staff who have deep content expertise in the priority areas will lead the work in coordination with the Regional Center staff. Specifically, standards, assessments and data use will be led by the Standards and Assessments Division; great teachers and leaders will be led by

the Teacher Leader Effectiveness Division, and turning around low-performing schools will be led by the School Effectiveness Division.

A critical new office at ADE will be the aforementioned Performance Management Office, which will:

- work directly with the associate superintendents responsible for the implementation of the reform plan;
- track performance indicators against student achievement goals; and
- support problem-solving when performance is off-track.

The director of the Performance Management Office will meet regularly with the associate superintendents and ensure coordination among all reform areas. The director will report directly to the Office of the Superintendent of Public Instruction. ADE will contract with an outside consultant in performance management systems to ensure that these processes and procedures are established with the guidance of an external expert.

(A)(2)(i)(b): Supporting participating LEAs

(A)(2)(i)(b): Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plan the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary.

A plan for education reform is only as strong as its persistent attention to implementation and progress monitoring. ADE and its partners will be responsible for providing support and assistance to LEAs in their implementation of the State's RTTT reform plan. For some time, ADE has been shifting its focus to support and assistance with a results-oriented approach, in addition to compliance monitoring. As a result, ADE has a long track record in implementing federal grants and State initiatives; providing support and assistance to LEAs through professional development, dissemination of resources and support materials, and technical assistance; as well as administering, monitoring and reporting on grants to LEAs and other entities.

ADE will draw on this experience and lessons learned to ensure the grants to LEAs are implemented with fidelity and accountability. One of the key lessons learned in this work is the value of technology in providing oversight, support and assistance to LEAs and schools in an efficient and effective manner. Another is the need to provide locally driven and responsive technical assistance, in addition to professional development and training, in order to ensure effective implementation at the site level. ADE has applied these lessons learned to the RTTT implementation plan.

A Two-Pronged Strategy to Provide Support and Assistance to LEAs

To provide support and assistance to RTTT LEAs, monitor LEA plan implementation, intervene when necessary, and widely disseminate and replicate effective practices statewide, ADE will employ a two-pronged strategy: (1) expand existing web-based technologies and (2) create Regional Centers for Innovation and Reform.

Strategy 1: Expand Web-Based Technologies

IDEAL. The State will use its web-based professional development portal, IDEAL, developed in partnership with Arizona State University (ASU), to provide instructional resources and on-line training to Arizona educators. Every educator in the state has access to this site, which makes available the following resources:

- support materials for Arizona’s Academic Standards (including crosswalks, standards guides, sample pacing guides, standards-based lesson plans and more);
- assessments to aid instruction (including ready-made standards-aligned tests and an item bank from which teachers can construct their own tests);
- credit-bearing on-line courses and workshops;
- video clips of teachers teaching sample lessons and modeling effective teaching strategies;
- over 4,000 streaming videos aligned to the standards that can be used in the classroom to instruct students; and
- email blasts and notices to users.

ADE will use IDEAL’s group email function to disseminate information directly to educators and use IDEAL’s professional development and resource capabilities to provide support and assistance in implementing reform plans in each of the four federal reform priority areas. Nine regional technology centers provide statewide training and assistance to educators using IDEAL.

Arizona’s LEA Tracker (ALEAT). ALEAT is an integrated web-based tool developed for ADE by WestEd Interactive in collaboration with the Southwest Comprehensive Center. It is designed for SEA/LEA electronic communication and interaction, improvement planning and management, compliance and progress monitoring, and reporting.

Using a modular architecture, this tool can be customized to address any federal and/or State program. It is fully operational in Arizona, with every LEA using the system for monitoring federal and State programs. ALEAT also provides step-by-step assistance to enter a district or school Improvement Plan and organize the information for planning, monitoring and

reporting, including goals, strategies, activities, tasks, timelines, funding sources and persons responsible. Once the plan is entered, members of school, district and SEA staff can view the plan and monitor progress of activities as well as report progress and outcomes. The system also features a folder for LEA resources, automatic email notification when new updates are made to the plan, a data dashboard, and the ability to “flag” elements of the plan for specific tracking and reporting, such as professional development or curriculum activities.

ADE will use ALEAT for LEA RTTT plans, ensuring the efficient coordination and integration of all LEA and school reform planning, monitoring and reporting in one system. ADE staff will be able to view real-time implementation activity in LEA RTTT plans, making it easier to hold LEAs accountable for progress and performance. Inactivity will trigger electronic or face-to-face communication with identified LEAs. Lack of progress in reported performance measures will result in targeted assistance, course corrections, and intervention by ADE staff.

Strategy 2: Create Regional Centers for Innovation and Reform

Arizona intends to establish six regional centers with RTTT funds to assure that local support and technical assistance are available to all LEAs in the state. The Regional Centers will:

- provide support and assistance through planned and coordinated delivery of on-site services to LEAs and schools, focused on the four reform priorities;
- identify innovative models and emergent promising practices for further study that could serve as potential exemplars for other LEAs;
- respond to the specific needs of the region, customizing technical assistance at local sites; and
- consist of a five-member team made up of a Center Coordinator, who will manage the Center’s contract and work plan, and four specialists, selected from local LEAs or Arizona’s retired educator pool, who will be highly trained to provide professional development and technical assistance to LEAs in the region in the four priority reforms.

Benefits of Regional Centers for Innovation & Reform. The establishment of Regional Centers will ensure consistent, coordinated support and assistance across the four reform

priorities and provide a systematic approach to full implementation of reform plans. Because these Centers will be located regionally and staffed with local educators who know the local context, they will be uniquely positioned to respond to local issues/challenges such as rural and Native American communities, border regions, and remote and isolated settings. Center staff will be equipped to monitor progress and intervene as needed, as well as provide on-site assistance in implementing reforms.

With coordinated efforts between ADE and the Centers, communication will be enhanced as to which LEAs need targeted assistance and which need strong intervention. At least one of the Centers will be established to serve Native American populations, particularly those on reservations. This will provide the opportunity to implement bold and innovative strategies that will contribute to the knowledge base regarding effective practices to close achievement gaps for Indian students. And finally, Centers will be expected to institutionalize and sustain a focus on STEM education, thus establishing a statewide network for STEM implementation. With start-up funds from RTTT, Arizona will reallocate existing resources and seek additional funding sources to sustain the Centers beyond RTTT.

Center activities specific to each reform area are described in Sections (B), (C), (D) and (E). Additional details regarding the Regional Center Plan are included in Appendix (A)(2)-2.

University Research Center for Innovation and Reform. Arizona State University, the University of Arizona (UofA) and Northern Arizona University (NAU) will form the University Research Center for Innovation and Reform with RTTT funds [Appendix (A)(2)-3]. This Research Center will be responsible for evaluating the Arizona RTTT reform plan's effectiveness, including all of its RTTT-supported activities. The Research Center will identify effective models and/or promising practices from emergent RTTT data and LEAs/schools that can serve as "lighthouse" sites for replication and scale-up. In addition, the Center will conduct research in various reform areas, such as effective practice in Arizona's charter schools, what is working in schools on Indian reservations, and promising practices with English language learners. The Center will interact with and inform all levels of the system: the RTTT Executive Board, Governor's Office, Legislature, ADE, SBE, the ASBCS and Regional Centers for Innovation and Reform.

TASKS/TIMELINES

Goal: Provide Support and Assistance to LEAs to Implement RTTT Plans

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Expand Web-based Tools	Develop and add resources to IDEAL	ADE	7/2020-9/2020
	Add LEA RTTT plans to ALEAT system	ADE, LEAs	10/2010-11/2010
Establish Regional Centers for Innovation and Reform	Develop and release RFP, review proposals and award funds	ADE	10/2010-11/2010
	Recruit, select and hire staff	Center Awardees	12/2010
	Develop Center work plans that reflect priorities and local needs	Center Staff	12/2010-2/2011
	Provide ongoing training to staff	ADE	1/2011-9/2014
	Develop and deliver training modules and resources	ADE, Centers	1/2011-9/2014
	Provide ongoing on-site technical assistance and follow-up to LEAs and schools	Centers	6/2011-9/2014
	Identify and share promising and emerging practices e.g., STEM	ADE, Centers	1/2012-9/2014
	Form collaborative partnerships among centers and LEAs	Centers	9/2011-9/2014
	Use evaluation data to identify and scale up effective models and practices.	ADE, Centers, Research Center	6/2012-6/2014
	Evaluate center/staff effectiveness	Research Center	6/2012-9/2014

(A)(2)(i)(c): Grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement

Arizona has effective and efficient grant administration processes and procedures. The OER serves as both a grants management office and a statewide coordinator of ARRA funding. Serving as the fiscal agent for the RTTT (RTTT) grant, OER will provide budget, accounting and sub-recipient monitoring support to the project. Building on the existing relationship between OER and ADE as a result of the State Fiscal Stabilization Fund (SFSF) program, OER will enter into an agreement with ADE to utilize their existing Grants Management Enterprise (GME) for RTTT. ADE's GME is a full-service grants management system that tracks a grant from application through closeout and is used by ADE for all federal grants allocated to LEAs, providing for the seamless integration and coordination of the RTTT funding with other critical federal funding streams.

In establishing this process, OER secured the resources of two national consulting firms, KPMG and Deloitte, to help develop internal controls, sub-recipient monitoring protocols, performance measurement tools and processes for preventing waste, fraud and abuse. ADE and OER have demonstrated the effectiveness of their partnership on three separate occasions through the allocation of more than \$850 million worth of State Fiscal Stabilization Funds to the more than 500 eligible LEAs.

ADE and OER have strong inter-agency processes to facilitate the allocation, disbursement, performance monitoring and oversight of RTTT funds, and they utilize technology to ensure efficiency and effectiveness. When allocating the RTTT funding, OER and OSPB will develop the LEA allocations and draft the application kit and guidance materials. Next, ADE will release the application in their GME and distribute the overall guidance documentation to the potential recipients.

LEAs will apply on-line in the GME, including relevant budgetary, programmatic and performance information. Applications will be reviewed by ADE and OER before a final funding determination is made. As part of these reviews, RTTT proposals will be compared to applications submitted by the LEAs for other federal and State programs, to ensure that there is no supplanting or duplication of effort and that the LEAs are effectively leveraging the multiple funding streams to ensure the successful implementation of the RTTT plan.

After sub-awards are made, LEAs will enter their work plans into ALEAT and begin implementing their plans, incurring expenses and submitting monthly cash management reports and request for reimbursements in the GME. These cash management reports and request for reimbursements will be reviewed by ADE and OER, and if the requests for reimbursements are deemed allowable, OER will draw down the appropriate level of funding from the U.S. Department of Education and transfer it to ADE for the individual payments to the LEAs.

In addition to the financial reporting, LEAs will be responsible for submitting the necessary data for the American Recovery and Reinvestment Act (ARRA) Section 1512 reports, various programmatic reports, and closeout reports in the GME. This financial and programmatic information will be shared with ADE, OER and other stakeholders to ensure that LEAs are spending their funding appropriately and are not running into implementation obstacles. Another important use of this reporting will be to begin the critical activity of planning for the sustainability of these activities beyond the RTTT funding and identifying suitable federal, State and local resources to continue these reform activities in the long run.

Over the term of RTTT, OER will be collecting single audit reports from the LEAs and performing desk reviews to ensure compliance with OMB Circular A-133. Additionally, OER will use a risk-based sub-recipient monitoring program, currently under review by the U.S. Department of Education, in order to ensure compliance with EDGAR, OMB Circulars, 2 CFR and RTTT specific requirements.

ADE and OER agree that a strong sub-recipient monitoring program is essential to successful program implementation. Desk reviews and on-site monitoring, documented in ALEAT, allow for real-time analysis of a sub-recipient's capacity to manage its funding, implement its strategy and meet the performance goals established for the sub-recipient in a transparent system. Further, monitoring allows for constant communication and feedback with sub-grantees and will allow the larger RTTT team to determine what training and technical assistance resources need to be deployed in order to ensure the success of Arizona's reform initiative.

One of Arizona's goals is to build on the strengths of the various organizations involved in the RTTT effort and to deploy the necessary resources to ensure that every participating LEA has the opportunity to succeed in implementing these reforms. To the schools and districts, ADE and OER partnership will be seamless, and to the RTTT Board there will be a strong team of

grants management experts from both agencies working to ensure the successful fiscal and programmatic implementation of Arizona's RTTT grant.

(A)(2)(i)(d): Using the funds for this grant

Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other federal, State and local sources so that they align with the State's RTTT goals.

Arizona historically has used a combination of federal and State funds to support its education programs and policies. Since 2002, Arizona has received and invested over \$3 billion in federal funds and over \$3.6 billion in State funds to address critical areas highlighted in the State's NCLB Consolidated State Application submitted in 2003.

In particular, Arizona has provided significant funding increases for school districts, performance-based teacher compensation, English language learner students, and site-based programs to assist the most at-risk populations. Arizona's RTTT budget delineates how funding will be used to support the State's comprehensive education reform agenda as detailed throughout this application.

Below are examples of current efforts and associated funding streams tied to the four assurance areas that will be coordinated, repurposed and/or reallocated with RTTT funding.

STANDARDS AND ASSESSMENTS. Arizona traditionally has combined State and federal funding to accomplish State and federal testing requirements and ensure rigorous State standards. ADE is refocusing all combined standards and assessment resources (staff and stakeholder committee time as well as State and federal testing dollars) in the planning and preparation to adopt Common Core. In particular, those combined State and federal dollars are now committed to the transition and implementation of Common Core standards and the new assessment system it will require.

DATA SYSTEMS. Over the past three years, ADE has leveraged a \$5.97 million National Center for Education Statistics grant and a \$2 million State investment to construct a sustainable Statewide Longitudinal Data System (SLDS). In furtherance of Arizona's efforts to enhance its SLDS and accelerate the full implementation of all data elements, and in accordance with the provisions of HB 2733, it is estimated that the initial costs for these activities will be \$5 million. Arizona anticipates using RTTT funding, the government services fund in SFSF, funding from private foundations, in-kind services from ADE, and other State resources to enhance existing

data systems to make all data readily available to educators, policymakers, parents and the general public.

EFFECTIVE TEACHERS AND LEADERS. In addition to State funding for teacher compensation increases tied to performance, ADE has used federal funds to address the need for developing highly effective teachers and leaders. Arizona has used Title II dollars to develop a statewide framework for professional development delivery and support, and has used IDEA, NCLB and Carl Perkins funding to develop the Professional Development Leadership Academy (PDLA) for LEA, county and school teams to develop and implement professional development plans aligned with the National Staff Development Council Staff Development standards and their school improvement goals. Title V, Title I and Title II funds have supported professional development for leadership and core teachers to transform middle and high schools.

SCHOOL IMPROVEMENT AND TURNAROUND. Arizona has used available school improvement monies to fund school/LEA improvement. LEAs that demonstrate capacity and commitment to implementing an intervention model to turnaround their lowest-achieving schools have access to an additional \$70 million dollars over the next three years. Arizona intends to utilize almost \$30 million in school improvement funds to turnaround the lowest-achieving schools. Additionally, a three-year, \$1.8 million dropout prevention grant was awarded to ADE by the U.S. Department of Education to develop a “school-tribal community” partnership model on two Apache reservations. Lessons learned through implementation of the dropout prevention grant will apply to the RTTT initiative and inform efforts to impact instruction and learning in Arizona’s most challenged schools, particularly those on Native American reservations.

CHARTER SCHOOLS. Arizona has received a \$53.7 million charter school grant from the U.S. Department of Education’s Office of Innovation and Improvement to increase the number of high-quality charter schools. The Arizona Charter School Incentive Program grant goals are to serve students most at-risk in rural and urban settings, improve student achievement, and improve high school student achievement and graduation rates, all goals aligned with Arizona’s RTTT application.

STEM. To support the increased graduation requirement of four years of mathematics, ADE funded three Math and Science Partnership (MSP) projects (using Title II Part B funds) that focused on creating curriculum for 4th credit courses along with providing teachers with intensive professional development. Arizona also recognizes the need to continually improve its

elementary (K-8) teachers' knowledge in mathematics; therefore, Arizona's most recent MSP grant competition required the projects to implement the Intel Math Program, which is a specific 80-hour course of rigorous professional development that has proven to be successful in states across the country.

(A)(2)(i)(e): Ongoing fiscal, political and human capital resources

Like many states, Arizona is in the throes of its worst fiscal crisis since the Great Depression. Revenue shortfalls have been in the neighborhood of 30% of General Fund revenue, and extraordinary measures have been taken to protect education funding in this disastrous situation. The difficulties are compounded by the fact that the K-12 student population has grown by nearly 125,000 students, at an annual cost of more than \$1 billion. During the same time, enrollment in Arizona's university system has increased by nearly 20,000 students, at an annual cost of some \$400 million.

Indicative of Arizona's commitment to education is the fact that budget reductions have been significantly lower as compared to other State agency budgets. In an effort to protect education, the State has taken on additional debt totaling \$1.2 billion over two fiscal years. Further, to help protect education funding, the Governor championed, with broad support from the business community and education leaders, the successful approval of a three year increase in the State sales tax rate of one cent on the dollar [Appendix (A)(2)-4]. Arizona voters resoundingly approved the ballot measure on May 18, 2010.

The Governor and a majority of legislators share a long-term commitment to education. The House and Senate Education Committees chairs, together with SBE and ABOR have been and will continue to be strong advocates for education in Arizona. Funding for RTTT in Arizona will be viewed as a significant down payment for the state's commitment to improving educational performance.

Successes shown in the next three years will stimulate continued support for RTTT-inspired programs. Plans will be formulated by the Governor, Legislature, Superintendent of Public Instruction, SBE, ABOR and philanthropic and business communities to implement a long-term commitment to RTTT success.

(A)(2(ii): Statements of Support

The preparation of the application for Race to the Top (round 2) has been an opportunity for Arizona's leaders to reach out to a wide range of stakeholders from across the state asking them for their input into the application and support for it. What has been most gratifying has been the sense that this RttT application is providing an opportunity to plan the future of Arizona's educational system, not just write an application. This application is supported by more than 60 (not sure of the final #) letters from school districts, county superintendents, community colleges, universities, businesses, chambers of commerce, foundations and Congressional representatives. The Arizona round 2 application has the support of the education stakeholder groups- Arizona School Administrators, Arizona School Boards Association and the Arizona Education Association.

What is equally important as the number of letters is the diversity of the support, both by type and by location across Arizona.

All letters are in Appendix A(2)-5. They are from:

- Arizona Education Association
- Arizona School Administrators Association
- Arizona School Boards Association
- Arizona Association of County Superintendents
- Arizona Board of Regents
- Arizona State Board of Education
- University of Arizona
- Arizona State University
- Northern Arizona University
- Arizona's Community Colleges
- State legislators (Both House of Representatives and Senate)
- Members of Arizona's Congressional Delegation
- Service organizations
- Large and small businesses
- Foundations
- Non-profits
- STEM leaders
- State charter board and association

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
and

(c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

(A)(3)(i): Arizona has made progress over the past several years in each of the four education reform areas and used its ARRA and other federal and State funding to pursue such reforms

Arizona can point to its recent reform efforts as the basis for improvements made pursuant to NAEP, AIMS and high school graduation performance. The state also has made significant efforts to improve student performance on AP exams. The State is proud of its recent track record in each of the four education reform areas, in terms of both the initiatives undertaken and the ways in which funds have been used, and has progressively addressed education reform in each area.

Standards and Assessments

Alignment with National Standards. Arizona has worked diligently in recent years to align its mathematics and English language arts standards with rigorous national guidelines and NAEP frameworks. Alignment studies were conducted by State staff, and alignment and benchmarking studies were performed by ACHIEVE, INC., through the American Diploma Project. Arizona educators (K-12 and higher education) used the results of these studies in the revision process that led to new mathematics standards being rolled out during the current school year. The language arts standards revision process was put on hold pending the completion of the Common Core.

Graduation Standards. In December 2007, the State Board of Education (SBE) adopted more rigorous standards for graduation, particularly in the area of STEM. Where high school students traditionally have been required to complete two credits of mathematics to graduate, students beginning with the classes of 2012 and 2013 will be required to complete, respectively, three and four credits. Similarly, the traditional two-and-one-half social studies credits requirement increases to three starting with the class of 2012, and the requirement of two science credits increases to three credits starting with the class of 2013.

College- and Career-Readiness. Demonstrating the State's commitment to high-quality assessments, in 2008 the Arizona Legislature established the AIMS Task Force (HB 2211) and charged it with examining AIMS from a high-stakes and college- and career-readiness (CCR) perspective. The Task Force's recommendations became law¹ ensuring that future state test development focuses on CCR and all high school students take a CCR test. Arizona will

¹ A.R.S. §15-701.01 and §15-741

implement the assessment system for mathematics and English language arts for grades 3-8 and high school developed through the Partnership for Assessment of Readiness for College and Career (PARCC) Consortium [see Section (B)(2)]. Arizona has initiated discussions with representatives from the Regents universities and community colleges regarding the acceptance of the PARCC assessment results as a measure of college readiness. Students earning a predetermined score would be granted admission without the need for remedial coursework. Arizona plans to pursue similar measures for students that successfully complete the board examinations pursuant to HB 2731.

In November 2009, Arizona became one of seven states to win the prestigious Making Opportunities Affordable grant when the Lumina Foundation granted \$1.5 million to the ABOR to expand low-cost options for delivering bachelor's degree programs and to create a new State funding formula for higher education. The grant award highlights Arizona's commitment to college- and career-readiness and to helping students succeed in the workforce.

Elementary Reading. The State cast a spotlight on elementary reading in 2002 when it established AZ READS.² This initiative, initially funded with a \$1 million appropriation, requires all Arizona elementary schools that provide K-3 instruction to (a) adopt a scientifically based reading curriculum that includes the essential components of reading instruction, (b) assess the progress of K-3 students, and (c) provide intensive reading instruction when students are not meeting or exceeding the reading standards. Arizona has demonstrated measurable progress in elementary reading as a result of implementing these policies and practices, as will be further discussed in Section (A)(3)(ii).

Special Education. Demonstrating Arizona's commitment to high-quality assessments for special education students, during the 2008-2009 school year the ADE revised and improved "AIMS-A" with extensive input from Arizona special education specialists and testing experts. Administered for the first time in the spring of 2009, the improved AIMS-A assesses students in multiple ways: (1) online multiple choice, (2) teacher-rated items and (3) performance tasks scored by the teacher. Because there is a vertical scale for AIMS-A, Arizona will be able to track and report the rate of growth for its special education students.

² A.R.S. § 15-704

Statewide Longitudinal Data Systems

Arizona has used a \$6 million Statewide Longitudinal Data Systems grant, received from the U.S. Department of Education in 2007, to build the Arizona Education Data Warehouse (AEDW). The AEDW is a secure, scalable, enterprise-class repository for longitudinal student data from early education through higher education and entry into the workforce.

Arizona has a comprehensive plan to:

- expand the data collection processes;
- implement a broad range of success measures;
- expand the AEDW, including the portal;
- build the data governance, training and communications capacities; and
- expand the technology infrastructure.

Integrated Data to Enhance Arizona's Learning (IDEAL) is another valuable technical tool. Arizona's e-Learning platform for educators was created by ASU in partnership with ADE. IDEAL is a single access point to professional development, standards based curricula resources, an 8,000 item formative assessment bank aligned with state standards, collaborative tools and school improvement resources. The IDEAL: Home Edition assists parents in creating a supportive learning environment by providing information, resources, and easy to implement tips and support strategies. For students the IDEAL: Home Edition offers a selection of engaging web-based resources to assist with homework, learning new concepts and preparing for the future. ASU continues to provide valuable user-focused perspective, as well as resources to help ensure the sustainability of the application. IDEAL is expected to be a critical building block for user-based applications that Arizona develops in the coming years.

In addition, Arizona, in conjunction with the Rodel Foundation of Arizona and the Arizona Charter School Association, has developed a student growth model based on the Colorado Growth Model. The Arizona Growth Model tracks individual student performance and clearly compares, for parents and teachers, a student's actual performance with his or her expected performance.

Finally, Broadband USA recently awarded \$1.3 million for the Arizona Public Computer Centers, to enhance facilities in more than 80 public libraries throughout the state. This effort will support the development of 21st century skills by:

- deploying more than 1,000 computers,
- replacing and upgrading existing broadband capacity,
- placing public computing centers in four tribal libraries,
- expanding broadband access to low-income and English-as-a-second-language populations, and
- providing laptops that enable a mobile training environment to foster community outreach to vulnerable populations.

Great Teachers, Great Leaders

During the 2010 regular legislative session, the State approved two significant measures to dramatically improve teacher and leader effectiveness:

- SB 1040 requires SBE to adopt a model framework for teacher and principal evaluation and, further, requires LEAs to adopt a system based on the framework by the 2012-2013 school year. The evaluations must include 33% to 50% student growth measures, and principals conducting evaluations must receive “aligned professional development” and training.
- HB 2298 expands the teacher and principal preparation pipeline by authorizing SBE to approve preparation program providers in addition to institutions of higher education.

The State has also made strong investments in TEACH FOR AMERICA (TFA), with a \$2 million State fund allocation and a \$2 million allocation from ARRA. In partnership with ASU’s College of Teacher Education and Leadership, TFA has more than doubled the number of its Arizona participants over the past five years, from 155 in the 2005-2006 school year to 320 in 2009-2010.

ASU recently was awarded \$33.4 million over five years in the Teacher Quality Partnership Grant Program, which will support expansion of the university's Professional Development School program across Arizona, spanning rural American Indian communities and the metropolitan Phoenix and Tucson areas.

Arizona has had in place performance-based compensation (PBC) for more than two decades. Proposition 301, passed in 2000 and now codified in part as A.R.S. § 15-977, provides funding to compensate teachers for performance. While there are opportunities among LEAs to define performance more clearly and to strengthen these plans, simply having this law in place means Arizona is well past any initial resistance and is poised to take the next step. Further, the Career Ladder program, has demonstrated positive results, particularly as part of a system that includes recognition and job-embedded professional development.³

In terms of equitably distributing effective teachers, Arizona can point to initiatives such as TFA and the Rodel Exemplary Teacher program. Rodel recognizes and rewards teachers with outstanding records of student achievement, pairs them with student teachers in a mentoring program, and provides meaningful incentives to get graduates into underserved schools. An ASU study showed that students of Rodel Promising Student Teacher graduates demonstrated significantly higher pass rates on AIMS than students of other teachers at similar schools. Graduates were also observed displaying the characteristics of effective teachers more often than other novice teachers.

In addition:

- The ARIZONA K12 CENTER at NAU evolved from former Arizona Governor Jane Dee Hull's 1999 State of the State address. Her vision for a Center that would support teacher professional development and enhance student learning became a reality in 2005. Fulfilling its mission to improve teaching and learning in Arizona's schools through high-quality professional development and teacher leadership, the Arizona K12 Center has been, for the past five years, a direct provider of professional development in three key areas: leadership, learning and technology

³ A.R.S. §§ 15-918 to 15-918.05

- The NAUTEACH program at NAU is a promising new initiative, based on the U-TEACH model at the University of Texas at Austin; that helps rural areas grow their own talent, particularly in the STEM disciplines.
- TROOPS TO TEACHERS, in place in Arizona since 1994, is another program that is effective in locating promising teachers into rural areas and STEM subject matters.
- The SCIENCE FOUNDATION ARIZONA (SFAz) brings together public and private support to develop STEM programs, such as the Arizona Center for STEM Teachers at Biosphere 2, and provides hands-on research and evidence-based learning opportunities for teachers.
- ADE has also been a strong contributor to equitable distribution through its Achieving Equity in Teacher Distribution Project.
- Arizona universities have been collaborating to improve teacher preparation programs through T-PREP. T-Prep is a three-year-old collaborative effort among ASU, NAU and the UofA to develop a meaningful system to monitor, assess and support teacher candidates as they progress through preparation programs and later in their careers. T-Prep links student achievement data with individual teachers, connects teachers' training and early experience with their subsequent classroom behaviors, and provides feedback at opportune moments in pre-service teachers training.

Supporting Struggling Schools

ADE recently developed a framework for a multi-tiered system of support, called AZRTI (Arizona Response to Intervention). Based on converging research, the framework incorporates differentiated instruction, personalized learning plans, formative assessment data and, most critical, the response of the teacher/school to the student's success or struggle with immediate learning. This framework underpins Arizona's approach to school improvement and guides Arizona Title I schools as they spend their ARRA funds.

Specifically, schools are bringing in additional interventionists (qualified teachers) to coordinate, plan and deliver necessary intervention. Additional paraprofessionals are providing

small group instruction and skill-based review. Purposeful, targeted instructional materials that support learning and additional practice are being purchased. Many schools are taking advantage of technology-based instructional supports that allow students to engage in independent learning or review. Also, many Title I schools have invested ARRA funds in designing and implementing effective parent engagement systems that improve communication between the school and home and engage the parents as full partners in the education of their child.

Arizona is a dual accountability state that already is identifying and intervening in low-performing schools based on the State's own accountability formula. The State system for accountability is known as AZ LEARNS. By statute,⁴ schools identified as failing under AZ LEARNS receive a series of intensive supports and may have the principal replaced.

An important part of Arizona's work has come specifically with English language learners (ELL students). The State's ELL Task Force developed the Models of Structured English Immersion (SEI Models) in 2007, and they were adopted for statewide use.⁵ Accelerated language acquisition is supported by providing time on task with highly qualified teachers who utilize a structured, discrete approach to language acquisition. Since the adoption of the SEI Models, reclassification rates in Arizona have significantly and consistently improved. The reclassification rate, which was 12% prior to the SEI Models' adoption, grew to 22% in the first year (2007-2008) and to 29% in the second (2008-2009).

The Advanced Placement Incentive Program is another ADE initiative that has been successful with disadvantaged students. This program, provided in conjunction with the College Board, brings rigorous coursework to low-income Arizona middle school and high school students. ADE recently completed a three-year AP Incentive Grant involving 13 high schools and 14 feeder schools throughout the state. The positive results included increasing by 360% – from 125 to 575 – the number of AP exams taken by low-income students, and raising AP exam scores of low-income students by 319%, from 37 to 155.

Arizona also has invested \$1 million of its College Access Challenge Grant (CACG) funds in 11 community groups that help underserved youth. The 11 subgrants were made on a competitive basis to organizations that provide:

- college information and preparation services to students and families;

⁴ A.R.S. § 15-241

⁵ A.R.S. § 15-756.01 and 15-756.02

- information on financing options for postsecondary education and activities that promote financial literacy and debt management among students and families;
- outreach activities for students who may be at risk of not enrolling in or completing postsecondary education;
- assistance in completion of the Free Application for Federal Student Aid (FAFSA); or
- professional development for guidance counselors at middle schools and secondary schools, and financial aid administrators and college admissions counselors at institutions of higher education.

For some time, Arizona’s focus has been on improving its rural and Native American schools. Important in that effort has been a three-year (2006-2009), \$1.8 million U.S. Department of Education grant to ADE in support of the Arizona Native American Dropout Prevention Initiative (NADPI). There have been a number of successes associated with working with the White Mountain and San Carlos Apache tribes under this grant, e.g., positive communication with chronically absent students and their families, community awareness, schools’ recognition of the need for systemic change, and rising re-enrollment. There also have been lessons learned; for example, it took a significant amount of time to establish trust with the tribal community. ADE has learned the need for truancy codes and one-to-one student-to-staff relationships. Ongoing work to improve these schools has established a foundation of success from which to build.

Arizona has a rich system of charter schools that are also an option for struggling schools. Arizona’s total of 502 charter schools is second only to California (700-plus), which has a population more than five times greater than Arizona. Arizona statute⁶ requires a review of charter contracts every five years and provides that a charter contract may be revoked if the charter holder is found in breach of one or more provisions of the contract at any time during the school’s operation. Charter schools are required to complete both an annual independent financial audit⁷ and an annual performance report card for parents.⁸

⁶ A.R.S. §15- 183(I)

⁷ A.R.S. §§ 15-183(E)(6) and 15-914

⁸ A.R.S. § 15-183(E)(4)

Recent grants allowed the ASBCS to increase the level of charter school accountability. The funding, totaling \$60,000, came through two separate grants from the U.S. Department of Education's Office of Innovation and Improvement. The first grant supports development, adoption and implementation of State policies that lead to more high-quality public charter schools, while the second aims to improve student achievement by helping charter school operators and authorizers strengthen their performance management practices. Meanwhile, the portfolio of high-quality charters is expected to grow as Arizona recently awarded \$14 million over two years and an expected \$53 million over five years as part of the Arizona Charter School Incentive Program (AZCSIP) to increase the number of high-quality charter schools in Arizona, particularly those serving students most at risk in rural and urban settings.

(A)(3)(ii): Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to:

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA.

See Appendix (A)(3)-1 for all achievement data tables.

NAEP Mathematics

- GRADE 4: Arizona 4th grade students had a statistically significant increase in the average scale score between 2000 and 2009 (219 to 230) and a statistically significant increase in the percent of students scoring "at or above proficient" between 2000 and 2009 (16% to 28%).
- GRADE 8: Arizona 8th grade students had a statistically significant increase in the average scale score between 2000 and 2009 (269 to 277) and a statistically significant increase in the percent of students scoring "at or above proficient" between 2000 and 2009 (20% to 29%).

NAEP Reading

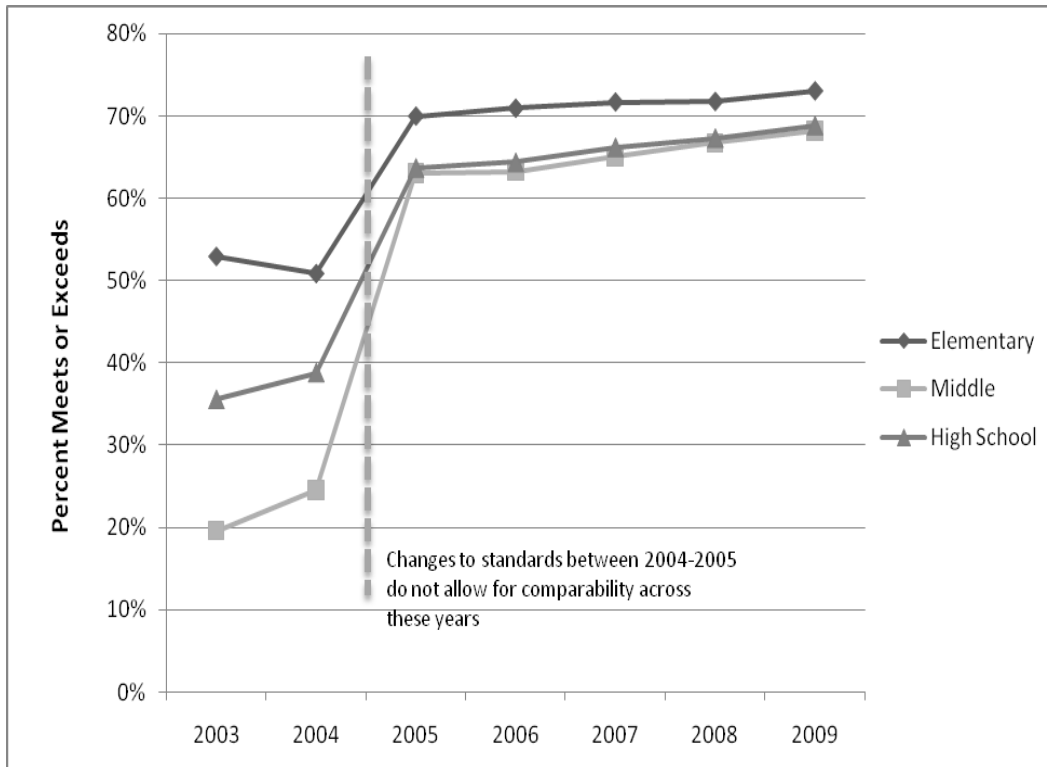
- GRADE 4: Arizona 4th grade students had a statistically significant increase in the average scale score between 2002 and 2009 (205 to 210).
- GRADE 8: Arizona 8th grade students, overall, have had no statistically significant increases in reading since 2002; however, the Arizona Hispanic Grade 8 students, which make up 42% of the Grade 8 population, scored significantly higher in 2009 (246) than in 2007 (241) and are not significantly different from their peers in the nation.

AIMS Mathematics

- ELEMENTARY: Increase from 70% to 73% proficient from 2005 to 2009 (earlier comparison cannot be done due to changes to proficiency standards prior to 2005).

- MIDDLE SCHOOL: Increase from 63.1% to 68.2% proficient from 2005 to 2009 (earlier comparison cannot be done due to changes to proficiency standards prior to 2005).
- HIGH SCHOOL: Increase from 64% to 69% proficient from 2005 to 2009 (earlier comparison cannot be done due to changes to proficiency standards prior to 2005).

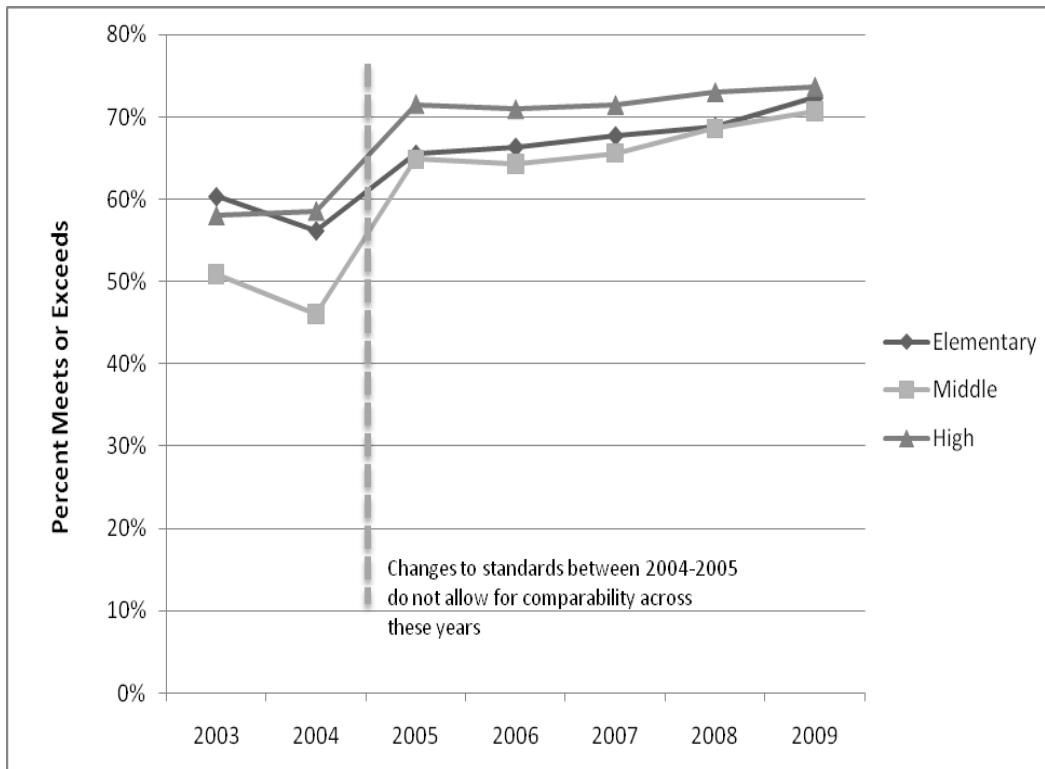
AIMS PERCENT MEETS OR EXCEEDS – MATHEMATICS – 2003-2009



AIMS Reading

- **ELEMENTARY:** Increase from 65.5% to 72% proficient from 2005 to 2009 (earlier comparison cannot be done due to pre-2005 changes to proficiency standards).
- **MIDDLE SCHOOL:** Increase from 64.8% to 70.7% proficient from 2005 to 2009 (earlier comparison cannot be done due to pre-2005 changes to proficiency standards).
- **HIGH SCHOOL:** Increase from 71.5% to 73.7% proficient from 2005 to 2009 (earlier comparison cannot be done due to pre-2005 changes to proficiency standards).

AIMS PERCENT MEETS OR EXCEEDS – READING – 2003-2009



Analysis

Overall, between 2003 and 2009, Arizona students demonstrated moderate (yet insufficient) increases in math and reading achievement as reflected on both NAEP and AIMS assessments, with most gains concentrated in elementary and middle grades. Although improvements in 8th grade reading were not seen on NAEP, AIMS results have indicated improvements in middle school reading.

Of the reforms detailed in section (A)(3)(i), the most significant differences have resulted from efforts to increase effective instruction through improving teacher recruitment and selection (particularly in high-poverty schools through programs such as TAKE ONE, TFA and PHOENIX TEACHING FELLOWS) and improving teacher preparation and support through the AZ K12 CENTER and programs such as BEST and the IDEAL professional development portal. In addition, AZ READS' intense focus on reading in the early years has had an impact on elementary reading scores. The lower increases in high school reflect the need for additional

focus on secondary instruction and standards, which Arizona's recently improved high school graduation standards have begun to address.

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA.

See Appendix (A)(3)-1 for all achievement data tables.

NAEP Mathematics

- GRADE 4: In 2000, Arizona ELL 4th grade students scored significantly higher (201) than their peers nationally (195).
- GRADE 8: Hispanic students showed a significant increase in scale scores in 2009 (274) versus 2005 (268).

NAEP Reading

- GRADE 4: Arizona Hispanic students, who make up 45% of the Grade 4 population, showed a significant increase in average scale scores between 2002 (188) and 2009 (198). They also showed a significant increase in at or above proficient level between 2002 and 2009 (10% to 14%).
- GRADE 8: Arizona Hispanic Grade 8 students, who make up 42% of the Grade 8 population, scored significantly higher in 2009 (246) than in 2007 (241) and are not significantly different from their peers in the nation.

AIMS Mathematics

ELEMENTARY: From 2005 to 2009, the greatest improvements in the percent of students meeting and exceeding standards were achieved by Hispanic students (a 6.8 percentage point increase), economically disadvantaged students (5.5 percentage points), migrant students (4.5), African-American students (3.5), and Native American students (3.4), all of which outpaced the state's overall increase of 3.1 percentage points. (Note: Earlier comparisons cannot be done due to changes to proficiency standards prior to 2005.)

MIDDLE SCHOOL: From 2005 to 2009, the greatest improvements in the percent of students meeting and exceeding standards were achieved by Hispanic students (10 percentage

point increase), economically disadvantaged students (8.9 percentage points), Native American students (7.5), migrant students (6.5), and African-American students (6.0), all of which outpaced the state's overall increase of 5.1 percentage points. (Note: Earlier comparisons cannot be done due to changes to proficiency standards prior to 2005.)

HIGH SCHOOL: From 2005 to 2009, the greatest improvements in the percent of students meeting and exceeding standards were achieved by Hispanic students (9.5 percentage point increase), who outpaced the state's overall increase of 5.2 percentage points. (Note: Earlier comparisons cannot be done due to changes to proficiency standards prior to 2005.)

AIMS Reading

ELEMENTARY: From 2005 to 2009, the greatest improvements in the percent of students meeting and exceeding standards were seen by Hispanic students (12.6 percentage point increase), economically disadvantaged students (11.1 percentage points), migrant students (14.9), and Native American students (9.2), all of which outpaced the state's overall increase of 6.8 percentage points. (Note: Earlier comparisons cannot be done due to changes to proficiency standards prior to 2005.)

MIDDLE SCHOOL: From 2005 to 2009, the greatest improvements in the percent of students meeting and exceeding standards were achieved by Hispanic students (10.0 percentage point increase), economically disadvantaged students (8.9 percentage points), Native American students (7.5), migrant students (6.5), and African-American students (6.0), all of which outpaced the state's overall increase of 5.1 percentage points. (Note: Earlier comparisons cannot be done due to changes to proficiency standards prior to 2005.)

HIGH SCHOOL: From 2005 to 2009, the greatest improvements in the percent of students meeting and exceeding standards were achieved by Hispanic students (7.7 percentage point increase), who outpaced the state's overall increase of 2.1 percentage points. (Note: Earlier comparisons cannot be done due to changes to proficiency standards prior to 2005.)

Advanced Placement

From 2004 to 2009, Arizona increased the percentage of Hispanic students with a score of 3 or higher on an AP exam from 13.7% to 21.3% of the population of students with a score of 3 or higher. From 2004 to 2009, Arizona increased the percentage of low-income students with a

score of 3 or higher on an AP exam from 7.5% to 16.6% of the population of students with a score of 3 or higher.

Analysis

According to AIMS results, Hispanic, economically disadvantaged, migrant, African-American and Native American students have made great progress in “closing the gap” separating them and their peers. NAEP and AIMS data point to strong increases in student achievement across grades and subject areas by Hispanic students, who comprise roughly 40% of the state’s student population. Similarly, AIMS data indicate that economically disadvantaged students, migrant, African-American and Native American students have made great progress in “closing the gap” in elementary and middle school math and reading.

As stated above, efforts to bolster teacher effectiveness in Arizona’s highest-poverty schools – through teacher recruitment, selection, preparation, and support in the use of data to drive instruction – have largely contributed to the success in raising achievement among the student populations discussed above. In addition, programs (such as the AP Incentive Program) that are squarely focused on improving access and success in rigorous coursework have contributed to measurable increases in college-readiness among Hispanic and low-income students.

In spite of this progress, Arizona’s achievement gaps remain unacceptably high, with gaps in the area of 20 percentage points between Hispanic and White students and 30 percentage points between Native American and White students. As groups, special education and limited English proficient students have not made demonstrable progress; however, Arizona has made great strides in exiting students out of the ELL program from 2007 as reflected in the NAEP data.

(c) Increasing high school graduation rates

See Appendix (A)(3)-1 for all achievement data tables.

Results

According to the Editorial Projects in Education Research Center at *EducationWeek*, between 1996 and 2006 Arizona had the third-highest gain in high school graduation rates (12.1 percentage point increase), trailing only South Carolina and Tennessee.

According to the Arizona four-year graduation rate calculation, the state saw an increase from 70.8% to 75% between 2001 and 2008.

Analysis

Although Arizona is pleased to be recognized for increasing its graduation rate over time, and credits the increase on such programs as the Native American Dropout Prevention Initiative and the state's college- and career-readiness agenda (through the American Diploma Project), its current rate of 75% is too low to meet the demands of Arizona's second century.

As noted in (A)(1)(i), the State has set a goal of achieving a 93% graduation rate by 2020. Arizona has already taken important steps toward improving the percentage of students who graduate from high school, prepared to succeed in college and careers. Arizona's RTTT strategy of focusing on strong, engaging, effective instruction and support for students in the lowest-performing schools will accelerate the progress that is already underway.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State’s plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

(B)(1)(i): Developing and Adopting Common Standards

GOAL: Arizona will participate in the Common Core Consortium

ARIZONA, IN PARTNERSHIP with 49 states and territories is participating in the Common Core State Standards initiative to develop standards in mathematics and English language arts. See Appendix (B)(1)-1 for the Memorandum of Agreement (MOA). This initiative, dedicated to developing and adopting internationally benchmarked standards that build toward college- and career-readiness, is led by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center), in partnership with ACT, the College Board, and Achieve.

In addition to the signed Memorandum of Agreement, submitted as evidence is the latest draft of these standards [Appendix (B)(1)-2]; information referencing the standards' international benchmarking [Appendix (B)(1)-3]; and the press release listing the 49 participating states and territories [Appendix (B)(1)-4].

(B)(1)(ii): The State’s adoption of a common set of K-12 standards

GOAL: Arizona will adopt the Common Core Standards

The Common Core Standards are scheduled for adoption by the SBE on June 28, 2010 [Appendix (B)(1)-5]. Arizona law¹ authorizes the SBE to adopt statewide academic standards [Appendix (B)(1)-6]. Arizona law² also provides for the adoption and implementation of the ARIZONA INSTRUMENT TO MEASURE STANDARDS (AIMS) test to measure pupil achievement of the SBE-adopted reading, writing and mathematics standards and assures that all tests prescribed are uniform throughout the state [Appendix (B)(1)-7]. Finally, ADE has a process in place to ensure involvement of many stakeholders in developing the statewide standards [Appendix (B)(1)-8].

Thanks to its strong experience in developing high-quality academic standards, ADE recognizes the importance of stakeholder involvement through all phases of the Common Core Standards development process and of keeping citizens informed throughout. The State has actively kept important stakeholders informed and involved since the initial commitment to participate in the Common Core Standards effort.

The timeline for adopting Common Core was presented early in the process and has been frequently discussed [Appendix (B)(1)-9]. Arizona’s Deputy Associate Superintendent [Appendix (B)(1)-10] is a respected member of the writing team, and a number of the state’s educators and higher education experts have active roles in both the national and state work.

A key member of both the leadership team and the writing team for Arizona’s recently adopted mathematics standard is a UofA professor, Dr. William McCallum, the head writer for all national work on Common Core Standards in mathematics. Dr. McCallum continues to work with Arizona and will be an integral member through the Common Core Standards rollout and beyond.

ADE leaders have presented at numerous stakeholder events and meetings throughout the state. In addition, ADE has disseminated information through letters to superintendents, charter holders and principals statewide and through professional organizations such as the Arizona Association of Mathematics Teachers. Monthly SBE updates have been vital and demonstrate a concerted effort to build background knowledge and support [Appendix (B)(1)-11].

¹ A.R.S. § 15-701 and 15-701.01

² A.R.S. § 15-741

ADE convened stakeholder groups, primarily comprised of educators from the State's university, community college and K-12 systems, to review all drafts of the Common Core Standards in mathematics and language arts. Their input and feedback was instrumental in formulating Arizona's response to each draft version. These groups will continue to serve as leaders as Arizona transitions into new academic standards and assessments.

ADE leadership also met with representatives from publishing and assessment companies to discuss how the Common Core Standards might inform their work and the materials they provide to support Arizona educators. Presentations for specialized audiences, such as principals, are being planned to address the critical role of leadership in transitioning to Common Core.

Arizona is poised and ready to embrace the rigor of these new standards. As a member of Achieve's American Diploma Project (ADP) since 2007, Arizona was already committed to more rigorous college- and career-ready standards. As a result, on June 24, 2008, Arizona stakeholders developed, and SBE adopted, revised mathematics standards that align with rigorous national expectations. The new mathematics standard is fully aligned with both NAEP and ADP benchmarks.

Discussions among policymakers and educators about college- and career-readiness standards have been extensive and ongoing, as evidenced by Arizona's participation in the College and Career Readiness Policy Institute (CCRPI), sponsored by Achieve, Inc., and partner organizations known for their strong work in supporting education reform. As a result of this work, Arizona has aligned its high school graduation requirements to college entrance, by increasing high school graduation requirements to four years of mathematics and three years of science.

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

(B)(2): Developing and implementing common, high-quality assessments

GOAL: Arizona will develop and implement high-quality assessments aligned to the Common Core Standards

Arizona plans to participate in the RTTT Assessment Grant as an active member of the Partnership for Assessment of Readiness for College and Career (PARCC) Consortium [Appendix (B)(2)-1]. The names and number of states in this consortium are included in Appendix (B)(2)-2. PARCC joins these states together to develop an assessment system for Mathematics and English Language Arts for grades 3-8 and high school in partnership with Achieve.

The consortium's intent is to design an assessment system that will:

- be fully aligned with the new Common Core standards;
- produce a range of data to support decision-making at all levels:
 - students “on track” to be ready for college and careers
 - student growth over time
 - student annual performance against standards
 - information on how students perform compared with peers
- exist within a coherent system with multiple components;
- support and improve classroom instruction;
- provide determinations of school effectiveness;
- provide determinations of principal and teacher effectiveness; and
- establish a K-12/higher education partnership that develops a summative assessment that measures college readiness, placing a passing student into credit-bearing college courses without remediation.

The primary focus of the consortium will be the development of summative assessments that use multiple item types to fully cover the depth and breadth of the Common Core Standards.

The system will include computer-based summative assessments given at the end of the year, in addition to through-the-year assessments that focus on the typically hard-to-measure standards using open-response items. The consortium's plan for a balanced assessment system includes the development of interim assessments to provide instant feedback on student progress toward end-of-year achievement goals and a focus on the effective use of formative assessment practices [Appendix (B)(2)-3].

Similar to standards, ADE has a national working presence in the development of common, high-quality assessments. ADE has been involved in numerous meetings that have defined the scope of this critical project. The Deputy Associate Superintendent [Appendix (B)(2)-4] is a member of the Design Team for the PARCC consortium and will serve in other functional areas as well.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

(B)(3): Supporting the transition to enhanced standards and high-quality assessments

GOAL: Arizona will transition to enhanced standards and high-quality assessments.

STANDARDS TRANSITION

Arizona will draw on its extensive experience in adopting and implementing State standards to transition to Common Core. Arizona developed and rolled out State standards for the first time in 1997 and, since then, has revised its English language arts, mathematics, science, social studies, fine arts and English language proficiency standards on a five-year cycle. Each time the standards were revised and updated, ADE developed a plan to engage stakeholders in a smooth transition to the new standards. For the transition to the Common Core and other reform efforts, Arizona will leverage and expand the expertise of educators across the state through the establishment of Arizona Regional Centers for Innovation and Reform to implement the following strategies:

1. Align curriculum to Common Core Standards.
2. Build educator capacity by developing a system of support including professional development and technical assistance.
3. Identify and develop instructional resources.
4. Ensure successful implementation and sustainability.

The success of the Regional Centers will depend on collaboration with ADE and the University Research Center staff to meet the goals and objectives of a coordinated system of support. While ADE will facilitate the development of training and supporting materials, the Regional Center Standards specialists will work with local LEAs to align their curriculum to the standards and offer professional development in teaching the Common Core standards; the University Research Center will use evaluation data to determine effective practices to share with the Regional Center network and disseminate to LEAs and schools. ADE's current plan for the implementation of standards mainly focuses on the dissemination of the standards, and support documents along with professional development on concepts identified through state assessment data as being of highest priority. RTTT funding will allow ADE to significantly

expand its plan and build long-lasting capacity to improve instruction and ultimately increase student achievement. Appendix (B)(3)-1 includes a detailed Transition Plan.

Standards-based education is critical for the success of young people. To ensure that each student has an opportunity to learn the academic standards and, further, to hold LEAs accountable, SBE requires written assurances, “Declarations of Alignment to State Standards,” signed by governing board presidents, superintendents or charter holders, and principals stating that the curriculum in place at each school is aligned with the standards, that materials are available to all teachers to teach the standards, and that teachers are evaluated based on Arizona’s Academic Standards in the core areas of reading, writing, mathematics, social studies, and science [Appendix (B)(3)-2]. These Declarations will be used as evidence of the LEAs’ alignment of curriculum and instruction to the newly adopted Common Core Standards.

Year One, Phase One (June-September 2010)

On June 28, 2010, SBE will adopt the Common Core Standards in mathematics and English language arts. The established Common Core Committee (CCC), comprised of representatives of higher education, K-12 educators, district leadership, community college faculty, and curriculum specialists from education service agencies will meet throughout the summer to refine a plan of support for transitioning to the Common Core Standards, consisting of both professional development and technical assistance.

The charge of the CCC will be to identify and develop engaging, rigorous and relevant instructional materials and professional development strategies to meet the needs of educators in implementing the enhanced standards. (Critical support documents will include crosswalks or comparison tables, gap analysis summaries, explanations and examples of learning expectations, connections to other academic standards, and sample lessons.) All of these resources will be available statewide on the ADE website and IDEAL portal [described in Section (A)(2)]. To further support schools and districts in selecting and using appropriately aligned instructional materials, the committee will also review and revise ADE’s existing “Standards/Curricula Alignment Seminars” to specifically address the Common Core Standards in mathematics and English language arts.

The adoption of the Common Core also will require alignment and/or linkage to other Arizona standards. For example, Arizona has been engaged in the revision of its English

Language Proficiency Standards (ELP) in the last year. The ELP standards are scheduled for implementation in the 2010-2011 school year. In summer 2010, ADE will conduct analyses to ensure linkage between the Common Core and the ELP. Meanwhile, the Arizona Early Childhood Development and Health Board (First Things First) will work with ADE to align the State's early education standards to the Common Core.

Year One, Phase Two (September 2010-August 2011)

During the remainder of Year One, the Arizona Regional Centers for Innovation and Reform will be established. Each Regional Center will hire a center coordinator and standards specialist(s) who will work in tandem with the ADE Arizona Academic Standards Unit. The center coordinator will work closely with the Deputy Associate Superintendent of Standards to craft a standards work plan for implementation with identified benchmarks. This work plan will include delivery of training on the Common Core Standards, specifically unwrapping the standards, aligning curriculum and using instructional support and resource materials. The Standards Specialists will have nine days of intensive training in spring 2011, focusing on:

- content and delivery of the professional development modules;
- statutes and policies;
- adult learning and change theory;
- identification of promising practices and models for further study; and
- capacity-building technical assistance.

Year Two (September 2011-August 2012)

Planning and development of training materials will continue with a special emphasis on targeting concepts that are difficult to teach. Year Two will be critical, as the standards specialists work to ensure the dissemination of information and instructional support materials and the delivery of professional development and technical assistance to all LEAs in each region.

In order to increase the number of instructional materials available to educators, the IDEAL portal will also serve as a clearinghouse for high-quality instructional materials developed by educator committees such as the CCC described previously or the regional center specialists in workshops with teachers. These instructional resources, when made available on

IDEAL, will be organized around the new standards, allowing educators to sort by grade level and concept. ADE has selection criteria in place to ensure alignment to new standards. These criteria will be available to the CCC, Regional Centers, LEAs and schools to use as a guide in materials development.

Year Three (September 2012-August 2013)

Centers will further refine and customize their work plans based on data collected from LEAs and findings from the annual evaluation of the Centers and the RTTT plan. Identifying innovative and promising models of implementation will be an important goal for this year, and building the capacity of LEAs to sustain the change momentum and effectively use instructional support materials will be an important aspect of technical assistance.

Year Four (September 2013-August 2014)

Standards specialists will continue to provide customized professional development and technical assistance based on regional assessment data. Sustainability will be enhanced by promoting best practices as identified by the University Research Center.

IMPLEMENTATION TIMELINE

Goal: Adopt and Implement the Common Core Standards

<i>Strategies</i>	<i>Actions/Activities</i>	<i>Responsible Party</i>	<i>Timeline and Benchmarks</i>
1. Adopt Common Core Standards and align curriculum to Common Core Standards and other state standards.	1.1 Adopt Common Core Standards	SBE	6-28-2010
	1.2 Sign and submit Declaration of Curriculum Alignment	LEA	Annually 6/2011-6/2012
2. Implement quality instructional support materials in order to build educator capacity	2.1 Create and make available initial support materials	ADE, CCC	6/2012-9/2014
	2.2 Add additional resources to IDEAL	ADE, CCC, AzRC, LEA	6/2012-9/2014
	2.3 Use instructional resources	LEA	6/2012-9/2014
3. Provide standards-based professional development in order to build educator capacity	3.1 Develop and deliver standards-based professional development sessions	ADE, CCC, Regional Centers	1/2012-9/2014
	3.2 Attend standards-based professional development sessions	LEA	6/2012-9/2014
4. Ensure implementation of Common Core Standards with fidelity	4.1 Evaluate progress on implementation of Common Core Standards with fidelity	ADE, Regional Centers	Annually 2011- 2014
	4.2 Implement Common Core Standards with fidelity	LEA	2012-2014

ASSESSMENT TRANSITION

In order to ensure a smooth transition from the current assessment system to the new system aligned to the Common Core Standards, Arizona will implement the following strategies:

1. maintain and increase ongoing communication with the field to promote the use of assessment results;
2. develop items for the current AIMS that will include items written to the Common Core;
3. seek Consortium for the Alternate Assessment of Alternate Academic Standards of the Common Core;
4. expand the Formative Assessment Tool on IDEAL to complement summative and interim assessments; and
5. provide training and technical assistance through the Regional Centers.

Because rigor needs to be increased for all students, much work has been done in an ongoing examination of the current assessment system to determine its effectiveness in measuring readiness for college and the workplace. Arizona is assessing the 2008 Arizona Mathematics Standard, which increased rigor and was aligned to both the NAEP framework and the ADP Mathematics Benchmarks, with a new assessment beginning in 2009.

Arizona also recently examined its high school assessment system. The AIMS Task Force, established by HB 2211 (2008) [Appendix (B)(3)-3], made recommendations to SBE, the Governor, the Senate President and Speaker of the House of Representatives. The proposed recommendations were intended to encourage all students to become college- and career-ready by providing feedback loops to help students meet their academic objectives. These recommendations included future development of a college- and career-ready assessment and a 9th grade assessment to predict college potential.

The AIMS Task Force recommended the following:

- The AIMS reading, mathematics and writing tests are maintained as graduation requirements. Future State test development should focus on college- and career-

readiness, and no other subject areas will be added to the current battery of AIMS high school graduation tests.¹

- All 11th grade students must take a college- and career-readiness test with a provision to opt-out of the test pursuant to a written request from a parent or legal guardian. The college- and career-readiness test would be paid for by the State.
- Replace the State norm-referenced test (NRT) (currently the TerraNova) administered in 9th grade with a college and career potential test.
- A future committee should consider a high school graduation endorsement that signifies student readiness for college and career.

As Arizona transitions to a new assessment system, ADE must maintain the quality of the current system in the process and facilitate a smooth transition to the assessments developed by PARCC to assess the Common Core Standards. Those assessments will be given to all students in Arizona no later than 2014-2015. In addition to the ongoing work of any State assessment cycle, the plan for additional work to support the transition is described below. Much of the work will become an ongoing part of the assessment cycle.

Year One (September 2010-August 2011)

In the first year of the transition, Arizona will begin to design and develop the new assessment system while maintaining its current assessment system. During item development for the current assessment, greater emphasis will be placed on developing items that reflect a greater depth of knowledge. At the same time, the items will reflect the use of universal design criteria and an awareness of language complexity.

ADE will continue to review accessibility of items for students with disabilities. Increased and ongoing communication with the field will be a priority to ensure that the LEAs and schools are well informed about assessment development activities. ADE will also explore the possibility of forming or joining a consortium to develop alternate assessments for students with disabilities.

¹ A.R.S. §15-701.01 and §15-741

During Year One, data and assessment specialists will be hired to serve at the Regional Centers for Innovation and Reform. The specialists will be responsible for the dissemination of information regarding the effective use of summative, interim and formative assessments in a balanced assessment system. The specialists will also be responsible for providing training in using data to inform instruction with a focus on instructional improvement systems (see Section C). Specialists will receive nine days of training by national experts on assessment and data use in preparation for their role as professional development and technical assistance providers. In summer 2011, the specialists will be expected to begin their first series of trainings to LEAs and schools in their respective regions and will meet monthly with ADE assessment staff to discuss regional needs and develop training materials.

Of highest priority will be the assessment and data specialists' work with their Center colleagues to provide intensive support to the persistently lowest-achieving schools in the effective use of assessments, setting ambitious yet achievable learning targets, measuring progress and using data to inform improvement plans. Specialists will also provide technical assistance to other LEAs and schools, based on need, to provide follow-up and customized assistance.

Year Two (September 2011-August 2012)

Four assessment development activities will be the focus of Year Two:

- New items that are developed for the current assessment system will be aligned with both the current and the Common Core Standards. Parallel development and field testing of test items for use on current assessments that also align to the Common Core Standards will be a primary activity.
- ADE will continue to oversee the development of multiple item types for mathematics and English language arts for the existing Formative Assessment Item Bank, currently available on the IDEAL portal, for teacher use during the transition from the current standards to the Common Core Standards and beyond.
- Field testing of new items developed by PARCC will be conducted in spring 2012.

- Parallel development of formative and interim assessments for the new system will begin.

Regional support specialists will continue their work in Year Two, providing professional development and technical assistance in implementing effective assessment and data use, working in collaborative teams with Center staff and meeting monthly with ADE staff. Emphasis will be on establishing systems in LEAs and schools to select and use instructional improvement systems. By Year Two, each Center should develop a technical assistance plan to support LEAs and schools that need more intensive assistance and support in using data to inform instruction.

Year Three (September 2012-August 2013)

Pilot testing of new forms (PARCC) is anticipated in spring 2013. Regional Center assessment and data specialists will continue their work with LEAs and schools – particularly district assessment coordinators, principals and instructional coaches – in the types of items under development for the assessment system, the use of summative, interim and formative data, and the implementation of job-embedded professional development and collaborative time for teachers to use data to inform their instruction.

Specialists will begin to identify models of effective and promising practices to share with other LEAs and schools and refer to the University Research Center for further study. In addition, they will work to establish collaborative networks among LEAs and schools in their region to share assessment and data use strategies and tools.

Year Four (September 2013-August 2014) and Beyond

Operational testing and Standard Setting for the new assessments is scheduled for spring 2014. Arizona will administer a fully operational assessment system for grades three through eight and for high school in mathematics and English language arts in spring 2015. Assessment and data specialists will continue their work in building the capacity of educators in their region to implement the new assessment system and use the instructional management system to inform instruction.

ADVISORY COUNCILS

Throughout the transition and implementation of the new assessments, Arizona will rely on two current advisory councils to provide expertise and guidance:

- *National Assessment Advisory Council (NAAC)*. This Council is comprised of some of the finest experts in assessment, including Dr. Jerry D'Agostino, Ohio State University, chair; Dr. Bill Mehrens, professor emeritus, Michigan State University; Dr. Barbara Dodd, University of Texas; Dr. Tom Haladyna, professor emeritus Arizona State University West; and Dr. Margaret (Peg) Goertz, University of Pennsylvania. These individuals serve as advisors and as critical friends, asking key questions, reviewing key components, assisting with the planning process and offering suggestions to improve Arizona's system of assessment. ADE meets with this group twice a year formally. In addition, they are on-call to support Arizona's assessment system throughout the year.
- *State Assessment Advisory Council (SAAC)*. This Council meets three to four times a year to discuss Arizona assessment, give input and advice on important issues, and inform ADE of concerns and questions from the field. ADE advises this group of needed changes to the system and uses their insight, local expertise and on-the-ground experience to help make decisions and craft guidelines and training for schools and districts. Two SAAC members serve as rotating members of NAAC to ensure honest communication regarding Arizona's system and to provide an opportunity for local experts to hear from national experts in the field.

IMPLEMENTATION TIMELINE

Goal: Develop and implement assessments aligned to the Common Core Standards.

<i>Strategies</i>	<i>Actions/Activities</i>	<i>Responsible Parties</i>	<i>Timeline</i>
1. Join an assessment consortium of multiple States to develop a Balanced Assessment System	1.1 Submit MOU to the Partnership the Assessment of Readiness for College and Career (PARCC)	ADE, Governor, SBE	5/2010
	1.2 Work on design team for the Grant application	ADE	Summer 2010
	1.3 Participate in PARCC in the development of the assessment system	ADE	5/2010-5/2015
	1.4 Field test items and pilot forms	ADE, LEA	4/2011-4/2014
2. Maintain and increase ongoing communication with the field to promote the use of assessment results to enhance learning.	2.1 Professional Development on the use of Formative, Interim and Summative Data.	ADE, LEA	5/2010-9/2014
	2.2 Maintain communication with District Test Coordinators and Researchers using the AIMS Updates sent quarterly.	ADE, LEA	Quarterly, 2011-2014
3. Develop items and forms for the current AIMS written to the Common Core	3.1 Create higher DOK items that align to Common Core	ADE, Educator Committees	Annually, 2011-2014
	3.2 Create items and forms that utilize universal design criteria and review of language complexity that align to Common Core	ADE, Educator Committees	Annually, 2011-2014
	3.3 Field test of new items	ADE, LEA	Annually, 2011-2014
	3.4 Incorporate new items aligned to the Common Core into AIMS	ADE	Annually, 2012-2014
4. Seek Consortium for the Alternate Assessment of Alternate Academic Standards of the Common Core	4.1 Identify other states for consortium		2011
	4.2 Develop alternate academic standards for students with a significant cognitive disability	ADE	2011-2012
	4.3 Develop alternate assessment for students with a cognitive disability	ADE	2012-2014
5. Expand the Formative Assessment Tool on IDEAL and the development of interim assessments	5.1 In collaboration with PARCC and IDEAL add new features to the Formative Assessment Tool	ADE, ASU	2011-2014
	5.2 Develop Interim Assessment with PARCC for use to Benchmark Progress of students	ADE, LEA	2011-2014
6. Provide professional development and technical assistance through the Regional Centers.	6.1 Coordinate and collaborate with Center staff to develop training and work plans to assist LEAs in transition to new assessment system.	ADE, Regional Centers	2012-2014

STEM Priority

Arizona has strong Career and Technical Education programs that apply rigorous content in STEM areas to demanding career and technical education courses. Through the expansion of career pathways in high school and exposure in middle school, students will be better prepared to be successful in STEM-related careers and college majors.

Support materials aligned to the STEM areas will be provided on the IDEAL portal for K-12. Additionally, the dissemination of STEM-focused models and programs will be shared through the Regional Centers as strategies for STEM implementation in the elementary as well as secondary grades at the local level.

Performance Measures	Baseline	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2113	End of SY 2013-2014
	Signed and submitted Declarations of Curriculum Alignment	n/a	100% LEAs	100% LEAs	100% LEAs
Additional common core standards aligned resources to IDEAL	n/a	+ 10%	+ 10%	+ 10%	+20%
Increased hits on IDEAL for instructional resources	n/a	+10% LEAs	+50% LEAs	+75% LEAs	+100% LEAs
LEA attendance at standards-based professional development sessions	n/a	25% LEAs	50% LEAs	75% LEAs	100% LEAs
LEA attendance Professional Development on the use of Formative, Interim and Summative	10%	30%	50%	75%	100%
Percent higher DOK items that align to Common Core	10%	35%	50%	75%	100%
Percent new items aligned to the Common Core into AIMS	0%	n/a	10%	35%	50%
Percent new features to the Formative Assessment Tool	0%	10%	20%	50%	75%

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

(C)(1): Fully Implementing a Statewide Longitudinal Data System

DURING THE PAST DECADE, Arizona has realized significant progress in developing a statewide longitudinal data system. Proposition 301,¹ passed by Arizona voters in 2000, allocated funding for the Student Accountability Information System (SAIS) to improve school finance processes and services to LEAs. SAIS implementation increased the accuracy and timeliness of student count information required for State and federal reporting. Data elements stored in SAIS [Appendix (C)(1)-1] include a student's identifier, name, date and place of birth, gender and ethnicity, school membership, attendance record, absences, assessment scores, and special needs information.

Successful deployment of SAIS made possible two tangible accomplishments to improve educational accountability:

- Arizona implemented an adjusted, four-year cohort graduation rate starting with the class of 2006.
- Arizona was one of the first states approved for the NO CHILD LEFT BEHIND growth-model pilot project.

Arizona's progress and accomplishments made apparent the need for a unified view of all of its education data stores. Arizona has dedicated significant resources over the last several years to build a full data warehouse and coalesce more than 90 data stores. Launched in 2008, the Arizona Education Data Warehouse (AEDW) united all student demographic and achievement information. While this is noteworthy, it does not fully inform all critical education decisions. Consequently, the AEDW will be improved and expanded to include all early childhood-to-career data (i.e., preschool, K-12, postsecondary and workforce). Analysis of this information will enable educators, administrators and policymakers to understand how curricula affect achievement, identify highly effective instructional practices, and determine policies that support effective instruction. ARRA State Fiscal Stabilization Funds are supporting this work. The estimated completion date for the enhanced AEDW is April 2013.

¹ www.azsos.gov/election/2000/info/PubPamphlet/english/prop301.htm

DOCUMENTATION FOR EACH OF THE AMERICA COMPETES ACT (ACA) ELEMENTS INCLUDED IN ARIZONA'S STATEWIDE LONGITUDINAL DATA SYSTEM:

ACA 1: A unique statewide student identifier that does not permit a student to be individually identified by users of the system. Since 2002 the ADE has successfully assigned and managed unique student identifiers for more than one million students benefiting from Arizona educational public resources or services. SAIS Identifiers do not permit system users to identify individual students unless allowed by State and federal law. ADE is in the process of phasing in a more intelligent unique identifier known as EduID [Appendix (C)(1)-2]. This identifier enables the State to follow individuals throughout their entire educational life and experiences in Arizona. Another example of EduID's power is the ability to track, from their individual postsecondary experiences through their careers as Arizona teachers or administrators, postsecondary students who are enrolled in Arizona teacher preparation programs. [See section (D)(4)(i) for information on how EduID will be used to improve the effectiveness of teacher and principal preparation programs.] This truly empowers Arizona to maintain longitudinal visibility into the life of each Arizona education stakeholder.²

ACA 2: Student-level enrollment, demographic, and program participation information. SAIS is used to collect student-level demographic, enrollment and program participation data daily, weekly and as required. Specific longitudinal data include, but are not limited to, the following: campus of enrollment, grade level, gender, race/ethnicity, economically disadvantaged status, student's disability status, LEP, Title I, migrant, ESL, and gifted and talented [Appendices (C)(1)-1 and (C)(1)-3, FY2010 SAIS Changes Overview, Business Requirements].

ACA 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. SAIS Identifiers enable ADE to track students across districts, including exits, transfers, drop out, re-entry, program completion and degree attainment [Appendices (C)(1)-1 through (C)(1)-4].

ACA 4: The capacity to communicate with higher education data systems. SAIS Identifiers enable ADE to match P-12 and higher education data [Appendix (C)(1)-4, SAIS ID Lookup, University]. These capabilities will expand with the rollout of the EduID. All three State

² www.azed.gov/eduaccessmanager/about.aspx

universities are involved in the rollout. ADE plans to leverage and expand capabilities this year by sharing data with other postsecondary entities, including community colleges, private postsecondary institutions, and career-readiness entities.

ACA 5: A State data audit system assessing data quality, validity, and reliability. ADE has validation rules and a system for investigating the accuracy of data. For example, standards exist for the percentage of departing students that districts should be able to locate. Onsite, non-programmatic quality checks are conducted at a small number of schools and districts each year. Consequences are imposed on districts that collect and submit inaccurate information as well as districts unable to account for missing students. ADE offers professional development opportunities on quality issues to district staffs [Appendix (C)(1)-5, SAIS Integrity Checking Processes].

ACA 6: Yearly test records of individual students with respect to assessment under section 1111(b) of ESEA [20 U.S.C. 6311(b)]. ADE stores student-level results on statewide summative tests, connects historical performance data and measures academic growth [Appendices (C)(1)-1 and (C)(1)-3].

ACA 7: Information on students not tested by grade and subject. ADE collects and maintains student-level records by assessment subject area for all students and all subjects tested. Reason codes for students not tested include: LEP exemption, absent, and illness [Appendices (C)(1)-1 and (C)(1)-3].

ACA 8: A teacher identifier system with the ability to match teachers to students. Exercising the functionality provided by the EduID, the expanded AEDW will link students and teachers by grade and/or course. [See section (D)(4)(i) for information on how EduID will be used to improve the effectiveness of teacher and principal preparation programs.] These data will include courses taken by high school students in vocational and community colleges, plus the teachers of those courses and resulting grades. A fifteen-district pilot to collect this information is planned for the summer of 2010 [Appendix (C)(1)-6, Teacher Data Elements].

ACA 9: Student-level transcript information, including information on courses completed and grades earned. ADE is in the process of phasing in EduID to track individuals throughout their entire educational experiences in Arizona. As noted in ACA 8, the State will collect a significant set of elements requisite to creating a standardized K-12 electronic transcript. Any additional transcript elements required to meet statewide transcript design may be calculated or

collected given the native flexibility designed into the new data collection application suite being implemented to address the requirements stipulated in ACA 8, ACA 9 and ACA 10.

ACA 10: Student-level college readiness test scores. ADE stores student-level results on the current battery of high school graduation tests (i.e., AIMS reading, mathematics and writing). Future State test development will continue to focus on college- and career-readiness.³ Recommendations from the May 2009 AIMS Task Force include requiring that all 11th grade students take a college- and career-readiness test, paid for by the State. The ACT is currently being piloted in several large districts, including Mesa, Phoenix and Tucson.

ACA 11: Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework. University and community college personnel have access to the SAIS Identifiers of all newly enrolled freshmen for at least two years. SAIS IDs are retained within the institutions' Student Information Management Systems. Both the ABOR and the Maricopa Community College System collect and report these data [Appendices (C)(1)-1 and (C)(1)-4].

ACA 12: Other information determined necessary to address alignment and adequate preparation for success in postsecondary education. ADE has standards and policies surrounding student data exchange with Arizona higher education institutions [Appendix (C)(1)-7, StudentTracker Agreement, ADE, ABOR, NSC and Appendix (C)(1)-8, Data Sharing Agreement, ASU] and other State agencies [Appendix (C)(1)-9, Data Sharing Agreement, DES]. Additionally, SB 1186 (2010) requires community college districts and universities under the jurisdiction of ABOR to implement a shared numbering system that identifies courses that transfer from Arizona community colleges to Arizona public universities toward a baccalaureate degree.⁴

Conclusion

Arizona has established the logistical foundation to maintain SLDS for the long term:

- Existing policies, procedures and processes associated with collecting, managing, and accessing credible data are documented.

³ A.R.S. §§ 15-701.01 and 15-741

⁴ www.azleg.gov/FormatDocument.asp?inDoc=/legtext/49leg/2r/summary/h.sb1186_04-20-10_houseengrossed.doc.htm

- The AEDW’s ability to support reliable dissemination of data and analyses is native to the objectives relating to operational viability.
- A long-term operational funding model has been constructed.
- ADE supports an IT department comprised of 60 full-time equivalent (FTE) professionals and a State-level Research and Evaluation Division.
- The expanded AEDW will enable the collection, analysis and reporting of STEM course and pathway completion rates.
- Partnerships with the Legislature, postsecondary providers and other State agencies are being strengthened.

Arizona will expand and further refine an enterprise class Early Childhood–Career Data System. This system will more than fully address all 12 elements of the America COMPETES Act, support college- and career-readiness, provide a foundation that enables students to achieve life goals, and support the continuous improvement of instructional practices and policy. Arizona’s vision and plan for increasing access and use of these rich data is described in Subsection (C)(2).

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

(C)(2): Accessing and Using State Data

Arizona has dedicated significant resources over the past three years to re-chart Arizona's education data management roadmap and enterprise business intelligence solution. The Arizona Education Data Warehouse (AEDW) is at the heart of this solution. The existing AEDW has over 60 student-related measures available via a web-based portal to education stakeholders and researchers. It includes training videos, selected resources, and user guides. More than 200 Arizona education researchers and district personnel have been trained to effectively utilize the AEDW and evaluate important questions related to their specific education environment [Appendix (C)(2)-1, Arizona Education SLDS & Data Warehouse Project, Comprehensive Training Overview].

The AEDW enhancement vision is far-reaching and intended to provide insight into the college- and career-readiness of Arizona students as well as provide a foundation that enables all learners to achieve their life goals. Arizona's plan for improving, expanding and broadening the scope of AEDW is discussed in the ADE 2011-2015 STRATEGIC PLAN [Appendix (C)(2)-2]. RTTT funds will greatly accelerate this work, so that by April 2013 AEDW will include:

- early childhood-to-work data for all students, including birth-preschool age children; mobile students; tribal students educated by BIA, BIE and other non-public schools; and postsecondary student data from the postsecondary student information systems;
- all school staff data that now reside in disparate systems;
- restructured financial data; and
- improved student and school performance measures, such as the Arizona Growth Model,¹ AZ SAFE² and ECAPs³ [Appendix (C)(2)-3].

Experience teaches that training and professional development are critical, so that users understand what AEDW data truly represent and the possibilities associated with correct usage.

¹ The Arizona Growth Model measures student progress from one year to the next by comparing each student's performance to students in the same grade throughout Arizona who had similar AIMS scores in past years. <http://www.azcharters.org/growthpercentile>

² The State's method for collecting, tracking and reporting school safety and discipline incident data to provide the information educators need to improve the quality and effectiveness of drug and violence prevention programs.

³ ECAPs allow students to enter, track, and update academic, career, postsecondary and extracurricular activities.

Further, stakeholder involvement in data governance is essential for building user-friendly systems. As Arizona moves forward, it will continue to focus on effective governance and essential tools to inform decision-making. The Arizona vision is that key stakeholders (i.e., students, parents, teachers, principals, administrators, professors, postsecondary leaders, community members, businesses, policymakers, unions and researchers) are regularly accessing, discussing and using data to continuously improve performance and overall effectiveness.

GOALS AND ACTIVITIES

Goal 1: Enhance Data Quality, Access and Utility

Activity 1.1: Empower the Arizona Education Data Governance Commission

The passage of House Bill 2733 [Appendix (C)(2)-4] in 2010 demonstrates the commitment of the Legislature and Governor to high-quality, accessible data systems. This new law establishes a permanent 13-member Arizona Education Data Governance Commission (AZ EDGC). This body consists of representation from State universities, community colleges, school districts, charter schools, First Things First and the business community. The Commission will oversee all work related to Arizona's education data systems and determine the most effective way to further integrate data acquisition and distribution among early childhood, P-12 and higher education. Specifically, members will set and approve guidelines related to managed data access, technology, privacy and security, adequacy of training, adequacy of data model implementation, prioritization of funding opportunities, and resolution of conflicts. The Commission chairperson shall submit annual activity reports to the governor, speaker of the house, senate president and secretary of State by December 1.

Activity 1.2: Improve existing systems

House Bill 2733 (2010) further authorizes the ADE to issue a request for proposals (RFP) by August 2010 to evaluate the State's current system of data collection, compilation and reporting. The RFP requires in part the evaluation of SAIS and AEDW, including a detailed description of existing hardware, software and networking infrastructure; descriptions of the resources required to maintain both systems; and options to replace or upgrade the existing

systems. By August 2011 ADE will award a contract to replace or update the SAIS and enhance AEDW.

In furtherance of Arizona's efforts to enhance its SLDS and accelerate the full implementation of all data elements, and in accordance with the provisions of HB 2733, it is estimated that the initial costs for these activities will be \$5 million. Arizona anticipates using RTTT funding, the government services fund in SFSF, funding from private foundations, in-kind services from ADE, and other State resources to enhance existing data systems to make all data readily available to educators, policymakers, parents and the general public.

Activity 1.3: Build infrastructure in rural and high-poverty areas

Arizona has many small LEAs in rural and high-poverty areas and hundreds of small charter schools that cannot afford to install a sophisticated technology infrastructure. ADE IT experts and county school superintendents will assist these LEAs with student management systems, additional desktop support, workstation and UI tools, servers and databases, bandwidth, and enhanced security and data administration.

Additionally, RTTT funds will leverage the work of the State of Arizona Counties Communications Network (SACCNet). SACCNet is the missing 'middle mile' portion in the state, bringing a cohesive network and high-speed facilities to Arizona's small towns [Appendix (C)(2)-5]. This project originated as a Public Safety network among Arizona's 15 counties and has developed to include the rural areas providing 100-300 Mbps broadband service to 130 markets and more than 281 public safety and community anchor institutions. Total project cost is \$51 million; with a capital infrastructure cost of \$26 million for the statewide backbone and \$11 million to connect the anchor institutions. The network will include a minimum of 82 rural schools, 115 state libraries, 14 community colleges, 26 rural state agency locations, 3 universities, 26 rural hospitals and 15 county seats/governments. The project is currently working with all 15 county school superintendents [Appendix (C)(2)-6] to create a distance learning, video, and education "cloud" for all schools, community colleges, universities and libraries to connect and share content, continuing education and various resources. RTTT funds will establish these capabilities in 10 strategically located rural high schools.

Activity 1.4: Provide authorized users with single sign-on access to student-level data

To further facilitate data access and use, ADE will integrate user sign-on and account management for all its domains and externally provided resources by expanding its agency-wide identity management system (IDMS). Historically, ADE managed multiple system domains, each requiring its own access management. Users had several unique IDs to access functions depending upon their work entities. The IDMS, EduAccess, provides an enterprise class identity management system that includes a single user account management interface. EduAccess is also designed to federate identity management and authentication services with trusted partners such as districts and universities [Appendix (C)(2)-7, AEDW External User Interface Portal Overview]. The result will be faster access to distributed resources, since stakeholders will no longer have multiple usernames and passwords; upgraded system security, including the ability of administrators to change user access to all system resources in a coordinated and consistent way; and improved administrator response when adding/removing users and modifying access rights.

Goal 2: Informed Educational Decision-Making

Activity 2.1: Customize dashboards and tools for a range of stakeholders

The IDMS provides unique user IDs (EduID) and specific access to the AEDW according to stakeholder roles (e.g., students, parents, teachers, principals, superintendents, policymakers and researchers). Customized dashboards will allow users to view and use relevant data and generate regular reports. The dashboards will be built in conjunction with expansion of the data warehouse. Each will be customized based upon stakeholder needs and feature correlations, longitudinal data, and trend analyses. User-friendly, customizable reporting tools will enable users to select, filter and compare statistics for schools and districts.

Activity 2.2: Enhance AEDW portal based upon stakeholder feedback

Dashboard specifications will be developed based upon research on stakeholder needs, focus group feedback, and results of the AEDW evaluation. All dashboards will comply with the Family Educational Rights and Privacy Act (FERPA). Additional focus groups will be conducted following initial dashboard implementation. Stakeholder feedback will also be collected through

online surveys. The Arizona Education Data Governance Commission will use the results to determine enhancements to the AEDW.

Activity 2.3: Publish reports from State data stores

ADE currently leverages the unique capabilities of the AEDW for research purposes and to produce valuable metrics and reports about student achievement and accountability. As ADE previously lacked the authority to collect the data requisite to connect teachers and students, not all current reports are implemented to specifically support teachers, administrators or policymakers in their daily responsibilities. Research and reporting will evolve to a higher level now that ADE is empowered to collect data capable of connecting teachers and students. The AEDW is developed to quickly evolve to provision authorized teachers information about their specific learners.

Further, Arizona's bold reform initiatives around Standards and Assessments, Great Teachers and Leaders, and Turning Around the Lowest-Achieving Schools will require new ways of analyzing data to determine effectiveness. Through RTTT, ADE's Research and Evaluation Unit and the University Research Center will publish reports that provide relevant information to educators and policymakers. Reports and information may include annual P-20 pipeline reports and 2020 VISION updates, results of early warning systems, analysis of student enrollment and performance in STEM courses and pathways, evaluations of educator preparation programs and professional development, innovative and promising models of standards and assessment implementation, and best practices for school turnaround and transformation.

Activity 2.4: Hold statewide, regional, and local continuous improvement seminars

Once the dashboards and reporting tools are developed, ADE staff representing IT and the divisions of Accountability and School Effectiveness as well as staff from the Arizona Regional Centers for Innovation and Reform [details provided in Section A] will publicize the new features and offer online training as well as continuous improvement seminars.

Training will build upon the existing AEDW training tools (both classroom and video) [Appendix (C)(2)-8, AEDW Training and User Guide] and be provided online through AEDW and IDEAL. Continuous improvement seminars will build capacity to access and analyze data using the dashboards and reporting tools. Seminars will be tailored for State, regional, and local

data consumers. Statewide seminars will be offered to policymakers and the business community (e.g., Arizona Charter Schools Association, Arizona School Boards Association, Office of the Governor, House and Senate Education Committees, P-20 Council). Appropriate ADE staff in partnership with the regional assessment and data specialists will conduct regional seminars for LEAs. LEAs will identify potential data coaches and support their participation in regional seminars. These coaches will then provide assistance to educators in analyzing data and identifying opportunities to improve instruction [described further in Subsection (C)(3)].

IMPLEMENTATION TIMELINE

Goal 1: Enhance Data Quality, Access and Utility

<i>Activities</i>	<i>Responsible Parties</i>	<i>Timeline</i>
1.1 Empower the Arizona Education Data Governance Commission (HB2733)	Governor	8/2010
1.2 Improve existing systems (HB2733)	Superintendent of Public Instruction, AZ EDGC, ADE IT	8/2010–4/2014
1.3 Build infrastructure in rural and high-poverty areas	ADE IT, County Superintendents, SACCNet	8/2011–8/2013
1.4 Provide authorized users with single sign-on access to student-level data	ADE IT, AZ EDGC	8/2010–8/2011

Goal 2: Inform Educational Decision-Making

<i>Activities</i>	<i>Responsible Parties</i>	<i>Timeline</i>
2.1 Customize dashboards and tools for a range of stakeholders	ADE IT, AZ EDGC	9/2011–9/2013
2.2 Enhance AEDW portal based upon stakeholder feedback	ADE IT, Regional Centers	1/2014–9/2014
2.3 Publish reports from State data stores	ADE Research & Evaluation, University Research Center	8/2012–9/2014
2.4 Hold statewide, regional, and local continuous improvement seminars	ADE Accountability and School Effectiveness, Regional Centers	6/2012–9/2014

Conclusion

Arizona’s plan to further increase access and use of its rich data stores depends on effective governance and customized decision-making tools. Once ADE has piloted and fully implemented the collection of data that supports connecting teachers and their students, EduAccess will be leveraged to enable Arizona’s teachers and administrators to view defining information related to their specific learners.

As Arizona improves, expands and broadens the scope of the AEDW and its longitudinal data systems, a significantly larger community of information consumers will have governed access to these important data. Thus, all administrators, education leaders and other stakeholders

will have the data and analytical tools necessary to improve and support policy, operations, management, and resource allocation. Collaborative processes and effective partnerships among the responsible parties and LEAs will ensure that data are available to evaluate programs and practices so that teachers can continuously improve instruction. Evaluation is described further in Subsection (C)(3).

<i>Performance Measures</i>	<i>Actual Data: Baseline</i>	<i>End of SY 2010-2011</i>	<i>End of SY 2011-2012</i>	<i>End of SY 2012-2013</i>	<i>End of SY 2013-2014</i>
AZ EDGC attendance	0%	85%	85%	85%	85%
AEDW portal users	70,000	150,000	500,000	750,000	1,000,000
Annual AEDW portal hits	150,000	300,000	600,000	1,000,000	2,000,000
Stakeholder feedback	100	200	400	500	1,000
Published reports	25	30	45	60	80

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(C)(3): Using Data to Improve Instruction

Arizona has abundant examples of schools and LEAs that are long-term, sophisticated users of instructional improvement systems (IIS). For example, 112 LEAs, ranging in size from Bisbee Unified District (961 students) to Scottsdale Unified School District (26,604 students), adopted the same instructional improvement system developed locally more than a decade ago as a grassroots effort.

More recently, the Arizona Charter Schools Association (ACSA) launched a comprehensive performance management system called SUCCESS CENTER ONLINE [Appendix (C)(3)-1, ACSA Performance Management System Proposal]. This all-inclusive school information management system incorporates formative, interim and summative assessment with rapid-time Response to Intervention techniques and teacher collaboration tools into one user-friendly, seamless interface (i.e., updates to one record automatically update other pertinent databases). The system is SAIS- and AZ SAFE-compliant and uses a single sign-on access to the AEDW. Ten districts will beta-test the system in the 2010-2011 school year. Set-up training takes place in June, and teacher trainings are scheduled for August 2010. The system will serve Arizona's 502 charter schools and be available to the State's other LEAs.

Arizona's leading schools and LEAs have increased data-driven instruction by:

- understanding user needs and expectations,
- creating a culture that embraces data sharing and continuous improvement,
- embedding professional development (e.g., weekly facilitated small-group data review sessions, classroom observations, high-quality coaching, and immediate feedback),
- building technological skills to access and analyze relevant data, and
- developing pedagogical skills to revise instructional approaches.

Arizona will build on these accomplishments and lessons learned to guide, support and evaluate the effectiveness of local instructional improvement systems. Arizona's plan will ensure that all LEAs use these systems to inform and improve instructional practices, decision-making and overall effectiveness. Additionally, LEAs will partner with ADE, Regional Centers and the University Research Center to evaluate and continuously improve instruction and performance.

GOALS & ACTIVITIES

Goal 1: Ensure Implementation of Instructional Improvement Systems (C)(3)(i)

Activity 1.1: Survey LEAs to identify systems in place and satisfaction

ADE staff representing the Academic Achievement, Accountability, School Effectiveness, and Standards and Assessment divisions will create and administer an Instructional Improvement Systems Survey to LEAs to determine the types of products in use; extent of use; quality, relevance, and utility of products; critical elements; and satisfaction levels. Results will be used to establish IIS Quality Standards, identify mentor districts, disseminate best practices and celebrate success stories.

Activity 1.2: Provide system quality standards and guidance to LEAs

ADE staff representing the divisions of Academic Achievement, Accountability, School Effectiveness, and Standards and Assessment will convene stakeholder focus groups, including users and potential vendors, to define IIS Quality Standards and then develop a list of approved providers. The SBE shall approve the IIS Quality Standards. These systems must provide, at a minimum, formative and interim assessments aligned with State content standards that provide valid, reliable and actionable data to support continuous instructional improvement. Ideally, systems will include an integrated suite of online tools to measure student growth and success; provide teachers, administrators, and parents with research-based strategies for improving instruction and raising student achievement; and document and evaluate the impact of various instructional approaches.

All LEAs will be required to submit evidence demonstrating that current or proposed IISs meet State quality standards. This evidence will be loaded into ALEAT [described in (A)(2)(i)(b)] to make it readily available to LEAs and ADE staff. The State will approve instructional improvement systems for PLA districts. If systems are not approved, districts will have the option to submit additional evidence or select an approved provider. Persistently lowest-achieving LEAs will be required to use RTTT funds to purchase a local system. Some small and rural LEAs may not have sufficient funds to purchase a local system. In such cases the LEA may submit a request for assistance to ADE. The RTTT LEA Supplement Fund will be used to augment district funds for IIS implementation.

Activity 1.3: Assist LEA staff to implement systems

Arizona will apply a systematic approach for helping districts implement instructional improvement systems. ADE staff representing the Academic Achievement, School Effectiveness, and Standards and Assessment Divisions, in partnership with Regional Center assessment and data specialists, will adapt the School Improvement and Turnaround Processes (used successfully by 26 school teams in 2009-2010). This modified PLAN, DO, STUDY, ACT cycle [Appendix (C)(3)-2] will be followed in all PLA districts and those required to purchase local IISs. The cycle consists of seven steps:

- identify districts in need of IIS implementation assistance,
- assess the current situation,
- analyze causes,
- develop and test improvement theories,
- study the results to see what works,
- standardize improvements, and
- plan for continuous improvement.

Goal 2: Provide Effective Professional Development to Support Instruction (C)(3)(ii)

Activity 2.1: Convene leading districts to collect and share lessons

ADE staff representing the Academic Achievement, School Effectiveness, and Standards and Assessment divisions, in partnership with Regional Center and University Research Center staffs, will identify leading districts based on results of the Instructional Improvement Systems Survey. Those districts will be convened to share best practices and lessons.

Activity 2.2: Connect protégés with mentor districts

The State will designate IIS Mentor Districts and connect them with new adopters in need of coaching and support. IIS Mentor Districts will provide regular coaching and consultation to their colleagues in person and via phone and Internet. AZ RTTT funds will allow ADE to

provide stipends to honor and reward Mentor Districts. Protégé districts will use ALEAT to document the quantity and quality of coaching and consultation from their IIS Mentor Districts.

Activity 2.3: Prepare LEA data coaches to train local users

ADE experts and regional assessment and data specialists will design Quarterly Data Dialogues (Summer 2011) and host these professional development seminars in each region during the 2011-2012, 2012-2013 and 2013-2014 school years. The purpose is to develop LEA data coaches who, in turn, will support the implementation of local instructional improvement systems. TFA alumni will be tapped to serve as LEA data coaches as their preparation included the implementation of instructional improvement systems. Initially, all participating and persistently lowest-achieving LEAs will identify potential data coaches and support their participation in the Quarterly Data Dialogues. Once data coaches have successfully completed three seminars/dialogues, they will be approved to provide assistance to educators in analyzing data and identifying opportunities to improve instruction (2012-2014). LEA data coaches will continue to participate in all Quarterly Data Dialogues to establish a professional learning community and ensure ongoing skill development.

LEA data coaches will facilitate regular collaborative planning time with small school teams of teachers and other instructional leaders to develop both technical and pedagogical skills. These sessions are an example of the professional development and coaching provided to teachers and described in section (D)(5)(i). LEAs will determine whether to work with teams from several schools and/or provide direct on-site assistance. Data coaches will utilize an instructional improvement cycle comprised of goal setting, planning, implementation, management, and evaluation. This cycle will help school teams identify and access relevant data (e.g., student attendance and grades; results from formative, interim, and summative assessments; student work samples); analyze information with the support of real-time reports; determine next appropriate instructional steps; and evaluate the effectiveness of the instructional strategies. Data coaches may also observe teachers and provide immediate, high-quality feedback on instructional approaches.

Goal 3: Make Data Accessible and Available to Researchers (C)(3)(iii)

Activity 3.1: Enhance AEDW access privilege components to authorized researchers to accommodate user access to multiple LEAs

Arizona has a tradition of providing data, in accordance with privacy protections, to research organizations and individuals seeking to improve instructional practices and raise student achievement [Appendix (C)(3)-3, AEDW Security and Access Requirements for External Users and Appendix (C)(3)-4, Data Extract Request and Release Guidelines].

Current access to the AEDW is managed by a centralized data management organization and governed by a formal data governance structure. Depending on the level of access and the information being accessed, an auditable on-line logged requesting process is available to all authorized stakeholders. Building on the existing researcher communities exercising the AEDW, Arizona will enhance AEDW access privilege components to authorized researchers, including researchers at the University Research Center (see Section A for details). University Center researchers will have access to all State and local data necessary for addressing research questions identified by the RTTT Board.

Activity 3.2: Establish a research agenda consistent with AZ RTTT initiatives and student achievement goals

During year one University Research Center staff will work collaboratively with the RTTT Board to establish a research agenda consistent with AZ RTTT initiatives and student achievement goals. The Arizona Education Data Governance Commission will approve the research agenda and associated studies.

Activity 3.3: Publish research reports and information from State and local data sources

The primary purpose of the AEDW is to provide tools, infrastructure and information necessary to evaluate accurately the effectiveness of programs, initiatives and funding relative to student performance. When linked, the rich data stores of ADE and ABOR will provide the foundation for this quality analysis. Center researchers will also receive data from regional center assessment and data specialists and data coaches necessary to evaluate the effectiveness of instructional materials, strategies and approaches for educating all students (e.g., students with disabilities, English language learners, and students below and above grade level).

Results of all studies conducted by the University Research Center will be posted to AEDW and summarized in an annual report to the RTTT Board. In subsequent years Regional Center assessment and data specialists will disseminate best practices identified in evaluative studies conducted by the University Research Center.

IMPLEMENTATION TIMELINE¹

Goal 1: Ensure implementation of instructional improvement systems (C)(3)(i)

<i>Activities</i>	<i>Responsible Parties</i>	<i>Timeline</i>
1.1 Survey LEAs to identify systems in place and satisfaction	ADE Academic Achievement, Accountability, School Effectiveness, Standards & Assessment Divisions	10/2010–4/2011
1.2 Provide system quality standards and guidance to LEAs	ADE Academic Achievement, Accountability, School Effectiveness, Standards & Assessment Divisions; LEAs; SBE	2/2011–8/2011
1.3 Assist LEA staff in implementing systems	ADE Academic Achievement, School Effectiveness, Standards & Assessment, and IT Divisions; Regional Center specialists; LEAs	8/2011–9/2014

Goal 2: Provide effective professional development to support instruction (C)(3)(ii)

<i>Activities</i>	<i>Responsible Parties</i>	<i>Timeline</i>
2.1 Convene leading districts to collect and share lessons	ADE Academic Achievement, School Effectiveness, Standards & Assessment Divisions; Regional Center specialists; University Research Center	6/2011–8/2011
2.2 Connect protégés with mentor districts	ADE Academic Achievement, School Effectiveness, Standards & Assessment Divisions; Regional Center specialists; University Research Center	8/2011–9/2014
2.3 Prepare LEA data coaches to train local users (quarterly data dialogues)	ADE experts, Regional Center specialists, LEAs	8/2011–9/2014

¹ Several activities in Subsections C(2) and C(3) will occur in tandem and prior to anticipated expansion of the AEDW. Stakeholders will learn processes for accessing, analyzing, and using data given current system functionalities. As these skills are needed immediately, data systems training and professional development cannot be delayed until the AEDW is fully completed.

Goal 3: Make data accessible and available to researchers (C)(3)(iii)

<i>Activities</i>	<i>Responsible Parties</i>	<i>Timeline</i>
3.1 Enhance AEDW access privilege components to authorized researchers	ADE IT, AZ EDGC	8/2010–8/2011
3.2 Establish a research agenda consistent with AZ RTTT initiatives and student achievement goals	AZ RTTT Executive Board, University Research Center, AZ EDGC	8/2010–2/2011
3.3 Publish research reports and information from State and local data sources	ADE Research and Evaluation, University Research Center	8/2011–9/2014

Conclusion

Effective partnerships among the new RTTT supported (e.g., Arizona RTTT Executive Board, Arizona Education Data Governance Commission, University Research Center, Arizona Regional Centers for Innovation and Reform) and established entities (e.g., ADE, LEAs, postsecondary institutions) will ensure that data are available to evaluate programs and practices so that teachers can continuously improve instruction. ADE will assist LEAs in using the data to inform decision-making by requesting that relevant data be cited as evidence in ALEAT.

Evidence throughout this application demonstrates that Arizona is committed to equipping all students with the skills, knowledge and abilities for postsecondary success. Every student must receive effective instruction, and educators must have the resources necessary to provide the highest quality learning environments. Arizona has and will continue to support educators in creating these environments by applying its expertise in using instructional improvement systems and leveraging and refining its robust systems, including the AEDW, Arizona Growth Model, ALEAT, AZ SAFE, ECAPS, IDEAL and SAIS. Further, Arizona will ensure effective data governance (AZ EDGC); and effectively use RTTT funds to create customized dashboards and decision-making tools; establish quality standards for instructional improvement systems; upgrade training and professional development through AEDW user guides, resources, continuous improvement seminars, mentor districts and data coaches; and elevate research and development through the University Research Center.

<i>Performance Measures</i>	<i>Actual Data: Baseline</i>	<i>End of SY 2010-2011</i>	<i>End of SY 2011-2012</i>	<i>End of SY 2012-2013</i>	<i>End of SY 2013-2014</i>
IIS adoption by participating and low performing districts	50%	70%	80%	90%	100%
Participation in data dialogues	0	200	400	500	600
IIS data from low performing districts incorporated into ALEAT	50%	70%	80%	90%	100%
Research reports published by University Research Center	0	2	5	10	20

(D) Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

(D)(1) Providing high-quality pathways for aspiring teachers and principals

ARIZONA'S REFORM PLAN is built on a deceptively simple charge: Focus everything on the effectiveness of instruction. Each policy, each partnership and each practice is shaped to maximize the impact of instruction on student learning. Each person within the system is driven by the same charge, supported with data about how these policies, partnerships and practices influence effective instruction. Each decision is made in the interest of instruction, in the interests of the students who depend on that instruction to learn what they need to know, by the time they need to know it, to thrive in their schools, and to meet the goals to which they aspire and to which Arizona aspires for them.

To meet this reform goal, Arizona has taken several critical steps to establish a strong foundation for reform. In 2009, HB 2011 removed the connection between teacher tenure and seniority in employment retention decisions- opening up the unprecedented opportunity for employment retention decisions to be based on effectiveness rather than years of service. In addition:

- In 2009, Arizona signed an MOU with Colorado to adopt its growth model and by 2010 was reporting individual student growth for students in grades 4-8 in reading and mathematics.
- In 2010, SB 1040 required all teachers and principals, by 2012-13, to be evaluated annually using an SBE-developed model framework that includes 33-50% student growth measures and a strong connection to professional development.
- Also in 2010, HB 2298 opened the pipeline for teacher and leader preparation to providers outside of institutions of higher education. These reforms pave the way for Arizona to lead the nation in the development and deployment of strong systems to improve instructional effectiveness and meet the state's lofty but achievable student performance goals.

One of the most important steps in improving student outcomes through enhanced instructional effectiveness is to ensure that State policy encourages routes into the profession for teachers and school leaders with the highest potential to impact student learning. In recognition

of this critical step, the 2010 enactment of HB 2298 expands high-quality alternative routes for both teachers and administrators to include providers in addition to higher education institutions.

(D)(1)(i): Arizona has legal, statutory or regulatory provisions that allow alternative routes to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education

Arizona law permits alternative routes to certification for both teachers and principals who meet the elements defined in the notice, including routes that allow for providers in addition to institutions of higher education.

Elements of Alternative Routes to Certification

A. Routes can be provided by various types of qualified providers, including institutions of higher education and other providers operating independently of those institutions. In complying with HB 2298, which opened up the pipeline for teacher and principal preparation institutions in addition to higher education institutions [Appendix (D)(1)-1] on March 22, 2010, SBE adopted regulations that allow, for teachers and administrators, “alternative preparation program institutions that may include, but are not limited to, universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers” (R7-2-604.03).

B. Routes are selective in accepting candidates. SBE evaluates alternative teacher and administrator programs based on the program’s ability to prepare teachers and administrators. SBE also requires applicants for program approval to submit criteria for entry into the program (R7-2-604.04). All current routes are selective in accepting candidates, and all require a Bachelor’s degree, passage of the Arizona Educator Proficiency Exam (AEPA) in subject knowledge of teaching assignment, and 45 clock hours of Structured English Immersion.

The programs that produce the largest number of teachers [see table in (D)(1)(ii)] have incorporated specific selection criteria to identify teachers with the highest likelihood of success in high-needs schools, for example:

- TFA has a very high bar for selection, with only 13% of applicants selected. TFA teachers undergo a rigorous screening process to reveal characteristics including achievement, perseverance, organizational ability, critical thinking, influencing and motivating, fit with the program’s goals and approach, and respect for low-income communities.

- Phoenix Teaching Fellows also selects teachers, through an initial screening and a day-long interview process, based on their potential to be successful in urban schools and on their demonstrated commitment, results in prior endeavors, deep understanding of and commitment to high-need schools, thorough critical thinking skills, and the personal responsibility to help close the achievement gap.

C. Routes provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching. SBE requires all routes to include a school-based, directed field experience (R7-2-604.04). All alternative pathways provide a school-based supervised experience and district-based mentoring. TFA and TRANSITION TO TEACHING provide additional mentoring. For Transition to Teaching, the New Teacher Center provides trainings to support districts in mentoring beginning teachers and principals. They have trained 104 mentors and are currently training 93 mentors in districts served by the Transition to Teaching grant.

D. Routes significantly limit the amount of coursework required or have options to test out of courses. SBE requires that teacher and administrator alternative preparation programs ensure that graduates have mastered State teaching and administrative standards. Programs are given flexibility in meeting that standard through “description of required courses or alternative program/course of study” (R7-2-604.04).

E. Upon completion, these routes award the same level of certification as traditional preparation programs. SBE specifies that, upon completion of an alternative teacher preparation program, holders of an intern teaching certificate will be eligible to apply for the Arizona Provisional Teaching Certificate, which is an option available to completers of traditional preparation programs (R7-2-614.07).

(D)(1)(ii): Alternative routes to certification are in use

To provide alternative routes to certification for teachers through the teacher intern certificate, SBE has approved programs at ten institutions:

- Arizona State University
- Grand Canyon University
- Northern Arizona University - Flagstaff
- Central Arizona College/ASU Polytechnic
- Pima Community College
- Ottawa University
- Rio Salado College
- University of Arizona
- University of Arizona - South
- University of Phoenix.

Programs such as TFA, Phoenix Teaching Fellows and Transition to Teaching operate in partnership with these programs. The following table summarizes the programs, their elements according to the criteria in the Notice, and the number of teachers certified in 2008-2009. The table indicates that the majority of alternatively certified teachers are prepared through TFA and the Phoenix Teaching Fellows, both highly selective programs focused on placing teachers in the highest-needs schools.

It is the State's expectation that a number of alternative principal preparation programs will be created in the wake of recent legislative and regulatory actions.

Program	Element A Provided by various types of providers	Element B Selective in accepting candidates	Element C Supervised school-based experience and on-going support	Element D Limits the amount of course work or has test-out option	Element E Awards same level of certificate as traditional completers	Number of teachers successfully completing in 2008-09
ASU College of Teacher Education and Leadership (ASU CTEL) includes duplicated count from TFA and Phoenix Teaching Fellows	No	Yes	Yes	No	Yes	161
Transition to Teaching	No	Yes	Yes	No	Yes	3
Central Arizona College/ASU	No	Yes	Yes	No	Yes	3
Grand Canyon University	No	Yes	Yes	No	Yes	7
Northern Arizona University	No	Yes	Yes	No	Yes	9
Ottawa University	No	Yes	Yes	No	Yes	0
Pima Community College	No	Yes	Yes	No	Yes	31
Rio Salado College includes duplicated count from TFA	No	Yes	Yes	No	Yes	135
University of Arizona	No	Yes	Yes	No	Yes	3
UofA - South	No	Yes	Yes	No	Yes	1
University of Phoenix	No	Yes	Yes	No	Yes	27
Total number of alternatively certified teachers certified in 2008-09						380
Total number of teachers from all routes certified in Arizona						89,055
TFA partnered with ASU CTEL and Rio Salado College for teacher preparation	No	Yes	Yes	No	Yes	184
Phoenix Teaching Fellows partnered with ASU CTEL for teacher preparation	No	Yes	Yes	No	Yes	28
Total						212
Percent of total alternatively certified teachers in 2008-09						57.8%

(D)(1)(iii): Processes exist for monitoring, evaluating and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

The ADE identifies *subject matter* shortages as determined by:

- the number of non-highly qualified teachers reported to be teaching subjects that require highly qualified teachers; and
- pending or anticipated rules governing teacher subject matter knowledge or certification.

In addition, determination of *geographic* shortages is guided by the U.S. Census descriptions of “rural” and the number of highly qualified teachers.

ADE uses current-year data to identify existing areas of need, mining its data collection system to create lists of highly and non-highly qualified teachers by subject matter and location. To put the data in perspective and to refine the final list, ADE also considers past shortages and future policy changes.

Beyond the mined data, ADE anticipates shortage areas when SBE adopts prospective rules requiring new certifications, such as the upcoming requirement that Early Childhood teachers be certified. When the Board adopts new subject matter knowledge standards, such as the new standards for arts and sciences, ADE also anticipates the need to fill additional teacher positions. For next year, Arizona will need to consider meeting needs for teachers using the common standards that most states, including Arizona, are adopting.¹ ADE also considers which local education agencies (LEAs) and schools have difficulty meeting Adequate Yearly Progress (AYP) or AZ LEARNS standards.² In addition, ASU has published a study on teacher supply and demand that has been used to inform Arizona’s understanding of shortage areas [Appendix (D)(1)-2]. Arizona has several strategies to fill these shortage areas. Within the STEM fields, Arizona has several major initiatives, including the following:

- NAU Teach at NAU prepares outstanding undergraduate majors in math, science and engineering to be secondary math, science, and computer teachers. It also

¹ See discussion in section (B)(1).

² See discussion in section (E)(2).

partners with Coconino County to enhance the success and retention of these teachers.³

- Phoenix Teaching Fellows is focused on building a pipeline of highly accomplished teachers of math and science for elementary and middle schools in Yuma County and three school districts in Maricopa County.

For teachers in special education, Arizona initiatives include:

- *Phoenix Teaching Fellows*: This program also focuses on recruiting highly accomplished new special education teachers in Yuma County and three school districts in Maricopa County.
- “*Grow Your Own Program*”: Because of the surplus of elementary certified teachers in Arizona, local education agencies are encouraged to use Title II-A funds to assist these teachers in becoming highly qualified special education teachers. “Grow Your Own Program” allows the LEA to pay a significant stipend to veteran elementary teachers who are willing to participate in an alternative pathway to certification program using the teaching intern certificate. Local education agencies are also encouraged to “Grow Your Own” special education teachers by participating in the ADE 2007 Transition to Teaching Grant. Funds and tutoring are available to special education paraprofessionals to become fully certified special education teachers.

For ELL teachers, beginning in school year 2010-2011, teaching interns may be assigned to teach in ELD classrooms. These interns must meet the highly qualified requirements as defined under NCLB and pass a three-credit-hour Structured English Immersion course or 45 clock hours of Structured English Immersion professional development. Finally, ASU’s NEXT Grant trains and places teachers in Native American areas that are experiencing teacher shortages [Appendix (D)(1)-3].

³ NAUTEACH is modeled after the UTEACH program at the University of Texas at Austin and is supported by a grant from the National Math and Science Initiative.

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

(D)(2): Improving Teacher and Leader Effectiveness Based on Performance

In recent years, a consensus has emerged from research and practice that teachers – along with the leaders who hire, place, evaluate and develop them – are the most critical factor in student learning. To meet its ambitious college- and career-readiness goals, Arizona’s reform plan is squarely focused on defining, measuring, evaluating and improving the effectiveness of instruction.

(D)(2)(i): Arizona will measure student growth for all students.

With seed funding from the Rodel Foundation of Arizona and the Arizona Charter Schools Association, Arizona is calculating a student growth model adapted from the Colorado Growth Model [Appendix (D)(2)-1, Growth Model MOU with Colorado].

The Colorado Growth Model was developed by Damien Betebenner of the National Center for the Improvement of Educational Assessment. The growth model calculations are performed by ADE's Research and Evaluation Section. ADE gives educators and parents secure electronic access to the growth model reports for individual students and provides school-level data for policymakers and administrators. Reports are available for AIMS mathematics and reading for students in grades 4-8.

The Arizona Growth Model measures student progress from one year to the next in the context of a student's "academic peers." It compares each student's performance to students in the same grade throughout Arizona who had similar AIMS scores in past years and calculates a growth percentile. Students are compared to themselves from year to year so that results are not skewed by income levels, parental involvement, race or gender. It uses multiple years of a student's test scores to show how each student is progressing from year to year and to estimate the student's expected future academic performance. In addition, the growth model can show trends by teachers to differentiate professional development and begin teacher dialogue about data by means of a user-friendly display, rather than tables and spreadsheets files.

(D)(2)(ii): Arizona will develop and implement rigorous, transparent and fair teacher and principal evaluation systems.

The success of Arizona's reform plan rests on its work to ensure that all teachers and principals benefit from regular, actionable feedback on their performance in improving student learning. The most critical step in this work is to develop valid and reliable evaluation systems that truly differentiate performance. In the past, some of Arizona's most ambitious reforms – such as its Proposition 301 teacher performance pay plan – have not produced the intended results, in part because criteria for the development of systems to identify and reward performance were not clear or strong enough to guide LEA development, or State approval and monitoring, to ensure high quality systems. The lessons learned from these reforms have led Arizona to ensure that the State develops strong criteria that will serve the dual purposes of guiding LEA development and State oversight to ensure effective systems.

Arizona has taken a bold step forward in ensuring that effective evaluation systems for teachers and principals will be in place in LEAs across the state by the 2012-2013 school year. The landmark Senate Bill 1040, signed on May 10, 2010 [Appendix (D)(2)-2], requires SBE to develop a model evaluation system framework for both teachers and principals by December 15, 2011. School districts and charter schools will be required to implement, by the 2012-13 school year, evaluation systems that meet SBE requirements. Under this law, SBE is required to incorporate quantitative measures of student growth into the model evaluation framework. The law requires that this student growth account for 33-50% of the evaluation outcome for both teachers and principals.

Strategy 1: Develop a model teacher and principal evaluation system framework.

Activity 1.1: Convene SBE task force.

SBE will develop the model framework through a task force that will be convened in July 2010 and issue recommendations in November 2011. It will include representation from SBE, ADE, Governor's Office, institutions of higher education, AEA, ASBA, the Arizona Charter Schools Association and ASA, as well as district and charter teachers and principals. The task force will work with national experts and draw on best practices in teacher and leader evaluation and growth highlighted by organizations such as the National Comprehensive Center on Teacher Quality (NCCTQ), National Council of Teacher Quality (NCTQ) and TFA's Teaching as

Leadership framework. In addition to developing an instrument that includes student growth as required by law, the SBE task force will consider the following criteria:

- at least four levels of performance, such as highly effective, effective, minimally effective, and ineffective;
- protocols for the use of high-quality, valid and reliable local assessments to measure quantitative student growth for teachers in non-tested grades and subjects;
- recommendations for expansion of State testing to allow for statewide student growth measures for additional subjects and grades beyond reading and math; and
- other measures of teacher and leader effectiveness beyond quantitative measures of student growth, such as, (a) in the case of teachers, observations of classroom practice correlated to student growth and measures of content pedagogy knowledge, and (b) in the case of principals, observations of effective leadership practice and instructional support.

Activity 1.2: Provide technical assistance to LEAs on the development of evaluation systems.

The Regional Centers for Innovation and Reform, through their teacher and leader specialist, will provide intensive technical assistance to LEAs as they develop their evaluation systems based on the SBE model framework. The technical assistance will focus both on the technical and process sides of developing systems, including collaboration with stakeholders.

Strategy 2: Implement model framework.

Activity 2.1: Provide guiding framework for LEA implementation and State/regional oversight and assistance.

The SBE task force will also consider criteria for LEAs' development and use of the evaluation instrument, including the following:

- collaboration with teachers and principals in the development and continual improvement of the local evaluation instrument;

- evaluator identification, training, certification and ongoing professional development;
- process and procedures for timely and actionable feedback to teachers and principals on evaluation results; and
- processes for data collection, analysis and reporting.

Finally, the task force will recommend policies and procedures for ADE and the Regional Centers of Innovation and Reform to use in validating, approving and monitoring local evaluation systems to ensure that they are valid and reliable and accurately differentiate the instructional effectiveness of teachers and principals.

Activity 2.2: Implement teacher and leader evaluation systems.

ADE will oversee the implementation of teacher and leader evaluation systems in participating school districts and charter schools in coordination with Regional Centers for Reform and Innovation. The ADE Division of Academic Achievement, through the new Educator Effectiveness Unit, will be responsible for validating, approving and monitoring these local evaluation systems according to SBE-recommended policies and procedures. [See Appendix (D)(2)-3 for organizational chart.] The Division will also be responsible for, in coordination with its regional centers, the training and certification of local evaluators. The ADE Research and Evaluation Section and the University Research Center on Innovation and Reform will assist in the validation process. In response to Arizona's SFSF commitments, the ADE Information Technology and Title II Highly Qualified Professionals Divisions have prepared an electronic statewide survey to collect LEA information related to the current state of teacher and principal evaluations. Once the survey is completed, ADE will make the information publicly available through the school report card portal.

(D)(2)(iii). Arizona will conduct annual evaluations of teachers and principals that provide timely and constructive feedback and will provide reports of student growth to teachers and principals.

Strategy 1: Ensure that LEAs conduct annual evaluations of teachers and principals that provide timely and constructive feedback.

Activity 1.1: SBE will provide recommendations for process and timing of constructive feedback.

As required by SB 1040, school districts and charter schools must use the SBE-developed model framework to complete annual evaluations of teachers and principals by the 2012-2013 school year SBE will recommend criteria for participating school districts and LEAs for the process and timing of constructive feedback on evaluation results.

Strategy 2: Ensure that teachers and principals are provided with student growth data at the school and classroom level.

Activity 2.1: ADE and LEAs will provide student growth data for State-tested and local-tested grades and subjects.

ADE will provide all educators with access to data on the student growth of students in reading and mathematics in grades 4-8. In addition to EDUACCESS and the Arizona Education Data Warehouse (AEDW) providing individual student reports, the State will provide student growth data back to LEAs for uploading into instructional improvement systems [See (C)(3)]. LEAs can then leverage those systems to provide growth model results by school, class and student. These data will be provided rapidly following administration of the State assessment in order to provide the critical information needed for teacher and leader evaluations and for prompt action where the results indicate that intervention is appropriate at the school, class, or student level. In addition, the State and Regional Centers for Innovation and Reform will assist LEAs in using their local assessment data to calculate student growth measures for students in non-tested grades and subjects in order to provide such information for teachers in non-tested grades and subjects. Finally, ADE and the regional centers will provide training in the use of student growth data in evaluation systems.

(D)(2)(iv): Arizona will use evaluation results to drive key decisions.

Throughout its history of innovative education reform, Arizona has learned that new policies are effectively implemented and sustained when they matter to educators. The State will continue to improve policies and processes that embed evaluation results in all key decisions informing instructional effectiveness.

Strategy 1: Ensure that evaluation results are used to develop teachers and principals to increase their instructional effectiveness.

Activity 1.1: Require that evaluation results connect to professional development.

SB 1040 requires that evaluations be tied to best practices in professional development, and that all principals conducting evaluations receive aligned professional development and training.

Activity 1.2: Provide training and support to LEAs on the use of evaluation results to inform professional development.

A key to Arizona's theory of action for professional development [See (D)(5)(i)] is that the process of evaluating educators will immediately lead to actions – such as school-based, job-embedded coaching/induction support, or targeted professional development – that will serve to increase instructional effectiveness. ADE's Educator Effectiveness Unit and the teacher and leader specialist within each Regional Center for Innovation and Reform will be responsible for ensuring that all LEAs receive effective training on processes to ensure that evaluation results and feedback lead to immediate actions for coaching and professional development.

Activity 1.3: Survey teachers on the results of evaluation.

ADE will incorporate into its annual teacher professional development survey questions to determine whether and how results are being used to inform professional development.

Strategy 2: Encourage use of evaluation results to compensate, promote, and retain effective teachers and principals.

Activity 2.1: Align State and local compensation systems to evaluation results.

Merely identifying effective teachers and principals is not enough. Providing additional compensation to teachers and principals rated at the highest performance levels sends a strong signal to create a culture that rewards high performance. As such, as its teacher and leader evaluation system is developed, the State will take actions to align its current systems of performance pay and teacher advancement (such as Prop. 301 performance pay) to the evaluation framework. These systems will be focused in high-needs schools and in high-needs subject areas [see (D)(3)] to further encourage the retention of the most effective teachers, particularly those in schools, subject areas and specialties in greatest need. The Regional Centers for Innovation and Reform will provide technical assistance. In addition, HB 2521, approved in the 2010 legislative session, requires superintendent contracts to include 20% compensation tied to performance pay, of which 25% must be determined by student academic growth.

Activity 2.2: Use evaluation results to identify master and mentor teachers and principals and coaches.

When evaluation results are available, LEAs will identify master and mentor teachers and other coaches based on their receipt of the highest evaluation ratings.

Strategy 3: Ensure that evaluation results inform the granting of full certification to teachers and principals using rigorous standards and streamlined, transparent and fair procedures.

Activity 3.1: Issue guidelines in the use of evaluation results to inform granting of continuing status and/or qualifying for state-issued certification.

By the 2012-2013 school year, SBE will develop and issue guidelines for LEAs in the use of teacher and principal evaluation results to make decisions about offering continuing status and/or qualifying for state-issued certification.

Activity 3.2: Pilot use of evaluation results to grant continuing status and/or qualifying for state-issued certification.

Arizona will pilot use of evaluation results to inform continuing status determinations with the 25 school districts that have participated in the Equity Study described in (D)(3)(i). This pilot will be coordinated through the Regional Centers for Innovation and Reform in cooperation with the ADE Educator Effectiveness Unit.

Strategy 4: Ensure that evaluation results are used to inform the removal of ineffective continuing and non-continuing teachers and principals after they have had ample opportunities to improve, and ensure that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Activity 4.1: Issue guidelines in the use of evaluation results to inform removal.

By the 2012-2013 school year SBE will develop and issue guidelines for LEAs in the use of teacher and principal evaluation results to make decisions about removing teachers and principals after consistent years of receiving the lowest evaluation ratings, provided that they have received ample opportunities to improve and that rigorous standards and procedures are utilized. The Arizona MOU requires participating LEAs to use evaluation results to inform removal.

(D)(2) GOAL 1: MEASURE STUDENT GROWTH FOR ALL STUDENTS

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Measure and provide student growth data	Calculate and provide electronic access to student growth data for all students in reading and mathematics, grades 4-8, and high school, according to the Arizona Growth Model	ADE Research and Evaluation Section	Sept 2010-on

(D)(2) GOAL 2: DEVELOP AND IMPLEMENT TEACHER AND LEADER EVALUATION SYSTEMS

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Ensure development of strong teacher and principal evaluation systems	Convene SBE Task Force to develop model framework	SBE	July 2010- Nov 2011
	Provide technical assistance to LEAs	ADE Division of Academic Achievement, Educator Effectiveness Unit and regional centers	June 2011- August 2012
Ensure effective implementation of teacher and principal evaluation systems	Issue recommendations on effective implementation	State Board of Education	November 2011

	Implement teacher and principal evaluation systems	LEAs, ADE Division of Academic Achievement, Educator Effectiveness Unit and regional centers (validation, approval, monitoring, and training)	August 2012 - onward
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(D)(2) GOAL 3: CONDUCT ANNUAL EVALUATIONS OF TEACHERS AND PRINCIPALS THAT PROVIDE TIMELY AND CONSTRUCTIVE FEEDBACK AND PROVIDE REPORTS OF STUDENT GROWTH TO TEACHERS AND PRINCIPALS

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Ensure that LEAs conduct annual evaluations of teachers and principals that provide timely and constructive feedback	SBE will provide recommendations for process and timing of constructive feedback	SBE	November 2011
Ensure that teachers and principals are provided with student growth data at the school and classroom level	ADE and LEAs will provide student growth data for state-tested and local-tested grades and subjects	ADE, LEAs, regional centers (technical assistance to LEAs)	September 2010 - onward

(D)(2) GOAL 4: USE EVALUATION RESULTS TO DRIVE KEY DECISIONS

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Ensure that evaluation results are used to develop teachers and principals to increase their instructional effectiveness.	Require that evaluation results connect to professional development	Legislature and Governor	Completed (SB 1040 signed May 5, 2010)
	Provide training to LEAs on the use of evaluation results to inform professional development	ADE and regional centers	June 2011 - onward
	Survey teachers on the results of evaluation	ADE	Apr 2013 and annually
Encourage use of evaluation results to compensate, promote, and retain effective teachers and principals	Align state and local compensation systems to evaluation results	SBE and LEAs	Aug 2012 – onward
	Use evaluation results to identify master and mentor teachers and principals and coaches	LEAs	Aug 2012 - onward
Ensure that evaluation results inform the granting of continuing status and/or state-issued certification to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures	Issue guidelines in the use of evaluation results to inform offering continuing status and/or qualifying for state-issued certification	SBE	Nov 2012
	Pilot use of evaluation results to grant continuing status and/or state-issued certification	ADE and LEAs in teacher and principal equity project	Jan 2013 – onward
Ensure that evaluation results are used to inform the removal of ineffective continuing and non-continuing teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.	Issue guidelines in the use of evaluation results to inform removal	SBE	Nov 2012

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Baseline Data: (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	100%	100%	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0%	0%	25%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0%	0%	25%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	0%	0%	25%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0%	0%	10%	25%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0%	0%	10%	25%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0%	0%	10%	25%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	0%	0%	5%	20%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0%	0%	5%	20%	100%
All LEAs will have in place evaluations that meet the criteria defined in the notice by the 2012-13 school year per SB 1040, signed on May 5, 2010.						
General data to be provided at time of application:						
Total number of participating LEAs.		389				
Total number of principals in participating LEAs.		1,548				
Total number of teachers in participating LEAs.		56,118				
[Optional: Enter text here to clarify or explain any of the data]						
Criterion	Data to be requested of grantees in the future:					
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.					
(D)(2)(iii) ¹	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.					
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.					

(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

(D)(3): Ensuring Equitable Distribution of Teachers and Principals

Arizona will meet its goals for college and career-readiness for all students only when every child – regardless of geographic location, socioeconomic status or ethnicity – is taught by a highly effective teacher. To erase the achievement gaps among groups of students, it is essential that students in the greatest need of assistance to reach college- and career-ready standards have access to the most effective teachers and principals. Nationally, research indicates that, in fact, the opposite is true; i.e., students in poverty and students of color actually have the least access to the most effective teachers and the most access to the least effective teachers. These trends must be reversed for Arizona to meet its ambitious but achievable goals for student performance.

(D)(3)(i): Arizona will ensure the equitable distribution of teachers and principals by developing an equity plan to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.

Arizona has a strong history of commitment to policies and programs to encourage equitable distribution of teachers and principals in high-poverty and high-minority schools (defined as those above the 75th percentile of poverty and minority students in the state).

Many of these have been programs designed to recruit and select highly effective teachers for the highest-needs schools. For example, over the last several years, the State of Arizona appropriated \$2 million to TFA to operate in high-poverty, high-minority schools in Phoenix. In addition, in 2010, Governor Brewer provided \$2 million in additional funds to TFA from the State Fiscal Stabilization Program.

Teacher Initiatives. To address the shortage of effective teachers in Arizona's neediest schools and maximize students' educational experience one classroom at a time, the Rodel Charitable Foundation of Arizona created the Rodel Exemplary Teacher Initiative. Since the first cohort of Rodel Exemplary Teacher mentors was selected in 2004, more than 300 Rodel Promising Student Teachers have been trained to become successful teachers in Arizona's most challenging schools. Rodel identifies teachers with a documented history of extraordinary student achievement in high-need schools. Rodel Exemplary Teachers are honored at an annual awards banquet, and each receives \$10,000 in U.S. Savings Bonds. As Rodel Exemplary Teachers, they commit to supervise and mentor six Rodel Promising Student Teachers over three years. In three more years, 900 new teachers – mentored and trained by Rodel Exemplary Teachers – will have the potential to reach more than a million Arizona students.

Rodel Graduates who choose to work in high-need areas for at least three consecutive years receive a \$10,000 U.S. Savings Bond upon completion of the third year. During those three years, Rodel provides professional development and collaboration with other Rodel Graduates. Rodel Exemplary Teachers are available to ensure success by offering support as these new teachers negotiate the inevitable challenges of teaching in high-need schools. A study by researchers at ASU showed that the students of Rodel Promising Student Teacher Graduates had significantly higher AIMS pass rates than the students of teachers at similar schools. Graduates

were also observed displaying the characteristics of effective teachers more often than other novice teachers [Appendix (D)(3)-1].

The Arizona K12 Center cultivates teacher leadership in high-poverty areas through school-based cohorts participating in National Board Certification or the single-entry alternative, TAKE ONE. The Arizona K12 Center supports teacher cohorts through coaching, training, and technical assistance. Take One started in one urban school and, has expanded into 11 high-poverty schools, with over 200 teachers participating in Take One or full candidacy. Next year these efforts will expand into at least one district-wide cohort and three school cohorts. In addition, Take One is being embedded in a Master's program at ASU and will begin with a cohort of teachers from an urban school district in central Phoenix.

Principal Initiatives. The Rodel Charitable Foundation of Arizona created the Rodel Exemplary Principals Initiative to recognize the success of Arizona's most exceptional principals and train the next generation of school leaders. In the search for Exemplary Principals, Rodel looks for evidence of high expectations for staff and students, as well as a focus on effective teaching and student management strategies. The principals selected inspire their staffs to contribute to school-wide success and the development of a campus that is high achieving, safe, orderly and welcoming.

Additionally, individuals are identified who have demonstrated a history of leadership, earning them the respect of colleagues, students, staff, parents and community members. Rodel recruits and selects the most qualified Aspiring Principals for the opportunity to be mentored by Rodel Exemplary Principals. Their current positions can range from classroom teacher to assistant principal, but each has a strong commitment to pursuing a leadership position at a high-poverty school. Exemplary Principals work with Rodel staff to develop and deliver leadership seminars that supplement university degree programs and provide the Aspiring Principals with practical strategies that they can apply in the future at their own high-need schools. In addition, each Exemplary Principal hosts Aspiring Principals on his/her campus several times during the two-year program, allowing them to shadow him/her through interaction with staff, students and parents. They observe first-hand the broad and significant impact a principal can have on the day-to-day lives of the students and staff in a school.

The mentorship, training and ongoing communication supports the link between effective school leadership and increased student achievement, giving Aspiring Principals the experience

and knowledge to assume the challenge of leading high-need schools. To date, 16 of the 30 Aspiring Principals have moved into administrative roles.

Teacher Distribution. ADE is conducting a multi-faceted Achieving Equity in Teacher Distribution project in collaboration with the National Comprehensive Center on Teacher Quality. The intent of this project is to (a) identify common inequities throughout the state, provide intensive and ongoing technical support to participating districts, and (b) serve as the framework for statewide implementation and support in subsequent years.

Twenty-five districts across the state were selected for this year’s project. They were identified based on their Title I-A funding allocation for FY 2010; distribution of Title I and non-Title I schools within the LEA; as well as diversity in geographic location, grade levels served, and the LEA’s improvement status under No Child Left Behind. The table below provides a summary of the districts included in the project.

Achieving Equity in Teacher Distribution Study Overview

Total Number of Districts	25
Total Number of Schools	663
Total Number of Title I Schools	325
Percent of Title I Schools	49%
Total Number of Non Title I Schools	338
Percent of Non Title I Schools	51%
Total Number of Teachers	23,957
Number of Districts in LEA Improvement	17
Number of Districts Not in LEA Improvement	8
Total FY 2010 Title I-A Allocation	\$99,617,352
Average FY 2010 Title I-A Allocation	\$3,984,694
Number of Unified Districts (K-12)	18
Number of Elementary Districts (K-8)	3
Number of High School Districts (9-12)	4

The first phase of the Achieving Equity in Teacher Distribution project consists of a comprehensive study of key school, teacher and student indicators to identify the equitable distribution patterns in Title I and Non Title I schools. These indicators include but are not limited to:

- Standards Assessment Inventory (SAI) results,
- availability of school programs (CTE, AP, IB, etc.),

- principal experience,
- teacher education and years of experience,
- criterion used to determine highly qualified teacher status,
- State assessment data, and
- reclassification rates of ELD and SPED student populations.

The results of this study will be made available to all stakeholders and the public at large. In addition, each of the 25 participating equity study LEAs will receive an analysis of its own district data that will drive the next phase of this project.

The second phase of the Achieving Equity in Teacher Distribution project includes a series of intensive workshops (scheduled for June 2010) and ongoing technical assistance for the 25 equity study districts. The intent of these workshops is to provide districts with ongoing support in using data to inform the decision-making process surrounding teacher effectiveness and equity for sustained, district-wide improvement. The workshops will feature national experts from the TQ Center and WestEd to facilitate and guide high-level discussions regarding equitable distribution of highly effective teachers.

In addition to receiving applicable research and tangible strategies to address identified equity issues, participants will engage in a more comprehensive and systemic evaluation of the existing policies and procedures surrounding teacher quality across the nation, the state and in their respective districts. Workshop participants include the superintendent; professional development or curriculum and instruction director; assessment, accountability, or evaluation director; human resources director; and a principal.

It is the intent of ADE that the results of the equity study and insight gained from the policy workshops will be instrumental for these districts in staffing decisions, allocating federal fund, and writing competitive grant applications to remove identified equity and achievement gaps. The project will culminate with the creation of district-wide action plans designed to address equity issues and drive ongoing technical assistance by ADE and its collaborative partners.

Given its success in these initiatives, is now poised to shift from encouraging equitable distribution to ensuring it through the following policy and programmatic initiatives.

Strategy 1: Expand the teacher and principal pipeline to high-poverty and high-minority schools.

On the heels of the recently approved HB 2298, which opened the teacher and principal pipeline to additional providers, Arizona will expand pathways into the teaching and leadership profession, particularly geared toward recruiting, selecting and preparing teachers and leaders for high-poverty and high-minority schools.

Activity 1.1: Arizona will create a fund for targeted LEAs for proven teacher and principal recruitment, selection, and preparation programs.

There is currently only a small presence of proven, LEA-based alternative teacher preparation programs – such as TFA and the Phoenix Teaching Fellows Program – in Arizona and no such pathways for principals. A significant barrier to recruitment and expansion of these programs has been a lack of district funding. To ameliorate this barrier, the recruitment fund will be available for districts targeted under ADE’s teacher (and soon-to-be principal) equitable distribution project, as well as districts identified under the State accountability system, to receive seed funding to replicate or expand proven programs such as TFA (currently in Maricopa County), The New Teacher Project’s (TNTP) Phoenix Teaching Fellows, teacher residencies or other programs which focus on recruiting talented teachers for high-need schools. In addition, the fund will be available to attract innovative and proven principal recruitment, selection and preparation programs for these schools.

TFA has indicated a significant interest in expansion in Arizona, is committed to closing the achievement gap that exists in Arizona, and is interested in exploring partnerships with school districts serving low-income communities throughout the state. TFA asks districts to pay an annual per-corps member fee, which has been a barrier to TFA’s growth in the Phoenix metropolitan area and beyond. If districts were encouraged through a dedicated fund to support partnerships with TFA and similar organizations, more high-quality teachers would be drawn to serving high-need rural school districts.

Activity 1.2: Arizona will create new principal pipelines for teacher leader and leader recruitment and training for the highest-needs schools [see Section (E)(2)].

Activity 1.3: Arizona will expand the successful Rodel Exemplary Teachers Initiative to fund an additional 10 Exemplary Teachers and 20 Exemplary Student Teachers per year and focus on rural areas and math, science, and special education teachers.

Activity 1.4: Arizona will expand the Rodel Exemplary Principals Initiative to fund an additional five Exemplary Principals and 15 Aspiring Principals per year.

Strategy 2: Ensure that the State’s equity plan is focused on both teachers and principals and the use of evaluation results.

Activity 2.1: Expand the Achieving Equity in Teacher Distribution project to encompass principal equity and the use of evaluation results.

As Arizona LEAs implement teacher and leader evaluations tied to 33-50% student growth outcomes, ADE will use these data to drive its work under an expanded Achieving Equity in Teacher Distribution project that reaches all LEAs. It will also expand the project to incorporate principal equity and the connection between teacher evaluation results and principal evaluation results. The performance goal for this program will be that, within each LEA and statewide, high-poverty and high-minority schools will have no less share of teachers and principals in the highest performance rating and no greater share of teachers and principals in the lowest evaluation rating than low-poverty and low-minority schools. ADE, through the Regional Centers for Innovation and Reform, will offer training on the analysis of evaluation results and identify and eliminate disparities in teacher and leader effectiveness within districts. Further, it will require LEAs with disparities to develop and implement action plans to eliminate the disparities by 2014-2015 and tie continued receipt of RTTT funds to LEAs’ progress in meeting their goals. ADE will withhold funds from LEAs that do not make progress toward their goals.

Strategy 3: Ensure that students in the highest-need schools are not assigned to ineffective teachers.

Activity 3.1: Approve policies that ensure that students in the greatest need are not assigned ineffective teachers.

HB 2011, approved in the 2009 legislative session, prohibits school districts and charter schools from adopting policies that give employment retention priority to teachers based on

tenure or seniority. This law is a major step forward in ensuring that students in high-poverty and high-minority schools are not assigned ineffective teachers due to tenure or seniority policies. In addition, as the teacher and leader evaluation systems are implemented, SBE will explore ways to leverage its authority, such as through the State accountability system, to develop and approve policies that for example, prohibit schools from allowing students to be assigned to a teacher rated as “ineffective” for two consecutive years.

Activity 3.2: Provide intensive training and support to principals in high-poverty and high-minority schools on making effective hiring decisions.

Through AZ LEADS executive coaching [See (D)(5)(i)], principals in high-poverty and high-minority schools will receive intensive training and support in using proven strategies to make initial hiring decisions and using the results of evaluations to inform continuous employment decisions about teachers – from development, compensation, promotion, retention and dismissal.

Activity 3.3 Provide support for teacher leadership in high need areas.

The Arizona K-12 Center supports teacher leadership development in high poverty areas through school-based cohorts participating in National Board Certification or the single entry alternative, *Take One*. The Arizona K-12 Center supports these cohorts through coaching, training and technical assistance. This program has served 11 high poverty schools with over 200 teachers participating in *Take One* or full candidacy. RTTT funds will expand this program to high need areas identified in the State’s Teacher Equity Study.

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	WIP – Work in Progress	40	45	50	60%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	WIP	50	52	56	60%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	WIP	15	12	10	5%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	WIP	10	8	6	5%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	WIP	40	45	50	60%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	WIP	40	45	50	60%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	WIP	10	10	8	2%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	WIP	8	8	6	5%
Arizona will perform initial calculations of these measures using enhancements to its student growth model (which does not currently have measures at the teacher and principal level) and using locally-developed measures for teachers in non-tested grades and subjects. The performance measures are projections to indicate the direction and magnitude of improvement expected in the timeline.					
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	371				

Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	333	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	11,627	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	14,745	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	371	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	333	
[Optional: Enter text here to clarify or explain any of the data]		
Data to be requested of grantees in the future:		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

(D)(3)(ii): Arizona will increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas, including mathematics, science and special education; teaching in language instruction educational programs; and teaching in other areas as identified by the State or LEA.

Strategy 1: Open the pipeline of new teachers for shortage areas, particularly in rural areas of the state.

Following the approval of HB 2298, opening the teacher and principal pipeline to additional providers, Arizona will expand pathways into the teaching profession particularly geared toward recruiting, selecting and preparing teachers in math, science, special education, language instruction education programs and Arizona's other shortage areas. In addition, these efforts will be aided by the passage of HB 2725 in 2010, which expands the Arizona Mathematics, Science and Special Education Teacher Student Loan program to include private postsecondary institutions, and HB 2401, which expands the loan program to include elementary education students who agree to teach in geographic areas with shortages of teachers.

Activity 1.1: Create fund for high-needs districts to recruit proven programs for teacher recruitment, selection, and preparation focused on shortage areas.

Arizona will create a fund, addressed in (D)(3)(i), that provides seed funding for districts with PLA schools, districts targeted under the equity study, and rural districts to replicate or expand proven programs such as TNTP's Phoenix Teaching Fellows that focus on recruiting talented teachers in math, science and special education for high-need schools.

Activity 1.2: Focus Rodel Exemplary Teachers Program on math, science and special education.

In 2011, the Rodel Exemplary Teachers program will begin a new focus on identifying exemplary math, science and special education teachers and student teachers interested in these subjects, as well as an expansion of its work in rural areas of the state.

Strategy 2: Open the pipeline of current teachers for shortage areas.

Activity 2.1: Expand State initiatives to encourage elementary teachers to attain certification in shortage areas.

With a surplus of elementary teachers statewide, Arizona has been encouraging and will continue to encourage elementary teachers to attain certification in math, science, special education, ELD, and other shortage areas through the State's alternative certification program [See (D)(1)]. With the approval of HB2298 opening up the pipeline to providers outside of higher education, the opportunities for current teachers to attain this certification will increase.

(D)(3) Goal 1: Ensure Equitable Distribution of Teachers and Principals

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Expand the Teacher and Principal Pipeline to high-poverty and high-minority schools	Arizona will create a fund for targeted LEAs to attract proven teacher and principal recruitment, selection, and preparation programs.	Governor's Office	9/ 2010
	Arizona will create new pipelines of principals for principal recruitment and training for the highest-needs schools (see Section E(2))		
	Arizona will expand the successful Rodel Exemplary Teachers Initiative to fund an additional 10 Exemplary Teachers and 20 Exemplary Student Teachers per year and focus on rural areas and math, science, and special education teachers	Governor's Office	9/2010
	Arizona will expand the Rodel Exemplary Principals Initiative to fund an additional 5 Exemplary Principals and 15 Aspiring Principals per year	Governor's Office	9/2010
Ensure that the state's equity plan is focused on both teachers and principals and the use of evaluation results	Expand the Achieving Equity in Teacher Distribution project to encompass principal equity and the use of evaluation results	ADE	9/2010 (principals) 9/2012 (evaluation results)
Ensure that students in the highest-need schools are not assigned to ineffective teachers	Explore ways to leverage state policy to ensure students, for example, are not assigned teachers rated "ineffective" two years in a row	SBE	11/2012
	Provide intensive training and support to principals in high-poverty and high-minority schools on making effective hiring decisions	ADE/Regional Centers	9/2010-ongoing

(D)(3) Goal 2: Increase the Number and Percentage of Effective Teachers Teaching Hard-to-Staff Subjects and Specialty Areas

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Open the pipeline of new teachers for shortage areas	Create fund for high-needs districts to recruit proven programs for teacher recruitment, selection, and preparation focused on shortage areas	ADE Division of Academic Achievement	9/2010
	Focus Rodel Exemplary Teachers Program on math, science, and special education	Governor's Office	9/2010
Open the pipeline of current teachers for shortage areas	Expand state initiatives to encourage elementary teachers to attain certification in shortage areas	ADE	9/2010

Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: (Current school year or most recent)	Baseline year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets					
Percentage of mathematics teachers who were evaluated as effective or better.				70%	80%	
Percentage of science teachers who were evaluated as effective or better.				70%	80%	
Percentage of special education teachers who were evaluated as effective or better.				80%	90%	
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.				80%	90%	
Arizona will use the results of the new teacher evaluation system that will be implemented in 2012-13 for these measures. The performance measures are projections to indicate the direction and magnitude of improvement expected in the timeline.						
General data to be provided at time of application:						
Total number of mathematics teachers.	3622					
Total number of science teachers.	2840					
Total number of special education teachers.	5076					
Total number of teachers in language instruction educational programs.	3599					
[Optional: Enter text here to clarify or explain any of the data]						
Data to be requested of grantees in the future:						
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.						
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.						
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.						
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.						

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(D)(4): Improving the Effectiveness of Teacher and Principal Preparation Programs

One of the most critical strategies for improving the overall effectiveness of Arizona's teachers and principals is to ensure that preparation programs are recruiting and selecting candidates with the greatest likelihood of improving student achievement¹ and then giving those candidates the knowledge, skill, and experiences that will allow them to begin their careers making immediate and lasting impacts on student learning.

To that end, Arizona will analyze and report the effectiveness of teacher and principal preparation programs and provide incentives to expand them with proven effectiveness. The State has a strong foundation for this work, thanks to T-Prep, a collaborative project among ASU, NAU, UofA, pre-K-12 schools, State government and business partners to develop an assessment model to study teacher effectiveness and provide feedback to teacher preparation programs, teachers, schools and State policymakers.

T-Prep is funded by a grant from the Arizona Community Foundation. It is in its third year of implementation and, in September 2009, released its Year 2 results [Appendix (D)(4)-1]. The project aims specifically to design and implement a model that addresses the complexity of teacher preparation and technical issues in research design and data analysis, positioning teacher education programs and schools to use the data more effectively to improve teacher preparation and professional development programs.

¹ McKinsey and Co., September 2007

(D)(4)(i): Arizona will link data from the Arizona Growth Model to students' teachers and principals, will link this and other information to the Arizona programs where those teachers and principals were prepared for credentialing, and will publicly report the data for each credentialing program in Arizona.

Strategy 1: Develop and publish results from a comprehensive evaluation system for teacher and principal preparation programs.

Activity 1.1: SBE will convene an expert advisory council to develop a comprehensive teacher and principal preparation program evaluation system including results of the Arizona Growth model.

SBE, in partnership with ADE, Arizona institutions of higher education and other providers and stakeholders, will convene, in September 2010, an expert advisory council to develop a Teacher and Principal Preparation Program Effectiveness evaluation system based on the work of T-Prep. The new evaluation system will include, in addition to teachers, principal graduates and will connect student growth data to each teacher and principal graduate's electronic recommendation from the granting institution of higher learning. This connection will allow Arizona to ascertain the student achievement impact of graduates by program and by institution. [See Section (C)(1), America COMPETES Act elements 1 and 8 for evidence of how the State will be able to support this goal.] The evaluation system, like that of the system for teachers and principals, will be connected to meaningful decisions about incentives and support for programmatic improvement for preparing measurably effective teachers and principals and state intervention and technical assistance for systems identified for improvement. The expert advisory council will recommend and oversee the process for tying the evaluation system to these decisions.

Activity 1.2: SBE will annually report results of the evaluation system.

Beginning in November 2011, SBE will report to the public, by November of each year, on the results of the teacher and principal preparation program evaluation system.

(D)(4)(ii): Arizona will expand preparation and credentialing options and programs that are successful at producing effective teachers and principals.

Arizona has embarked on innovative reforms to teacher and principal preparation. Arizona is truly at the vanguard of teacher preparation nationally through the Sanford Education Project, a collaboration of ASU and TFA. ASU is adapting TFA's most successful tools to the university's undergraduate program and bringing transformative changes to the way ASU recruits, trains and supports future K-12 teachers. As it researches and adapts aspects of TFA's model, ASU's teacher preparation program will be producing teachers who are trained and equipped to use data to inform instruction, continuously increase their effectiveness, and drive toward higher student achievement.

In addition to increasing the quality of teacher preparation programs in Arizona, the Sanford Education Project will follow its graduates, provide ongoing support, and collect data on student achievement to increase the program effectiveness. With over 5,000 students, ASU has the largest undergraduate teacher preparation program in the country; by transforming its model to one incorporating the foundations of TFA's best knowledge to date, the ASU program will serve as a model for teacher preparation programs more broadly. The Sanford Education Project has the potential to dramatically change the quality of teachers educated in Arizona, which will lead to new heights for student achievement.

Through its NAU Teach program, NAU has pioneered the University of Texas at Austin's UTeach model of teacher preparation for math, science and computer undergraduates. In 2007, NAU was one of 12 universities nationwide to receive a grant from the National Math and Science Initiative to replicate the successful UTeach program.

Strategy 1: Support Arizona colleges and universities in replicating and expanding effective practices from model programs identified as effective at graduating teachers and principals who contribute to student growth, particularly in high-poverty and high-minority schools, and fill shortage areas.

Activity 1.1: Create a replication fund for Arizona colleges and universities to adopt and adapt model programs.

Arizona colleges and universities have a strong desire to develop and implement innovative, effective approaches to teacher and leader preparation, and this replication fund will

provide funding for three colleges and universities to adopt and adapt effective approaches and practices from model programs as identified through the teacher and leader preparation program evaluation system, as well as funding for model programs to provide technical assistance to the colleges and universities in the development and implementation of the programs.

(D)(4) Goal 1: Develop an Evaluation System on the Effectiveness of Teacher and Principal Preparation Programs

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Develop and publish results from a comprehensive evaluation system for teacher and principal preparation programs	SBE will convene an expert advisory council to develop a comprehensive teacher and principal preparation program evaluation system including results of the Arizona Growth model	State Board of Education	9/2010–5/2011
	SBE will annually report results of the evaluation system	State Board of Education	November of each year

(D)(4) Goal 2: Expand Effective Teacher and Principal Preparation Programs

Strategy	Activity	Responsible Party	Timeline
Support Arizona colleges and universities in replicating and expanding effective practices from model programs identified as effective at graduating teachers and principals who contribute to student growth, particularly in high-poverty and high-minority schools, and fill shortage areas	Create a replication fund for Arizona colleges and universities to adopt and adapt model programs	Governor's Office	5/2011

Performance Measures	Actual Data:	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
	Baseline (Current school year or most recent)				
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	40%	50%	90%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0%	50%	70%	95%	100%
The T-PREP program with ASU, NAU, and U. Arizona will be enhanced					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	85				
Total number of principal credentialing programs in the State.	12				

Total number of teachers in the State.	93, 215	
Total number of principals in the State.	8,458	
[Optional: Enter text here to clarify or explain any of the data]		
Data to be requested of grantees in the future:		
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.		
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.		

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5): Providing Effective Support to Teachers and Principals

State government, LEAs, partners and preparation programs bear the responsibility for ensuring that all teachers and principals – especially those who are new to the profession, those who are struggling, and those who are working in the State’s high-poverty and lowest-achieving schools – receive best-in-class professional development and support. As a result, the most effective teachers and principals will remain in the profession and in the schools in which they are needed the most.

(D)(5)(i): Through its Regional Centers for Innovation and Reform and in partnership with LEAs, institutions of higher education and nonprofit and business partners, Arizona will ensure that teachers and principals are provided with effective, data-informed induction, professional development, coaching, and common planning and collaboration time.

Arizona will assist LEAs in developing and implementing effective systems of support for teachers and principals. These systems will comply with national standards and will provide continuous, job-embedded support from master/mentor teachers and principals with proven effectiveness.

Within its reform plan, Arizona will focus its school-based, job-embedded professional development on new teachers and principals, particularly those within the lowest-achieving schools. It will do so by initiating a statewide induction program for new teachers and a new program to support leaders, particularly in turnaround schools [see (E)(2)]. This plan will be further supported by Quarterly Data Dialogues for LEA data coaches [(C)(3)] and the State's IDEAL professional development portal [(A)(2)].

Strategy 1: Improve the effectiveness of new teachers.

Activity 1.1: Create an Arizona teacher induction program.

The new Arizona teacher induction program will provide stipends and release time for mentor and master teachers within school districts to mentor, coach and support teachers who are new to the profession and are serving in high-poverty schools. The Induction Program will include the following components but will be flexible to respond to the individual context and needs of particular LEAs and schools:

- *Selection:* LEAs will select mentor and master teachers based on their effectiveness at improving student achievement. Until the State's evaluation system ratings are available from the 2012-2013 school year, mentor and master teachers will provide evidence of their impact on student growth from State assessment and local assessment data.
- *Training:* Training will be overseen by the Teacher and Leader Specialists within the regional centers of innovation and reform. Mentoring and coaching require new abilities. Mentors and coaches need to be able to work with adults,

collaborate and have the ability to articulate the set of teaching skills that they work with every day. Training for mentors and master teachers will take place prior to the beginning of the school year. The training focus will be on their role as a teacher mentor, identifying new teacher needs, mentoring conversations, the Arizona Professional Teaching Standards, and formative assessment. Throughout the year additional professional development will focus on coaching and observation training. Training will also focus on techniques for observing new teachers, collecting classroom performance data, and using data to inform instruction. In Year Two, training will expand to include advanced coaching skills, content specific pedagogy, mentor leadership skills, and tailoring support specific to the second-year teacher.

- *Stipends and Release-Time for Mentor and Master Teachers:* LEAs will provide stipends to mentor and master teachers to recognize them for their leadership role and compensate them for their extra workload. In addition, LEAs will provide time through reduced/shared or full-time release from teaching responsibilities to perform demonstration lessons, observe the new teacher teaching, and assist with curriculum development, classroom management and other on-the-job skills. LEA RTTT funds will be used to compensate LEAs for providing this release time.
- *Common Planning Time:* LEAs will ensure that schools provide common planning and support time for professional learning communities. LEA RTTT funds will be used to compensate LEAs for providing this release time.
- *Assessment and Accountability:* The Arizona Professional Teaching Standards and best practices from effective programs within Arizona (see below) will guide the program. New teachers have the opportunity to reflect on their teaching practice relative to the Arizona Professional Teaching Standards. The mentor helps the beginning teacher improve teaching practice by collecting and discussing in-class observation data, making suggestions and modeling lessons. In addition, long-term statistical studies are necessary to understand the overall benefits of induction programs and different approaches within LEAs [see (D)(5)(ii)].

- *Best practices from Arizona Programs:*
 - The Arizona induction program will draw on best practices learned from the BEST (Building Educator Support Teams) Program, offered through ASU's College of Teacher Education and Leadership, a comprehensive induction, mentoring, teacher, and leadership professional development program. This university-district partnership program differentiates professional development for teachers throughout their lifecycle of teaching and builds on the capacity of leadership within the educational system. The program is job-embedded and systemic and provides a seamless continuum of professional development from induction through leadership. In every component an emphasis is placed on teacher quality and student achievement. The program serves 125 schools, 34 master teacher leaders, 302 mentor teachers and 606 induction teachers and impacts 78,538 students.
 - MASTER TEACHER PROGRAM at the Arizona K-12 Center places experienced, accomplished teachers in school leadership roles as mentors or coaches for their peers. Teachers are designated as a Master Teacher or Master Teacher Mentor through an online application and evaluation. Once this professional designation is assigned, districts select from among the identified Master Teachers to provide mentoring or coaching in qualifying schools. To date, 158 teachers have been identified as Master Teachers, with 130 performing the role of mentor and/or coach. In 2005 this program began in Arizona's Native American communities and today operates in eight school districts located throughout the state. Master Teacher Mentors provide observation, support and professional development primarily to teachers in their first or second year of teaching. In addition, they may provide to other teachers content-specific coaching and professional development opportunities designed to improve instructional practices and student mastery of the Arizona Academic Standards. As an example of the teacher-retention benefits of this program, one high-needs district reported

that, in just five years, its annual turnover rate had dropped from 75% to less than 10%.

- The Teacher Induction Program at NAU (TIP@NAU). During the past five years, TIP@NAU has served in 94 schools within 14 elementary and high school districts (including the Hopi Reservation), reaching 1,423 first- and second-year teachers, 115,860 students and 153 mentors. The project indicates that the achievement level of students taught during the transformational period were significantly higher than by students of new teachers who were not part of an induction program and are comparable to students of veteran teachers in the same system. This analysis found that achievement by students of beginning teachers who participated in TIP@NAU increased by 8% in reading and 13% in math, based on the State tests during the first three years of teaching. During this same period, beginning teacher retention for those participating in TIP@NAU improved from 68% in 2007 to 98% in 2009.

Strategy 2: Improve the effectiveness of new and current principals who need to improve their practice through training, coaching, and mentoring.

Activity 2.1: Expand the number of identified executive coaches and trainers able to provide hiring and evaluation training, intensive coaching and mentoring for principals and assistant principals serving in high-poverty and high-minority schools.

The goal of the AZ LEADS Arizona School Leadership Program is to increase student achievement and learning by rigorously preparing, supporting and retaining new and existing principals and assistant principals to serve as strong executive and instructional leaders in high-poverty schools. Through its RTTT reform plan, Arizona will increase the pool of executive coaches trained to assist principals and assistant principals in high-poverty and high-minority schools in critical issues of performance management, such as making effective hiring, compensation and promotion decisions and conducting strong and meaningful evaluations of teacher performance. Training for the executive coaches will be provided through the regional centers for innovation and reform [see (D)(3)].

AZ LEADS is Arizona's statewide initiative focused on developing leadership capacity, and conditions for successful leadership that result in improving schools and student success. AZ LEADS leverages strong statewide stakeholder support derived from partnerships with education, business, and community agencies and organizations across the state, all focused on improving instructional leadership in pre-K-12 education. It is supported through a variety of federal, State and philanthropic sources, including Title IIA, ELL Administration, School Improvement, Helios Foundation, and ASU.

All professional development opportunities in principal leadership offered through AZ LEADS are aligned to the ISLLC standards, and are provided using a cohort model. AZ LEADS trainers are exemplary current and former school and district leaders with a history of demonstrated effectiveness and are identified through a rigorous selection process. Trainers are then provided with focused professional development designed to further build their effectiveness in serving as executive coaches and mentors.

Identifying Master/Mentor Principals (AZ LEADS Executive Coaches)

SB 1040 requires SBE to adopt and maintain a model framework for a teacher and principal evaluation instrument that uses quantitative data on student academic progress for at least 33-50% of the evaluation outcomes and best practices for professional development and evaluator training. SBE will soon begin the process of developing a model framework for a principal evaluation instrument that includes quantitative data on student academic progress that accounts for 33-50% of the evaluation outcomes and best practices for professional development and evaluator training and would mandate that school districts and charter schools use an instrument that meets the data requirements established by SBE to annually evaluate individual teachers and principals beginning in school year 2012-2013. Once these evaluation data are in place, they will be used to identify executive coaches for the program.

(D)(5)(ii): Arizona will measure, evaluate and continuously improve the effectiveness of those supports in order to improve student achievement.

Strategy 1: Incorporate teacher and principal evaluation results into the assessment of professional development effectiveness.

Activity 1.1: Conduct a rigorous statistical study on the effectiveness of different approaches to professional development.

The University Research Center on Innovation and Reform will select a representative sample of LEAs with different approaches to support in order to study the effectiveness of those approaches for improving the effectiveness of individual teachers and principals as measured by individual evaluation ratings over time.

Activity 1.2: Report on changes to individual teacher and principal evaluation results over time.

ADE will further illuminate the effectiveness of professional development and support at the LEA level by reporting the percentage of teachers and principals with improvements and declines in individual evaluation ratings and student growth data over time. This reporting will expand ADE's current approach to analyzing professional development. Currently, ADE evaluates professional development through the National Staff Development Council's Standards Assessment Inventory (SAI).

As statewide participation has grown from some 8,000 teachers in 2006-2007 to nearly 40,000 in 2008-2009, ADE expanded and refined data analysis resources for schools and LEAs. ADE partnered with the National Staff Development Council (NSDC) to develop a co-branded manual that can be accessed on the password-protected IDEAL portal. The manual provides step-by-step directions for analyzing results and facilitating discussions about them. It also includes similar tools for school districts to use to reflect on the role of LEA as capacity-builder of schools and to determine how to specifically help schools based on their readiness for school-based professional development.

ADE School Improvement coaches have been trained to assist LEAs and schools to use these resources for analysis and planning. In addition, the Highly Qualified Professional Development staff provides technical assistance to LEA survey coordinators and on-site facilitation to local 2141 (see section 2141 of NCLB) committees as they begin to use SAI

results to plan how professional development can increase their percentage of highly effective teachers and principals.

(D)(5) Goal 1: Provide Effective Professional Development and Support

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Improve the effectiveness of new teachers	Create a new Arizona Teacher Induction Program	ADE	10/2010-ongoing
Improve the effectiveness of new and current principals	Expand the number of identified Executive Coaches and Trainers able to provide hiring and evaluation training, intensive coaching, and mentoring for Principals and Assistant Principals serving in high-poverty and high-minority schools	ADE	10/2010-ongoing

(D)(5) Goal 2: Evaluate the Effectiveness of Professional Development and Support

<i>Strategy</i>	<i>Activity</i>	<i>Responsible Party</i>	<i>Timeline</i>
Incorporate teacher and principal evaluation results into the assessment of professional development effectiveness	Conduct a rigorous statistical study on the effectiveness of different approaches to professional development	University Research Center on Evaluation and Reform	7/2012-8/2014
	Report on changes to individual teacher and principal evaluation results over time	ADE	5/2013-ongoing

(E) Turning Around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

(E)(1): Intervening in the Lowest-Achieving Schools and LEAS

THE STATE OF ARIZONA HAS BEEN intervening in its lowest performing schools for nearly a decade, using its statutory authority and related policy with significant results. State government has the authority to place a district in receivership for either fiscal or academic mismanagement. The State has also taken bold steps to bring about needed change in its lowest performing schools, e.g., replacing principals, providing instructional coaches and teacher leaders, revising curriculum, and altering governance structures. Eighty percent of the lowest performing schools (designated as “failing”) have moved to performing status as a result of State intervention.

Schools. Pursuant to A.R.S. § 15-241, Arizona has strong statutory authority to intervene directly in “failing” schools. A school that receives a third consecutive underperforming classification (UP Year 3) is designated a “failing” school. A school designated as failing is evaluated by the ADE using an in-depth diagnostic review to determine the recommended intervention. The decisions are brought before the SBE for final approval.

To date failing schools have entered into intergovernmental agreements (IGAs) with the ADE to implement intervention models, or alternative operation plans, which may include, but are not limited to, the State placement of turnaround leadership and instructional coaches at struggling school sites.

On May 24, 2010, the SBE amended policy [Appendix (E)(1)-1] to better align its definitions of “underperforming” and “failing” schools to the State’s definition of “persistently lowest achieving” Schools. This will give the State the legal authority to begin the school improvement process in all persistently lowest achieving schools.

Districts. Under A.R.S. § 15-241.01, Arizona has dramatic statutory authority to intervene directly with systemically failing school districts. If a failing district is identified, ADE may submit to SBE a recommendation for a hearing to determine whether the school district should be subject to an alternative operation plan. SBE has the authority to appoint a governmental, non-profit or private organization or persons to implement an alternative operation plan, which authorizes the appointed organization or persons to do any of the following: override decisions of the local school district governing board; hire personnel,

terminate personnel and cancel existing employment contracts; and supervise the activities of the school district staff.

Charters. A.R.S. § 15-241.U provides that, if a charter school is designated as a school failing to meet academic standards, ADE shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter to acceptable performance or revoke the charter school's charter.

Tribal Schools. One out of three failing Arizona schools is located on an Indian reservations. Addressing the needs of those schools will require significant research and tribal governmental and community consultations. Efforts to change education policies effecting tribal schools must include thoughtful, respectful consultation with parents, students, community and education leaders, and tribal government.

Arizona was one of the first states to implement tribal consultation policies throughout State government. Arizona maintains relationships and communication with the tribes in various ways, from a policy advisor in the Governor's Office to liaisons in cabinet level agencies: the Office of Indian Education and the Commission of Indian Affairs (an agency committed to communication and relationship-building with tribes). Recently, President Obama directed federal agencies to develop policies similar to policies that Arizona has utilized for years.

To achieve flexibility in addressing the unique needs of their learners, many reservation communities request support for new charter schools. Charter schools that accommodate the political, social and economic conditions within the various tribal communities and that are managed by entities with the capacity and financial capability of running a school can be very effective alternatives to PLAs. Because of its tribal college experience and success, Arizona could become, with funding support, a laboratory for melding both the charter and tribal college experience for the K-12 environment.

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

(E)(2): Turning Around the Lowest-Achieving Schools

(E)(2)(i): Identify the PLA schools.

Arizona has established a process to identify its PLA schools. The definition of “persistently lowest-achieving” was approved by the U.S. Department of Education using criteria and guidance that was issued for the School Improvement Grant 1003(g) (SIG) and aligns with RTTT and State Fiscal Stabilization Fund [Appendix (E)(2)-1, Definition of PLA]. Absolute student performance (combined reading and math proficiency) and lack of progress over a number of years (mean growth over three years) were used to determine the lowest-achieving five percent of Title I schools in improvement status (Tier I) and for secondary schools that are eligible for Title I but not receiving funds (Tier II). Included in the lists are Title I and Title I-eligible high schools with a graduation rate of less than 60% for 2006, 2007 and 2008.

On February 8, 2010, ADE publicly announced the 30 schools identified as PLA across Arizona [Appendix (E)(2)-2, PLA Schools]. Fifteen of the 30 PLA schools are charter schools, the majority being high schools (12 out of 15) in urban settings (11 out of the 15) serving some of Arizona’s most at-risk students. Another 10 schools are located on reservations or have high populations of Native American students. These schools are located in rural settings, some of which are highly isolated. Communities surrounding these schools generally have high levels of poverty, with some plagued by gangs, drugs, violence and high rates of suicide. Challenges in these schools and districts include high mobility of staff and shortages of highly effective teachers and leaders.

(E)(2) Turning around the lowest-achieving schools

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
NCLB Option 1: Chartering Closing and reopening as a public charter school.	0	
NCLB Option 2: Turnaround Replacing school staff, including the principal, relevant to failure.	2005 – 2 2006 – 0	2005 - No Schools exited Restructuring status by 2009 2007 – One school exited Restructuring status by

	2007 – 3 2008 - 4	2009 2008 – Two schools made AYP in 2009
NCLB Option 3: Contracting Contracting with an outside entity to operate the schools.	0	
NCLB Option 4: State Takeovers Turning the school operations over the state educational agency.	0	
NCLB Option 5: Other Major Restructuring Engage in another form of major restructuring that makes fundamental reforms.	2005 – 20 2006 – 3 2007 – 18 2008 - 17	2005 – Five schools exited Restructuring status by 2009 2006 – One school exited Restructuring status by 2009 2007 – Two schools exited Restructuring status by 2009 2008 – Five schools made AYP in 2009 Most LEAs selected Option 5, which had limited impact on schools exiting improvement status. This option was defined by the LEA and in most cases did not include the components necessary to turnaround the school. Because undefined interventions are subject to LEA interpretation, implementation is often less than adequate and student achievement remains level.
State accountability system AZ LEARNS interventions: 1. Place a Turnaround Principal at school 2. Place 2 Turnaround Coaches in school 3. Provide a Mentor Principal 4. Review, refine or rewrite School Improvement Plan 5. Other interventions as indicated by school data	2004 Cohort: 11 schools identified as Failing to Meet Academic Standards 2005 Cohort: 2 schools identified as Failing to Meet Academic Standards 2006 Cohort: 6 schools identified as Failing to Meet Academic Standard 2007 Cohort: 11 schools identified as Failing to Meet Academic Standard 2008 Cohort: 15 schools identified as Failing to Meet Academic	2004 Cohort: After 2 years of intervention 8 of the 11 obtained Performing or better. Based on 2009 data: 1 school closed, 8 schools obtained Performing or better profiles, 2 schools returned to Failing Status 2005 Cohort: After two years of intervention, 1 school obtained a Performing or better profile and 1 school remained Failing 2006 Cohort: After two years of intervention, 3 of the 6 obtained a Performing or better profile, 1 school closed, and 2 remained Failing 2007 Cohort: After two years of intervention, 8 of the 11 obtained a Performing or better profile, 2

	Standard Overall from 2004 to 2009	schools closed, 1 remained Failing 2008 Cohort: After two years of intervention, 9 of the 15 obtained a Performing or better profile, 1 school closed, 5 remained Failing 35 out of 44 or 80% of schools that reached Failing to Meet Academic Standards between the years 2004 & 2008 achieved Performing or better status by 2009. Only 2 schools from the 2004 Cohort returned to Failing Status.
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Lessons Learned:

- Turnaround Principals affect positive change. Replacing the principal signifies to staff and community that a new mission, vision and way of doing business is being implemented. A turnaround principal changes the pace of the improvement efforts, affects staffing changes, and brings a sense of urgency. The turnaround principal has expertise in understanding data, setting measurable goals and holding leadership/staff accountable. The turnaround principal instills a culture of high expectations, all student can and will learn, and that every staff member is responsible for student achievement.
- The turnaround principal must have support and willing staff members; capacity increases when there is access to a network of turnaround colleagues focused on a community of learning.
- The turnaround principal must have the necessary knowledge and skills along with a track record of turning around a school.
- The turnaround principal has to focus on rebuilding a dysfunctional system targeting instructional practice to drastically increase student learning.
- Arizona needs more education leaders who have specific skills required to turnaround a school on a quick timeline.
- In Arizona there is need to build strong regionally based turnaround experts. The majority of Arizona’s struggling schools are located in rural communities and it remains difficult to relocate urban staff into rural settings.
- All teachers in a turnaround school must be provided job-embedded professional development from an on-site instructional coach.
- Arizona needs a more substantial cadre of regional instructional coaches to provide job-embedded professional development.
- Turnaround efforts are limited unless there is effective comprehensive family engagement strategies implemented along with a more broad based community commitment.

(E)(2) Performance Measures

Measures	Baseline	End of SY	End of SY	End of SY	End of SY
		2010-2011	2011-2012	2012-2113	2013-2014
% of PLA schools provided support & assistance	0%	100%	100%	100%	100%
No of newly identified PLA schools choosing one of the 4 intervention models	30	30	30	20	20
No of TFA Teachers in Reservations Schools	0	+50	+50	+50	150

(E)(2)(ii): Plan for turning around persistently lowest-achieving schools.

Arizona’s plan for turning around the State’s PLA schools encompasses three major goals and five strategies designed to produce dramatic increases in student achievement. By 2014, Arizona will:

GOAL 1: Improve achievement in persistently low-performing schools.

GOAL 2: Raise achievement of Native American students and close achievement gaps by:

- implementing a strong consultation model;
- sharing evidence-based practices among tribal communities and educators; and
- leveraging charter school and tribal college experiences to develop K-12 models for tribal communities.

GOAL 3: Identify, disseminate, sustain and replicate “what works” by:

- providing ongoing support and assistance to LEAs and their “PLA” schools in implementing one of the four intervention models and intervene when needed;
- building the capacity of leaders to do turnaround work to create a pipeline of Turnaround Teachers and Leaders;
- implementing effective practices that include coordination of capacity-building efforts, community services and strong family supports to improve the educational outcomes for children and youth in high-need Native American communities;
- strengthening dropout prevention strategies; and
- establishing systemic coordination and aligned accountability across charter and traditional public schools.

Arizona fully recognizes the immense challenges facing PLA schools. The strategies above address the needs of these schools by providing strong State support to LEAs in implementing the turnaround models and by providing highly effective teachers and leaders to engage in the turnaround process. Furthermore, given the significant numbers of high schools,

charter schools, and schools on Native American reservations, it is imperative for Arizona to address and focus on strategies specific to these schools.

Over the last two years, in an effort to continually improve the State's system of support, ADE has made significant changes based on emerging research on effective practices in the turnaround literature and lessons learned. ADE is working with the Center for Innovation and Improvement to further strengthen its statewide system of support (SSOS). In the publication, *Handbook of State Systems of Support*, a theory-of-action framework based on research of effective change processes includes four key functions of a State system: build capacity; provide opportunities; establish incentives; and develop systemic coordination.

ADE is working to ensure these four elements are reflected in its plan to support PLA schools. ADE recognizes that turning around and transforming a PLA school or LEA requires systemic change at all levels:

- local school boards, the community, parents and district and school personnel must be collectively involved and committed to the change effort;
- LEAs must (a) provide the support, incentives, flexibility and autonomy that school leadership needs in order to implement change, and (b) remove the barriers that impede change;
- Turnaround Principals need a specialized set of skills and abilities and a support network to be effective;
- teachers need the opportunity to improve their instruction supported by instructional coaches and collaborative time, and they should be removed when they do not show improvement over time; and
- students who fall behind need explicit and systematic instruction, intensive intervention and extended learning time to catch up.

With this theory of action in mind, along with the lessons learned from the State's experience in turnaround work over the last several years, Arizona is focusing on five main strategies to address high-priority needs and meet the goal of reducing the number of struggling schools.

Strategy 1: Provide ongoing support and assistance to LEAs and their “persistently lowest achieving” schools in implementing one of the four intervention models and intervene when needed.

1.1: Implement the School Improvement Grant plan as approved by the U.S. Department of Education in April 2010.

ADE has the primary responsibility for implementing its State-approved plan [Appendix (E)(2)-3, Arizona SIG Plan] administered by the Office of Intervention in the School Effectiveness Division. Key features of this plan supported by SIG funds include the following:

- Identify Arizona’s PLA schools on an annual basis beginning with 2009 achievement data.
- Support LEA leadership teams as they determine which of the four intervention models will be most appropriate for the schools in Tier I and II as soon as eligible LEAs have been identified [Appendix (E)(2)-4, LEA SIG Application].
- Release a request for proposal (RFP) to identify and vet experienced and qualified service providers that offer research-proven services to assist LEAs and schools in implementing effective, intensive interventions and measuring progress toward achievable, sustained outcomes. Service providers will work directly with LEAs or in conjunction with ADE in directed intervention (e.g., school “takeover”).
- Support and assist LEAs/schools as they develop and implement their intervention plans on an ongoing basis in cooperation with the Regional Centers. The Turnaround Team will consist of ADE and Regional Improvement Specialists assigned specifically to PLA schools. These Turnaround Teams, which will be held accountable for the following responsibilities by their supervisor, will be expected to:
 - make weekly contact with their schools through the ALEAT system, to review and track progress in implementing approved plans;

- conduct mandatory monthly site visits using a formal on-site protocol to collect implementation evidence, observe progress, provide consultation, and document strengths and areas that need “course corrections”;
 - establish case management systems to coordinate assistance provided by ADE staff, regional support staff and external providers working in these LEAs and schools;
 - provide training to address identified needs with particular focus on the State’s Response to Intervention Initiative (RtI) and STEM subjects, which will be a priority of the Regional Centers (see Section A); and
 - identify effective local policies, promising practices and emerging results to share with other schools.
- Hold the system accountable for results. Quarterly reporting will be required of all LEAs receiving SIG funds, reviewed in case management meetings by ADE/Regional Support Teams along with implementation and student assessment data to determine progress in meeting identified benchmarks and targets. If the LEA has less than 50% fidelity to its implementation timeline, a letter of warning will be sent to the superintendent and local school board indicating the LEA is at risk of discontinuation. The expectation will be that the LEA will garner additional targeted assistance to achieve its targets by utilizing an external provider with a proven track record in transforming and turning around low-performing schools if it hasn’t already done so. At the end of the first year, and every year thereafter for the term of the grant, ADE will determine whether an alternate intervention model is needed or if discontinuation of funding is warranted.

Strategy 2: Build the capacity of leaders to do turnaround work by creating a pipeline of Turnaround Teachers and Leaders.

Arizona has two urgent needs that must be addressed: (1) for the short term, strengthening the skills and abilities of principals who are leading turnaround and transformation

schools, and (2) for the longer term, building a pipeline of turnaround leaders and teachers from which the State or the LEA can draw for placement in turnaround or transformation schools.

2.1: Support for principals working in Tier One and Tier Two PLA schools.

ADE will contract with an external provider to provide monthly training to principals, with coaching in-between sessions. The program will focus on the practical and immediate changes needed to implement the reform model and the evidenced-based strategies most likely to bring about rapid improvement.

2.2: Build a pipeline of turnaround leaders.

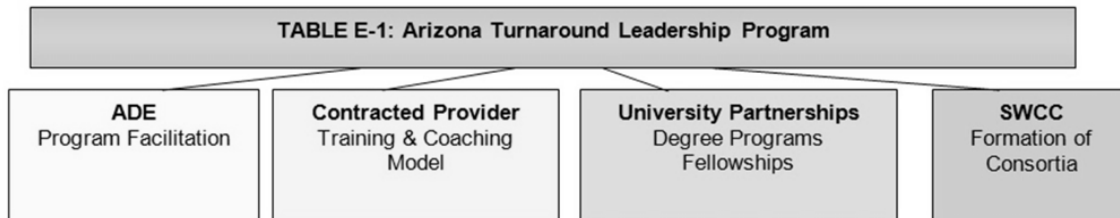
ADE will work with the Southwest Comprehensive Center, the federally funded technical assistance center that serves Arizona, Colorado, Nevada, New Mexico and Utah, to form a consortium to collaboratively design Southwestern Regional Turnaround Academies and release an RFP funded by RTTT for the training, coaching and mentoring of Turnaround Leaders who are selected for the Academy program. This consortium will provide the opportunity for above-referenced southwestern states to collaborate, share ideas and leverage their resources, contracting with one provider to address a common need [Appendix (E)(2)-4 for a description of this consortium].

Upon completion of the Academy program, candidates will have the opportunity to be “certified” as “turnaround specialists” and become members of the State Cadre. From this Cadre, the State can place a specialist team, consisting of a principal and teacher leaders who will serve as instructional coaches in a turnaround school, or the LEA can use this pool of specialists to fill positions in their schools. Candidates who have completed the program will receive incentive stipends in addition to their salaries as well as recognition as a “Distinguished Educator” by the Governor. Arizona has drafted a plan for this program with or without the establishment of a consortium.

Selecting and Recruiting from Existing Leadership Pool. Principals and teacher leaders will be actively recruited to participate in this program. [See Table E-1 for an illustration of the training plan that includes building the capacity of a State cadre of Turnaround Trainers and Coaches (TTC), Turnaround Leaders Cadre, including principals and teachers (TCL) and aspiring leaders (ALC).]

Many retired and/or veteran administrators and teachers have expressed interest in this opportunity to hone their skills and take on this challenge. Principals currently under contract will not be required to resign from their current positions. Using intergovernmental agreements and memorandums of understanding, a turnaround specialist may opt to take a special assignment for two to three years, with the LEAs support. This approach has proven effective in Arizona's AZ READS/Reading First program with strong participation of LEAs, resulting in an effective and efficient way to build capacity, both in the LEA in which the team is placed, and in the "home" LEA when the specialist returns. Other specialists in the Cadre will have the opportunity to pursue a path to become trainers and coaches in the Turnaround Academies, thus building the capacity of the State to sustain its Turnaround Academies beyond the life of the RTTT funds and the contracted services of the provider.

Recruiting Aspiring Turnaround Leaders. TFA has a pipeline of over 30 aspiring school leaders who come together monthly for professional development to help them prepare for taking on a principal role. Prior to the current legislative changes, TFA alumni would go through traditional principal preparation routes to receive their certification. Ten TFA alumni are earning their M.Ed. in Administration and Supervision in full-ride fellowships at ASU, and 12 are in full-ride fellowships at the University of Phoenix. Now that alternative principal pathways are allowed, TFA is collaborating with ADE and AZ LEADS to build an accelerated and rigorous pathway to school leadership, which will be specifically targeted in training leaders to work in high-needs schools. TFA alumni would spend their third year teaching while taking very targeted courses with the ADE Turnaround Leadership Academy. In their fourth and fifth years they would be working as school leaders, with significant mentoring support and the opportunity to complete their certification requirements. With support from the RTTT funding, this program could be quickly implemented, providing Arizona with a new Cadre of highly effective and well-trained turnaround principals while giving TFA alumni and other talented individuals an incentive to stay in Arizona.



The Arizona Turnaround Leadership Program will:

- prepare and place new aspiring principals to serve in high-need LEAs;
- build the capacity of existing principals and teachers to serve as turnaround instructional leaders in high-need schools; and
- train new Turnaround Coaches and Trainers able to provide training, intensive coaching, and mentoring for principals and teacher leaders serving in high-need schools.

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
A	Identify 1 st Cohort TTC & Train-the-Trainers *			Coaching*	Coach* –TLC		Mentor* – TLC		Mentor – TLC	
					Coach* –ALC		Coach* –ALC		Mentor - ALC	
			Provide Training to TLC and ALC Cohorts* (Provider & 1 st Cohort)							
B				Identify 2 nd Cohort from TLC and Train*	Mentor & Coach*	1 st & 2 nd Cohort trains/coaches TLC/ALC				

- Turnaround Leader Cadre (TLC)

TLC	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
		Identify 1 st cohort	Training*	Coaching*	Mentoring*		Member of State Cohort of Turnaround Specialists available for placement in high need schools.				
			TLC Support Network		Certification process						
			Identify 2 nd TLC Cohort trained and coached by TCC; select TTC candidates from 1 st TLC cohort.								
							Identify 3 rd TLC cohort	Train	Coach/Mentor		

- Aspiring Leaders Cadre (ALC)

ALC	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
	Identify	Training*									
		Alternate Cert Programs or University ME or Ed.D. Programs				Principal Certification					
					Internship		Placed as Principal or Asst. Principal				
								Intensive Coaching*		Mentoring	

* Initial training and coaching provided by external contractor, transitioning to AZ staffed TTC.

Strategy 3: Implement effective practices that include the coordination of capacity-building efforts (i.e. human capital), community services and strong family supports to improve the educational outcomes for children and youths in high-need Native American communities.

The reality is stark: While much energy is focused on solving the issues of educational achievement among African-Americans and Latino/Hispanic children, Native American children experience some of the highest levels of poverty and illiteracy and have the fewest opportunities for success in life. Arizona will address this issue with renewed energy, commitment and persistence.

3.1: Expand TFA to reservation schools.

In addition to the aforementioned leadership development and support, which will address the leadership capacity challenge on reservation schools, the State will enter into a

contract with TFA to expand TFA to three Indian reservations to address the need for teachers trained in meeting the achievement needs of underserved populations and high-need schools.

Nationally, TFA has just launched its Native Achievement Initiative, through which TFA aims to dramatically scale its commitment to bring more teachers and leaders to Native communities. As Arizona has a significant population of Native students, the success that has been seen in other TFA regions (New Mexico, South Dakota and Hawai'i) could be replicated on Arizona reservations. TFA's initiative goals align and support those of Arizona:

- recruit more Native Americans into the TFA corps;
- identify and select new regions to impact more Native students;
- build broad partnerships with Native groups to support the initiative;
- secure federal, State, corporate, foundation and private partners; and
- modify training to accommodate the unique needs of Native communities.

Funding from the RTTT grant would significantly expedite the process of recruiting, selecting, training and supporting 50 new teachers a year in Native American communities. Those 50 teachers each year (100 total at the midpoint of their two-year commitment) would reach about 10% of the Native American students in Arizona. In order to establish a stable new site anywhere in the country, TFA must raise full funding for the first three years of that site before launching. RTTT money can contribute to the initial funds for this expansion, helping TFA leverage additional funding from other private and public sources to secure the site's launch. Then, during the four-year period of RTTT funding, TFA would work to secure the necessary philanthropic support and State funding to sustain this expansion after RTTT funds are exhausted.

These human capital partnerships will have the triple benefit of impacting a large number of high-risk students, infusing highly trained leaders into school systems that lack human capital, and creating an alumni force with the credibility and knowledge of Native American issues to build long-term education reform.

3.2: Enhance and Strengthen “Grow Your Own” Efforts

While the TFA initiative will infuse highly trained teachers into hard-to-staff schools, the Native American districts are also committed to “growing their own” teachers who are members of the community and more likely to stay. Existing grant programs at NAU and ASU recruit and support Native American students in teacher preparation programs.

RTTT funds will enhance these programs by:

- Recruiting instructional assistants, who are currently employed in those schools, into, and supporting them through, bachelor degree teacher preparation programs. Stipends will be paid to those instructional assistants who qualify, and a strong system of support will be activated for their success.
- Enlisting successful high school juniors and seniors into the Grow Your Own Program during their high school career via the Future Educators of Arizona student organization. Upon graduation, using RTTT and other local, State and federal funds, these students will be employed as teaching assistants within the district. As a cohort, they will complete their bachelor’s degree in education through a partnership between community colleges and universities. If a distance-learning model is used, mentors will facilitate the class sessions and offer support and tutoring as needed. Scholarships will be provided by the LEAs, and the institute of higher education, with the stipulation that upon graduation and certification, these candidates will teach on reservation schools for a minimum of five years.

3.3: Establish a tribal-community council.

Addressing the needs of PLA schools will require significant research and tribal-community consultations. Arizona was one of the first states to implement tribal consultation policies across state government. Arizona maintains relationships and communication with sovereign tribes in various ways, from a policy advisor in the Governor’s Office to liaisons in cabinet level agencies, the Office of Indian Education and the Commission of Indian Affairs. Any effort to change education policies affecting tribal schools has no hope of success absent

thoughtful, respectful consultation: with parents, students, the community, education leaders and tribal government.

What is needed is a cross-sector council that can bring these leaders, advisors and liaisons together to address some of the pressing education issues, seek new approaches to persistent challenges, and explore new ways of thinking about “old” problems. While reservation schools have similar social challenges to other schools, they are compounded due to policy questions about the appropriate role of public schools in attending to these concerns, often the result of a mismatch between tribal and State jurisdiction in and around reservation classrooms. These challenges present themselves in multiple ways: from truancy (tribal government has the authority to enforce truancy, e.g., fine parents if their children are truant, the State does not) to arrests and detention for substance abuse (the State has no criminal jurisdiction over Indians in Indian Country). This council could also:

- convene tribal communities that have PLA schools to collectively plan, implement, support and monitor effective practices and innovative approaches to raising student achievement and create a shared sense of ownership for improvement efforts;
- consult with tribal colleges and universities (the American Indian/Tribal/Native policy Institutes at Diné College, Tohono O’odham Community College, NAU, UofA and ASU) to develop a K-12 model for tribal community schools in partnership with their education departments and explore establishing charter schools to implement the model; and
- address the postsecondary needs of tribal communities.

Diné College, in Tsaile on the Navajo Nation, was the first tribal college in the United States. For more than a decade, the State of Arizona has provided significant funding for the College without any legal requirement to do so. The Tohono O’odham Nation, Arizona’s second largest tribe, has also recently chartered a tribal college. Arizona could become a laboratory for melding both the charter and tribal college experience to develop K-12 and postsecondary programs that meet the needs of Indian students. “Grow your own” teachers and leaders could be a priority for this tribal initiative.

3.4 Establish a scope of work for the Native American Center for Innovation and Reform to include the following, in addition to its other responsibilities described in Section A:

- LEA-Tribal Community Partnerships would be formed using the community model established by the State's First Things First (FTF) Initiative. Membership would include tribal leaders, tribal education leaders, school district leaders, ADE leaders, FTF leaders, Tribal Head Start, and other agency representatives to build on the FTF work in conducting a comprehensive needs assessment beyond early childhood to include conditions for K-12 students. This needs assessment identifies current services, strengths, challenges and needs in each community.
- Effective family engagement systems would be established, including assisting parents in understanding their child's data; providing strategies for parents to support and improve the outcomes of their child's learning; and increasing parent involvement in the turnaround activities at their local school.
- Recruit and staff the Center with Native American educators trained in research-based school improvement strategies to support local schools in implementing their improvement plans and intervention models.
- Establish peer tutor networks to assist Native American teachers who are preparing for the Arizona teacher licensure test.

3.5: Coordinate community services to increase community engagement in schools.

The State would partner with COMMUNITIES IN SCHOOLS OF ARIZONA (CIS), which identifies and mobilizes existing community resources and fosters cooperative partnerships for the benefit of students and families. CIS is the national leader in school-based, integrated student support services and will implement its system in targeted Native American communities.

- CIS, in collaboration with local tribal education agencies, creates comprehensive locally controlled and owned support systems around schools.
- Utilizing an early warning system, CIS identifies the most critical needs of students and families that are preventing children from succeeding in school.

- CIS locates and coordinates community resources, dedicated volunteers and agencies to serve in partnership with the public schools, both during the day and after school, thereby making the work of educators much more effective.
- CIS ensures coordination of effort, so that the work of outside agencies and volunteers is interconnected and integrated to provide the support that schools need most in order to achieve their goals.

Strategy 4: Focus on evidenced-based approaches to address high school dropout.

A significant number of PLA schools are high schools with alarmingly high dropout rates. The establishment of the University Research Center for Innovation and Reform will provide the opportunity to conduct rigorous studies to identify promising and effective practices in dropout prevention. In particular, two areas of inquiry, re-enrollment and dropout prevention, will be areas of focus and study with implications for policy change:

4.1: RE-ENROLLMENT. Arizona has a large number of alternative high schools, both traditional and charter. Many of these schools have a long and impressive track record of re-engaging their students, many of whom have dropped out more than once before. Arizona has much to learn about the conditions, approaches and strategies that enable these schools to keep their students coming back when, previously, they were disinterested in completing their education.

Recognizing the need for additional, if not alternative, measures, the Arizona Charter Schools Association (ACSA) started the discussions among the alternative schools through its Measuring Success in Alternative High Schools initiative. At the same time, a project partnership was being forged between the Regional Education Laboratory at WestEd (REL West), the Southwest Comprehensive Center at WestEd (SWCC), ADE, ASBCS and ACSA to launch the Arizona Charter School Assessment Network (ACSAN). The purpose of ACSAN is to bring alternative charter high schools together with the sponsoring agencies in order to:

- promote mutual learning about the best ways to assess academic achievement in alternative charter high schools;
- discover and disseminate best practices for the use of data to improve student learning in alternative high schools;

- promote alignment of ADE and ASBCS accountability systems; and
- consider additional use of data and indicators that measure the performance of alternative high school students and explore an adjusted cohort graduation rate model to extend beyond four years.

4.2: DROPOUT PREVENTION. Many of the approaches and strategies to re-enroll and re-engage students are relevant for students who are at risk of dropping out. Arizona has established certain programs that have proven to be effective in re-engaging these at-risk students, including:

- e-learning initiatives to provide online course access to all Arizona students (see Section C);
- dual-credit programs in which students can earn community college credit while earning a high school diploma;
- AP initiatives targeted to recruit underserved and minority populations; and
- career pathway programs and industry-sponsored programs, through the STEM initiative, that provide students with workplace training and real work experiences as interns with industry mentors in their fields of interest.

The recent “move on when ready” initiative supported by HB 2731 [see (A)(3)] will further enhance alternative pathways for high school students to earn a diploma and move on when they are ready to pursue their postsecondary education. In addition, HB 2732 will ensure that intensive focus is placed on interventions in K-2, as 3rd graders will not be moving on until they are proficient in reading.

Understanding the Dropout Issue in Arizona. Arizona recognizes that dropping out of high school is damaging, not only to students who do not complete high school, but also to the economy of the state. One important role for the University Research Center will be to commission studies and produce policy papers and recommendations regarding Arizona’s dropout issue. Modeled after the nationally recognized California Dropout Research Project based at the University of California, Santa Barbara (www.cdrp.ucsb.edu), the Arizona Dropout Research Project will provide research and statistical briefs about the nature and extent of the dropout problem in Arizona; produce policy reports based on the statistical database with

recommendations for schools, districts and the State; and, using economic modeling, translate the state's dropout statistics into economic costs at city, county and state level. This information and policy analysis will be used to develop programs, policies and applications for future funding to assist in the reduction of the dropout rate for Arizona.

The State will establish the Arizona Center for Dropout Prevention, which will work closely with the University Research Center for Innovation and Reform to serve as a clearinghouse of information about the prevention, re-enrollment efforts and programs in Arizona that have been shown to be effective. In addition, ADE will train Struggling Schools Specialists in the Regional Centers to use the available resources and tools developed in partnership with the National Dropout Prevention Center and currently available on the ADE website [Appendix (E)(2)-6].

Strategy 5: Establish a partnership among the Arizona Department of Education, the Arizona State Board for Charter Schools (ASBCS), the Arizona Charter Schools Association, and the Regional Centers for Innovation and Improvement to coordinate services and intervention in Persistently lowest achieving schools.

Because four organizations are responsible for various aspects of the support, assistance and intervention in PLA schools, it is critical that these entities engage in ongoing communication, coordinate services, and take necessary action in the charter schools identified as the State's persistently lowest performing.

For example, ADE is administering the School Improvement Grants program and is responsible for assistance to grantees. The ACSA provides professional development and technical assistance to its members. The ASBCS has statutory authority to revoke charter contracts and close charter schools. The Regional Centers for Innovation and Reform will be funded to provide localized, responsive assistance and training to local PLA schools.

In an effort to align and coordinate services, these organizations will:

- coordinate planning, professional development and technical assistance in order to leverage resources and avoid duplication;
- coordinate reporting and monitoring protocols that support effective implementation and eliminates redundancy; and

- communicate and coordinate efforts to initiate State intervention, including closing charter schools when appropriate.

TASK AND TIMELINE

Goal: Improve Achievement of the Lowest Performing Schools

<i>Strategies</i>	<i>Activities</i>	<i>Responsible Party</i>	<i>Timeline</i>
1. Provide ongoing support and assistance to PLA schools	1.1 Leadership Training	ADE, Provider	7/2010–9/2014
	1.2 Site Visits	ADE, Regional Centers	
	1.3 ALEAT Progress Monitoring	ADE, Regional Centers, Charter Board & Assn	
	1.4 Intervene as needed	ADE, Charter Board	
2. Build a turnaround leadership pipeline	2.1 Contract w/ provider	ADE	10/2010–9/2014
	2.2 Train & coach the Trainers (TCC)	Contracted Provider	
	2.3 Train & coach selected Leaders (TLC)	Contracted Provider & TCCs	
	2.4 Train & coach Aspiring Leaders (ALC)	Contracted Provider & TCCs	
3. Strengthen services to Native American Communities	3.1 Place TFA teachers in reservation schools	TFA, LEAs	7/2010–9/2014
	3.2 Form Community Councils	ADE, Tribal Leadership	
	3.3 Provide community services at schools	AZ Community in Schools	
4. Focus on dropout prevention	4.1 Establish Center as clearinghouse	University Research Center Contracted Provider	1/2011–9/2014
	4.2 Provide technical assistance to implement effective programs	ADE & Regional Centers	
5. Coordinate intervention and reform efforts	5.1 Disseminate what works	University Research Center & Regional Centers	9/2012–9/2014
	5.2 Align and coordinate Assistance & interventions	ADE, Charter Board, Charter Assn., Regional Centers	7/2010–9/2014

STEM Priority

- Address STEM training through Regional Centers in collaboration with the Standards Specialist and Struggling Schools Specialist.
- Promote STEM programs as a strategy for at-risk students, particularly in low-performing middle schools and high schools (See STEM Priority #2).

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

(F)(1): Making Education Funding a Priority

(F)(1)(i): The percentage of the total revenues available to the State that were used to support elementary, secondary and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State for public education in FY 2008.

SINCE THE BEGINNING OF THE NATIONWIDE RECESSION IN 2007, Arizona, like many states, has struggled to close catastrophic, record-setting budget shortfalls and imposed draconian cuts in vital government programs and services. Nevertheless, in recognition of the principle that no function of State government has a greater impact on Arizona’s long-term future than public education, recent State budgets have sought to preserve, to the maximum practicable extent, Arizona’s commitment to education excellence.

In light of Arizona’s economic woes and the resulting fiscal crisis confronting State government, it is remarkable that, in FY 2009, public education in Arizona received a higher percentage of available State revenues than in FY 2008, despite the fact that, between those two years, Arizona’s total General Fund revenues dropped by nearly 18% (see “Education Support” table below). Because spending cuts in education were significantly less harsh than the cuts imposed in other areas of government, the total percentage of State expenditures dedicated to education rose from 53.5% in FY 2008 to 59.5% in FY 2009.

Education Support
Dollars in Thousands

	FY 2008	FY 2009	% Change
Total Revenue	\$10,045,087	\$8,248,542	-17.9%
Education Support	\$5,375,175	\$4,908,421	-8.7%
Percent of Education Support	53.5%	59.5%	

For purposes of this calculation, “revenue” is defined as total available revenues for General Fund expenditures and includes the following: base revenues (ongoing taxes), bond proceeds, fund transfers, and the balance forward. Expenditures include total appropriations, administrative adjustments, and reversions.

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(F)(1)(ii): The State's policies lead to equitable funding (a) between high-need LEAs and other LEAs, and (b) within LEAs, between high-poverty schools and other schools.

For many years, Arizona has provided school districts with an equalized funding formula that provides State funds to districts. The equalized funding formula ensures that all school districts have equitable access to budget capacity and revenues. The equalized system provides additional State funds to districts that have limited taxable property within their borders.

Regardless of its taxable property, each district computes a district support level determined by:

- the total number of pupils;
- special program add-ons for academic assistance for pupils in kindergarten through grade 3;
- students with special needs; and
- the number of English language learners.

This number is adjusted upward for (a) districts that have classroom teachers who are more experienced than the state average and (b) school district transportation programs.

To assist with the increased costs of educational services to students served by small and isolated Arizona school districts, the State provides an additional upward funding adjustment in the district support level. A “small school” funding adjustment applies to districts with less than 600 students, and an even higher adjustment is provided for small school districts that are located in isolated areas of the state.

Since the calculation of a district support level is determined not by taxable property wealth but, rather, by student numbers and characteristics, Arizona school districts have equalized access to budget capacity and revenues. Districts receive State equalization funds by means of a State finance formula through which the State establishes a uniform qualifying tax rate for school districts. The State determines the level of revenues that the uniform qualifying tax rate would raise in each district. To determine the amount of State equalization assistance, the amount that would be raised in local property taxes from the qualifying tax rate is subtracted from the district's calculated support level.

The amount of equalization assistance provided to each district varies inversely with a district's taxable property valuation per student. For example, districts with lower property

valuations per student receive higher levels of State equalization funding. However, if the qualifying tax rate would raise more money than the calculated district support level, the district would receive no State equalization funds. It is important to note that, even in this situation, the spending limit for the district could not exceed the calculated district support level.

Arizona's equalized funding system therefore provides equitable funding to Arizona school districts. The formula not only provides significant increases in state funding for districts with limited taxable property but the system also limits the ability of districts with very high amounts of taxable property from generating additional dollars beyond the calculated district support level.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(F)(2): Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools

Arizona is nationally recognized as a leader in the development and success of high performing charter schools. Arizona's role in the charter school movement is consistent with the spirit of innovation and independence that Americans have long associated with the Grand Canyon State.

Arizona's charter school statutes have received national acclaim for their role in promoting charter school education. For example, according to a 2010 report¹ by the National Alliance for Public Charter Schools, Arizona ranks among the highest states for its commitment to the full range of values in the public charter school movement:

- quality and accountability,
- funding equity,
- facilities support,
- autonomy,
- growth and
- choice.

With respect to charter school autonomy, Arizona also scored favorably in a Thomas B. Fordham Institute report issued April 28, 2010.²

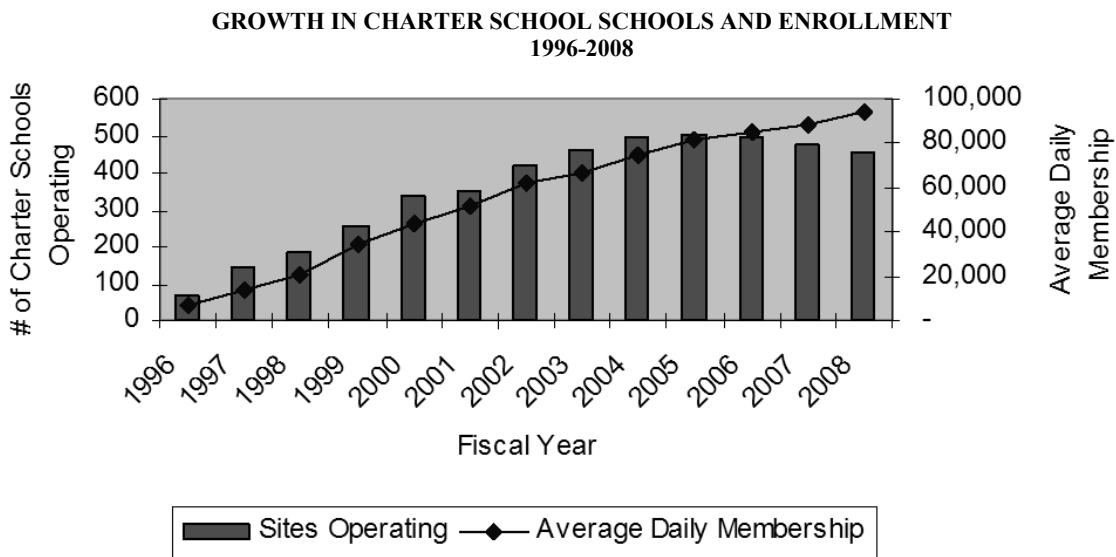
¹ "How State Charter Laws Rank against the New Model Public Charter School Law," January 13, 2010

² View the report at www.edexcellence.net/doc/201004_CharterAutonomyReport.pdf

(F)(2)(i): Arizona’s charter school law restricts neither charter school growth nor enrollment.

Arizona charter schools have flourished for a number of reasons, including the favorable provisions of A.R.S. § 15-181 *et seq.*, which recognize that charter schools provide “additional academic choices for parents and pupils” and “a learning environment that [improves] pupil achievement.” State law imposes no caps on the number of charter schools and does not restrict charter school enrollment where capacity exists.

In the current (2009-2010) school year, more than 101,000 Arizona students attend charter schools. That total represents over 9% of Arizona’s public school enrollment, a percentage that ranks second nationally only to Washington, D.C. Arizona charter school enrollment has grown every year since the first charter was issued, at a rate that exceeds the growth in the number of charter schools. Further, charter school enrollment is growing at a faster rate than district school enrollment; in FY 2009, while district elementary schools experienced an overall decrease in enrollment, charter school elementary enrollment grew by 7%.



At the time of this report, 385 charter holders operate 502 charter schools in 14 of Arizona’s 15 counties, comprising over 25% of the total public schools. While just 15% of Arizona’s population resides in rural areas, approximately 26% of the State’s charter schools are in rural counties. In addition, 17 charter schools (including 10 located on reservation land) specifically serve Native American students.

Overall, the portfolio of high-quality charters is expected to grow, as Arizona recently awarded \$14 million over two years and an anticipated \$53 million over five years as part of the

Arizona Charter School Incentive Program (AZCSIP). The program's mission includes serving at-risk students in both urban and rural settings.

About 50% of Arizona charter schools serve students only in grades K-8; 34% serve students only in grades 9-12; and 16% serve students in a combination of grades between kindergarten and grade 12. The demographic composition of the charter school population is comparable to that of district schools.

Further, the Arizona School Improvement Act of 1994¹ (amended in 1995) gave parents and guardians the freedom of choice in school selection by providing open enrollment opportunities for students attending public school districts and by establishing charter schools. Charter schools are also subject to flexible enrollment policies that are not strictly tied to geographic boundaries.

¹ A.R.S. §§ 15-184 and 15-816.01(A)

(F)(2)(ii): Arizona has statutes, regulations and guidelines for how charter school authorizers approve, monitor, hold accountable, reauthorize and close charter schools.

Charter schools enter into a contract with a charter authorizer to operate in accordance with academic and fiscal standards established in federal and State law, and the schools are held accountable to their charter contract. Arizona charter schools also function according to a business plan that guides their overall governance and operational structure.

Arizona statutes empower the Arizona State Board for Charter Schools (ASBCS), State Board of Education (SBE) and local school districts to authorize and oversee the charter schools they sponsor. The ASBCS sponsors 356 of the charter holders (459 sites) and has oversight responsibility for the 23 charter holders (37 sites) chartered by the SBE. The SBE no longer grants new charters. The ASBCS provides oversight of the SBE sponsored charters in the same manner it monitors its own charters. The remaining five charter holders (six sites) are sponsored by local school districts.

A.R.S. § 15-182 established the ASBCS as an independent State agency to authorize and oversee charter schools. The ASBCS reports annually to the Governor and the Legislature. For State Fiscal Year (FY) 2010, the ASBCS has 8.0 FTE staff and an appropriated budget of \$823,900.

The 11-member ASBCS consists of the State Superintendent of Public Instruction (or the Superintendent's designee) and 10 members who are appointed by the Governor: six members of the general public, two members of the business community, a charter school classroom teacher, and a charter school operator. Three Legislators who are appointed jointly by the Senate President and the Speaker of the House of Representatives serve as advisory members.

The ASBCS's role includes:

- evaluating applications and granting new charters,
- providing technical assistance and guidance to stakeholders,
- conducting ongoing academic and financial evaluations, and
- taking appropriate disciplinary action against schools that fail to comply with local, State and federal laws or the terms of their charter contract.

With respect to charter approval, A.R.S. § 15-183 governs the process for approving new charters and charter requirements. Arizona Administrative Code, Title 7, Chapter 5, Article 2 provides additional guidance for those seeking charter approval through the ASBCS. Title 15, Chapter 1, Article 8 of the Arizona Revised Statutes sets forth the responsibilities and regulations concerning charter schools, provides for periodic review and evaluation during the contract period, and outlines the requirements for reauthorizing a charter.

Since its inception, the ASBCS has received 609 new charter applications and 22 replication applications, and has approved 413 total applications, granting more charters than any other authorizer in the United States. The ASBCS continues to approve high-quality applications for new charter schools each year and supports the continued expansion of existing high quality charters. Each year an average of 15 new charters are approved. Newly approved charters combined with new sites being added to existing charters account for a 2.5% increase in the number of charter schools opening each year.

At the same time, consistent with its commitment to school accountability, the ASBCS has revoked the contracts for 12 charter schools that failed to meet the requirements of the law and their charter contracts. Additional closures can be attributed to charter holders that surrender their contracts when faced with a pending revocation and those for which the market has not supported a school’s continuation.

All authorized charter school sponsors have the authority to pursue charter revocation for charter schools that receive a failing academic label or are found to have breached one or more provisions of their charters.¹

Arizona Charter School Applications, Approvals, Denials and Closings						
FY 2005-2010						
Fiscal Year		SBE	ASBCS	School Districts	Total in Operation	% Change from Previous FY Year
2005	Holders	34	317	16	367	1.4%
	Sites	52	416	34	502	1.4%
2006	Holders	31	333	11	375	2.2%
	Sites	49	429	22	500	-0.4%
**2007	Holders	26	328	7	361	-3.7%
	Sites	39	429	7	475	-5.0%
2008	Holders	26	322	6	354	-1.9%
	Sites	39	412	6	457	-3.8%

¹ A.R.S. §§ 15-183(I)(3) and 15-241(U)

2009	Holders	26	335	5	366	3.4%
	Sites	39	436	5	480	5.0%
2010	Holders	23	356	6	385	5.2%
	Sites	37	459	6	502	4.6%

**FY 2007-present, sponsor data is based on counts at the beginning of the fiscal year

Arizona State Board for Charter Schools (ASBCS) Activity					
FY 2005-2010					
Fiscal Year	Charter Contract Applications Made	Charter Contract Applications Approved*	Charter Contract Applications Denied* **	Charter Schools Opened	Charter Schools Closed
2005	27	12	2	17	16
2006	31	14	3	18	43
2007	40	25	2	21	24
2008	39	18	3	15	21
2009	39	23	3	35	17
2010	43	18	6	44	TBD

* Remaining charter school applications were incomplete or withdrew from the process.

** Reasons for denial were failure to demonstrate a comprehensive program of instruction and/or failure to provide a comprehensive business plan.

Charter Contracts Terminated										
FY	Number Revoked	Reason Revoked ²			Number Surrendered	Reason Surrendered ³				
		Financial	Contractual	Academic		V ⁴	E ⁵	F ⁶	R ⁷	S ⁸
2005	1			1	4	2	2			1
2006	4	2	4	1	19	7	10	3	1	
2007	0				12		3	1	6	2
2008	2	1	1		10	3	4			3
2009	2		2	1	8	3	3			2
2010	1		1	1						

Monitoring and General Oversight. Multiple provisions of Arizona law give charter schools authorizers oversight and administrative responsibility for the charter schools they sponsor.

Five-Year Review. A.R.S. § 15-183(I) requires that “a sponsor shall review a charter at five-year intervals.” In addition to the statutory requirements, the ASBCS has established a policy for the process and the components of a comprehensive review that includes examination of academic performance as well as appraisal of fiscal and legal compliance. Schools not

² More than one reason may apply to a single revocation

³ More than one reason may apply to a single surrender

⁴ Voluntary, no reason given

⁵ Lack of enrollment

⁶ Facilities

⁷ Retirement of key corporate officers

⁸ Surrendered under duress, pending revocation

meeting the ASBCS level of adequate academic performance are subject to a Performance Management Plan. Performance Management Plans are intended to assist schools in addressing academic performance deficiencies with a plan that clearly articulates the academic achievement area in need of improvement, the tools intended to measure improvement, and the degree of improvement to be achieved. The plan will also include identified strategies linked to desired outcomes and designed for meeting identified targets. The ASBCS collaborates with and regularly receives monitoring information from the ADE.

Annual Independent Audit. A.R.S. §§ 15-183(E)(6) and 15-914 require each charter school to conduct an annual financial audit by an independent certified public accountant. A copy of the annual audit is submitted to the sponsor. The sponsor reviews each audit received, and may require the submission of corrective action plans when appropriate.

Annual Performance Report. In accordance with A.R.S. § 15-183(E)(4), every charter school is required, in the same manner as district schools, to complete and distribute to parents an annual performance report. The school must submit that information to ADE for the purpose of compiling an annual achievement profile and school report card that is made available to the public.

Accountability. A.R.S. § 15-183(I) provides for revocation of a charter at any time if the charter holder is found in breach of one or more provisions of the charter contract. The statute includes all the provisions for revocation. Moreover, for charter schools sponsored by the ASBCS, Arizona Administrative Code, Title 7, Chapter 5, Article 3 provides for charter accountability, including general supervision; oversight and responsibility (R7-5-301); site visits, records, and notices of violation (R7-5-303); a corrective action plan (R7-5-302); and disciplinary action (R7-5-304).

A.R.S. § 15-241(U) provides that, if a charter school is designated as a school failing to meet academic standards, the charter school's sponsor is to either (a) take action to restore the charter school to acceptable performance or (b) revoke the school's charter.

Two recent U.S. Department of Education Office of Innovation grants, totaling \$60,000, have allowed the ASBCS to increase charter school accountability. The first grant supports development, adoption and implementation of State policies that lead to more high-quality public charter schools, while the second grant aims to improve student achievement by helping charter school operators and authorizers strengthen their performance management practices.

Renewal. Contracts between authorized public chartering agencies (ASBCS, SBE and School Districts) and the charters they sponsor have 15-year durations, per A.R.S. § 15-183(I). In addition to annual and five-year reviews, Arizona is preparing to renew the first generation of charters that are completing the initial 15-year cycle.

Since the first charters will not expire until July 2011, schools have only recently begun the renewal process. A.R.S. § 15-183(I) states in part that “the sponsor may deny the request for renewal if, in its judgment, the charter school has failed to complete the obligations of the contract or has failed to comply with this article.” The ASBCS has adopted a renewal process that includes a focus on student achievement and student growth based on “Arizona’s Instrument to Measure Standards” (AIMS) test and a school’s success in the development and implementation of any required Performance Management Plan.

(F)(2)(iii): The State’s charter schools receive equitable funding compared to district schools and a commensurate share of local, State and federal revenues.

In Arizona, both charter schools and traditional school districts are allocated taxpayer dollars through the State’s base level funding formula.¹ Arizona’s equalized funding system ensures that charter schools and district schools are funded equitably and competitively.

According to the ADE, in FY 2009 (the most recent fiscal year for which full-year data are available), charter schools educated over 9% of Arizona students and received approximately 14% of the State’s \$676.3 million General Fund appropriation for K-12 education. During that fiscal year, the State’s funding formula yielded an average of \$6,396.40 per charter student and \$5,435.25 per district student.²

Overall, public schools are funded based on the number of students they enroll.³

- The principal component of the funding formula is the base level amount that the Legislature appropriates for each student (currently \$3,267.72).
- The base level amount is then multiplied by each public school’s student enrollment, commonly known as the school’s *student count*.⁴
- The sum of the schools’ enrollment – known as *average daily membership* (ADM) – is increased by factors that reflect the higher costs of educating certain types of students, such as students that have learning disabilities, limited English proficiency, and/or live in remote and rural areas.⁵ Those students receive the same additional funding “weight,” regardless of whether they attend a charter school or district school.

The base funding to charter schools and school districts is supplemented with additional funding:

¹ A.R.S. §§ 15-185(B)(4), 15-901 and 15-943

² See compilation of APOR-55 Reports and CHAR-55 Reports found at the Arizona Department of Education website (www.ade.az.gov/districts); see also *Annual Report of the Arizona Superintendent of Public Instruction, Fiscal Year 2008-2009*

³ A.R.S. §§ 15-901, 15-902 and 15-943

⁴ A.R.S. §§ 15-185, 15-901 and 15-943

⁵ A.R.S. §§ 15-901 and 15-943

- Charter schools receive \$1,588.44 per K-8 student and \$1,851.30 per student in grades 9-12. The additional funding may be spent at the school’s discretion.⁶
- For school districts, additional funding is dedicated to specific purposes, such as capital facilities and “soft” capital items (e.g., text books and computers).⁷

Federal Funding. Arizona law does not prohibit charter schools from applying for or receiving funding from the federal government, and charter schools receive significant federal funding in addition to their State appropriation.

Arizona and ADE comply fully with the Charter School Expansion Action 34 (C.F.R § 76.785). Accordingly, all charter schools that are eligible for federal funding receive an allocation.

In 2009, Arizona charter schools received more than \$64.1 million (approximately 6%) of the more than \$1.1 billion in federal funds (including food service allocations) that flowed into Arizona in support of K-12 public education.⁸ Charter schools received 7% of the Federal Title One Assistance awarded to Arizona public schools, an equitable share in light of the 9% of Arizona students whom they educate.

⁶ A.R.S. §§ 15-185(B)(4), 15-185(F)

⁷ A.R.S. §§ 15-947 and 15-962

⁸ *Annual Report of the Arizona Superintendent of Public Instruction, Fiscal Year 2008-2009*

(F)(2)(iv): Arizona provides funding to charter schools for facilities, assistance with facilities acquisition, access to public facilities, and the ability to share in bonds and mill levies. The State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

As evidence of Arizona's commitment to equitable facility support of charter schools, in the last year the Arizona Legislature has enacted two key bills to help charter schools acquire facilities:

- **Zoning:** A.R.S. § 15-189.01 was amended to specify that charter schools be classified as public schools for the purposes of municipal and county zoning. The amendment also requires municipalities and counties to allow charter schools to operate at locations or in facilities that would be permissible for district schools.
- **Property Tax Relief:** A.R.S. § 42-11132 was amended to provide significant financial relief from burdensome property taxes for non-profit charter schools that lease their facilities. By classifying the property leased by a non-profit charter schools as Class 9 and assessing the property at 1%, the property taxes on facilities leased by non-profit charter schools will be reduced by 90% to 95%.

(F)(2)(v): Arizona enables LEAs to operate innovative, autonomous public schools other than charter schools.

In Arizona, local educational agencies (LEAs) have the flexibility and authority to operate innovative, autonomous public schools in addition to charter schools. As a result, Arizona LEAs have accumulated a robust portfolio of “traditional,” alternative, extended-year, focus, magnet and virtual schools.

More than 170 alternative schools provide a diverse array of options for elementary, middle and high school students with special needs or extenuating circumstances. These schools follow distinct educational philosophies and generally offer self-paced curricula, small classes and a focus on social and emotional development. Several alternative schools specifically serve pregnant and parenting teenagers; others offer community resource centers that bring together health and education services for children and their families.

A.R.S. § 15-881 requires each school district to make extended school year services available to all pupils with disabilities for whom such services are necessary. One LEA, Balsz Elementary School District, has adopted an innovative 200-day school year to add focused instructional time for all students and increase professional development time for staff. The addition of 20 school days equates to a full year of instruction by the time students reach high school.

Arizona’s focus and magnet schools provide yet another option for students and parents. These schools offer specialized curricula with high academic standards in areas such as aviation/aerospace, business and finance, communication arts, international studies, law-related studies, marine science, medical arts and health, performing and visual arts, STEM and world languages. Several magnet schools mix grade levels within one classroom and operate on a year-round schedule. Innovative LEA examples include Mesa Public and Deer Valley Unified School Districts, supporting 10 focus schools each; Phoenix Union High School District, with 11 magnet schools; and Tucson Unified School District, supporting 19 magnet schools.

Nearly all of Arizona’s large high school and unified districts offer online learning options or support distance learning academies. Students do coursework at any time of day and need only a computer with a high-speed Internet connection. These programs also include interactive online practice activities, tutorials, discussion groups, and instructor contact via e-mail. Notable examples include Deer Valley eSchool, with 70 courses for grades 9-12; Glendale

Union Online, with 24 courses for grades 9-12; Mesa Distance Learning Program, serving all the district's K-12 students; Peoria eCampus Virtual High School; and Tempe Union Online Learning, offering standard courses in nine content areas and credit recovery courses in English, mathematics and social studies.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

(F)(3): Demonstrating Other Significant Reform Conditions

Arizona’s RTTT application is replete with education reform policies, initiatives and practices – so many, in fact, that one business leader described the state as a “laboratory for education reform.” This is indeed the case, as Arizona is a relatively new state, populated by citizens who, in relocating from every region of the country, have brought with them ideas and aspirations for a world-class education system, and by State policy leaders who are not afraid to try new, bold ideas. This attitude of innovation has helped Arizona in the past and sets the stage for what is yet to come: bold new approaches to achieve the goals stated in Section (A)(1).

Arizona’s Education Reform History Is Marked by Important Milestones

TEACHER CAREER LADDER PROGRAMS (A.R.S. § 15-918). Since 1990, Arizona has pioneered the development of performance pay for teachers. The Career Ladder program allowed districts (28 LEAs participated) to develop performance pay systems for teachers based on concepts just now being pursued in other states. The language of this landmark legislation¹ included:

- establishing a multi-tier system of teaching positions;
- providing opportunities to teachers for continued professional development; and
- requiring at least improved or advanced teaching skill for advancement to a higher level and other components, such as additional higher-level instructional responsibilities and demonstration of pupil academic progress.

The Career Ladder program has set the stage for successful implementation of SB 1040, adding the student achievement component to teachers’ evaluations.

NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS CERTIFICATIONS. The number of Arizona teachers honored with certification from the prestigious NBPTS has increased by 83% since 2003. In 2009, Arizona ranked 17th nationwide in the number of teachers who earned board certification, achieving a 22% one-year increase. Further, Arizona ranks 18th in the total number of NBCTs over time (678 teachers).

¹ A.R.S. §§ 15-918 (E)(1)(a), (b) and (c)

OPEN ENROLLMENT. Beginning in 1994, Arizona students were allowed to attend “any school within the school district, to allow resident pupils to enroll in any school located in or within other school districts in this state and to allow nonresident pupils to enroll in any school within the district, pursuant to A.R.S. § 15-816.01.”² This policy, adopted more than 16 years ago, placed Arizona among the first states to offer full intra- and inter-district open enrollments. It has worked well in serving the needs of Arizona families and students.

CHARTER SCHOOLS (A.R.S. §§ 15-181 to -189.03). Arizona’s willingness to provide educational choice for students and their families has no better example than the State charter schools movement. Beginning in 1994, Arizona has allowed and encouraged the establishment of charter schools (now numbering 502) everywhere in the state, serving students in a myriad of settings. Because of its history of charter schools and the number of schools authorized to operate, Arizona continues to learn how innovation in education can help improve its traditional K-12 system. As with other reforms, Arizona has not been timid in its pursuit of effective educational opportunities for students.

HIGH QUALITY STANDARDS. The *History Channel* ranks Arizona schools as having the highest history standards among all states. Further, the Fordham Foundation (“The State of State Standards”) gave Arizona the highest possible grade for having high standards in history, geography and science.

JOINT TECHNOLOGICAL EDUCATION DISTRICTS (A.R.S. §§ 15-391 to -396). Notwithstanding the current economic recession, Arizona has a rich tradition of vibrant economic growth. That quality requires students to be prepared for postsecondary education and careers.

In 1990, State policy leaders instituted another bold and unique reform that led to the establishment of 13 voter-approved JTEDs spread across Arizona, combining resources and facilities to provide upper-tier career and technical education. Total enrollment in JTEDs for 2009-2010 was 73,950 (18,475 full-time students) and includes all students enrolled in a JTED course, both satellite and central (satellite is a JTED course offered on students’ home campus and central is a course offered at another facility). This innovative approach has placed Arizona in a leadership position nationally, providing options for students to receive the skills and training necessary to become part of the emerging economy.

² A.R.S. § 15-816

Arizona Continues to Create Conditions for Bold New Reforms

CAREER AND TECHNICAL EDUCATION (CTE). CTE is developing a statewide technical skills assessment system in partnership with ASU, 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 complies 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 JTEDs. The Arizona Skill Standards Commission, representing industry CEOs, organized labor, the Arizona 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.

EDUCATION AND CAREER ACTION PLANS (SBE Rule R7-2-302.5). State Superintendent of Public Instruction Tom Horne's commitment that every Arizona student should have a personalized learning and career plan has evolved into the Education and Career Action Plan.

Nine out of ten seventh and 8th graders aspire to go to college, but only two out of ten will actually complete college. To close that gap, ECAPS incorporate a student's academic goals, career goals, postsecondary education goals and extracurricular activities. Students who develop ECAPS are more likely to plan for college and take the rigorous courses that lead to success in college and highly skilled occupations.

In the past year, ADE has been actively engaged in professional development of the ECAPS program, and an entire summit for high schools was dedicated to personalizing instruction. Further, 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. More than 3,000 educators have received professional development around ECAPS implementation strategies and resources, including use of the Arizona Career Information System (AZCIS).

MOVE ON WHEN READY. Passage of HB 2731 in 2010 positioned Arizona at the forefront of high school reform nationally and reaffirmed Arizona's tradition of education innovation. This bill, known as "Move on When Ready," creates an optional "Grand Canyon Diploma" that students obtain by passing college-level mathematics and English board examinations. Students

earning these diplomas are exempt from all other Arizona graduation requirements and may continue academic preparation for university admission or may graduate early to pursue career and technical studies. In addition, HB 2731 allows Arizona to participate in the National Center on Education and the Economy (NCEE) Board Exam Consortium.

ONLINE INSTRUCTION. In Arizona and across the country, there is a growing demand for online instruction. Arizona's commitment to meet students' needs, particularly in rural areas, resulted in 2009 legislation (HB 2525) that removed the pilot status of the Technology Assisted Project-Based Instruction (TAPBI) program and allowed it to grow. The caps on the number of school districts and charter schools that were allowed to participate were eliminated, but SBE and ASBCS were directed to jointly develop standards for the approval of online course providers and online schools. Each new school that was approved to provide instruction is placed on a probationary status until the school has clearly demonstrated the academic integrity of its instruction.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Priority 2: Competitive Preference Priority – Emphasis on Science, Technology, Engineering and Mathematics (STEM)

STEM education has a strong foundation in Arizona and is woven throughout the education reform agenda described in this application. STEM education is about entrepreneurship, innovation and creativity. STEM-based curricula emphasize appropriate levels of rigor to maximize success in college, careers and life; embed project-based learning experiences so that students apply fundamental academic concepts in real world contexts; and include complex problem-solving applications that require “out-of-the-box” thinking.

Arizona’s STEM plan will (i) expand access to a rigorous course of study; (ii) leverage partnerships to prepare and assist teachers to integrate STEM content across grades and disciplines, promote effective and relevant instruction, and offer applied learning opportunities; and (iii) prepare more students, especially underrepresented groups, for advanced study and STEM careers.

Rigorous STEM Course of Study. As early as 2006, Arizona had initiated efforts, in conjunction with the American Diploma Project Network, the College and Career Readiness Policy Institute, and Achieve, Inc., to significantly raise high school math and science standards, assessments and curricula to more effectively align them with the demands of college and career. The result was a notable change to Arizona’s graduation requirements, increasing the prerequisites for math (from three years to four) and science (from two years to three). The SBE also increased the level of math rigor required to graduate from high school. These requirements continue to evolve as Arizona works with Common Core to align standards and assessments through the P-20 continuum.

Two initiatives are critical to the long-term success of Arizona students:

- expanding opportunities for students to participate in advanced placement (AP) courses, and
- providing professional development to help teachers conduct AP classes.

Data show that students who participate in an AP STEM course are more likely than other students to choose a college major in a STEM discipline.¹ The ADE recently completed a three-year statewide AP Incentive Program (APIP) grant involving 13 rural and low-income high schools and 14 feeder schools [(IP2)(STEM)-1]. This AP expansion included longitudinal teacher supports utilizing the Advancement Via Individualized Determination (AVID) approach with teachers from feeder middle schools.

Results were very positive, with seven of the 13 participating high schools incorporating AP calculus into their curriculum, increasing enrollment of rural and low-income students in AP calculus by 143%. RTTT funds will support a four-fold increase of this successful model, bringing AP calculus to some of Arizona's most underserved communities and impacting over 50 high schools and 75 to 100 middle schools.

Cooperation with STEM-Capable Partners. The connection between STEM education and an innovation economy is critical and keenly understood by leaders in Arizona government, education, business, science and culture.

In 2006, prominent Arizona business organizations and State government joined forces to create SFAz, a distinctive public/private 501(c)(3) organization led by a board of directors comprised of 11 nationally recognized leaders in science, engineering and education [(IP2)(STEM)-2, SFAz Board of Directors]. With all operational support provided by private sector contributions, funds invested by the State require a private-sector match. Thanks to a peer-reviewed, competitive grant process, that match has yielded \$2.18 for every dollar invested by the State.

SFAz advances an innovation agenda by forging partnerships that leverage the research strengths of Arizona universities and industries to confront critical scientific, educational and technological challenges. Since 2007, when the first grants were made, SFAz has awarded 132 grants totaling more than \$100 million to non-profit research-performing institutions and public education entities.

SFAz STEM. In 2008, with support from the State and operational funds from the private sector, SFAz STEM was launched to expand access to rigorous courses and prepare more

¹ Rick Morgan and John Klaric, "AP Students in College: An Analysis of Five-Year Academic Careers." New York: The College Board, 2007. Colleges participating in this study represented the span of American higher education and include Cornell, Dartmouth, Georgia Tech, Northwestern, Stanford, Texas A&M, UCLA, University of Florida, University of Texas at Austin, University of Virginia, University of Washington, Wesleyan and Williams.

students, especially those from underrepresented groups, for advanced STEM study and careers. With an advisory council representing business, higher education, P-12 teachers, informal education and philanthropies statewide, SFAz STEM strives to better align, integrate and embed STEM principles and practices benchmarked to international standards. SFAz STEM will continue to manage the expansion of these STEM programs and expand the reach of its advisory council to establish a broader statewide network to connect efforts, inform best practices, build relationships with the private sector, and create innovation labs across the state.

Graduate Research Fellowship Program. The innovative Graduate Research Fellowship (GRF) program, funded in partnership with the universities, is unique among the 50 states and is positively impacting K-12 students. The goal is to strengthen Arizona's three research universities by providing access to the brightest prospective scientists and engineers, deepening the candidate pool for jobs in aerospace, defense, electronics, IT, bioscience, biomedicine, environmental protection and construction. In the three years for which there is current data, SFAz has funded 227 GRF fellows in Arizona.

Fostering innovation in a sustainable manner requires propelling still younger students into the STEM pipeline. GRF accomplishes that task by requiring all research fellows to spend one day a week working in middle and high school classrooms and participating in summer teaching internships. One important consequence of this linkage is to introduce STEM education into classrooms as positive, in-context experiences favoring high tech career choices.

The cost of the program, which is shared equally by SFAz and Arizona universities, for 100 Fellows is \$8 million over two years to the Ph.D. degree.

Pathway Programs. Arizona supports models that create STEM pathways for students and teachers – a set of experiences that can include in-school courses and out-of-class activities. Those experiences can inspire students to pursue a path during their K-12 years that will lead them to a STEM-related degree or certification that supports Arizona's key economic sectors, including engineering, mining, aerospace, sustainability and defense.

Students. As an example, the RURAL ENGINEERING PATHWAY (REP) model was developed in Cochise County to provide early college and internationally recognized industry certifications for high school students in engineering delivered by the local community college district [(IP2)(STEM)-3, Engineering Pathway White Paper]. The REP includes programs for hands-on learning, utilizing Siemens Mechatronics curriculum (the only program of its kind in

the western U.S.); rigorous and otherwise unavailable algebra and pre-calculus courses via ITV countywide to increase preparation in early grades; and pre-engineering courses that transfer to an Arizona university. Nearly half (48%) of REP participants are female, and 27% are Hispanic. Teachers from middle school to community college are supported through interdisciplinary professional learning communities, a longitudinal data system based on the Arizona Growth Model, and an industry advisory council, which includes engineering and intelligence officers from the state's largest military installation and the U.S. Army's National Intelligence Center. RTTT funds will be used to replicate this model in three additional rural community colleges and one tribal college.

Teachers. Three of Arizona's most promising teacher pathway programs are the TEACHER INDUSTRY INTERNSHIP PROGRAM (TIIP), BEYOND BRIDGING and NAU's NAU Teach program.²

TIIP began at the UofA, in partnership with a southern Arizona CEO organization, as a teacher-retention strategy for new teachers in years 3-5. For three summers, teachers intern at high-tech companies, at industry wages, and take math and science courses throughout the year while earning a master's degree, thereby increasing earning potential and real-world knowledge about STEM skills in the workplace. The program is specifically designed to help teachers translate the work experience to the classroom and is proving beneficial to students and teachers, based on Reformed Teaching Observation Protocol (RTOP) measures, and to the participating companies.

Nine companies — Raytheon, BeachFleischman, Biosphere 2, BioVigilant, Fort Huachuca, General Plasma, Texas Instruments, SEBRA, Sundt (Tucson) — supported 20 teacher interns in year one (2009). Eleven additional companies — Arizona Research Labs, C-PATH, Walgreens, Ventana Roche, Freeport-McMoRan (Sahuarita and Phoenix), Salt River Project, Southwestern Power Group, Sundt (Phoenix), Unisource Energy/TEP, University Tech Park — joined the project in year two (2010), supporting 33 teachers. RTTT funding will be used to expand this model statewide to involve 150 additional teachers and recruit participating companies.

² NAUTEACH is modeled after the UTEACH program at the University of Texas at Austin and is supported by a grant from the National Math and Science Institute.

The UofA College of Education created Beyond Bridging – a two-year elementary teacher preparation program that incorporates mathematics and science coursework with professional development. Site-based clinical coursework occurs at a local elementary school, and faculty members work with teachers to transform teacher education partnerships. Rather than asking pre-service teachers to cross the bridge between university courses and classroom practice alone, pre-service teachers work together with in-service teachers and university science and mathematics education faculty to build a new mathematics and science professional learning community. Pre-service teachers learn how to teach problem-solving elementary science and mathematics for diverse learners in settings where such practices are established and functioning well. Experienced teachers enhance their abilities to enact inquiry-based science and mathematics in their classrooms and to mentor preservice teachers.

NAU Teach is an integrated, streamlined science and math teacher certification program for NAU undergraduates majoring in STEM disciplines, with the potential to certify 240 math and science teachers each year. (The current gap in Arizona is approximately 500 per year). NAU developed NAU Teach to deliver Step-1 and -2 teaching experiences to STEM majors at community colleges throughout Arizona, tapping the teaching potential of content-knowledgeable rural students. This approach develops a clear pathway for community college students to (a) enter any State university bachelor degree STEM program, (b) enroll and certify through NAU Teach and (c) return to their home communities as math and science teachers while decreasing the student cost of teacher education. RTTT funds will expand NAU Teach to five additional community college sites and one traveling tribal program that will be coordinated through three tribal colleges in remote areas of the state, resulting in 600 additional openings each year.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes

(not scored)

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes

Arizona has made a significant investment in improving educational outcomes for young children. The First Things First (FTF) initiative [Appendix (IP3)(EL)-1] uses dedicated tobacco tax revenue to support school readiness for all Arizona children, including high-need and special-need students. FTF has launched a signature quality enhancement program – *Quality First!* – that implements a range of strategies to enhance preschool performance, improve preschool instruction, and establish or strengthen standards across all early care and education settings.

Quality Preschools. Upon beginning kindergarten, children who have attended high-quality early care and education settings perform better on reading and math skill assessments than kindergarteners who did not have that experience. Additionally, long-term follow-up indicates improved performance in reading and mathematics in elementary and secondary school, and a reduction in special education placement and grade retention. Children with the advantage of high quality early education do better on standardized assessments and require less remediation over the long term.

The *Quality First!* program in early education settings includes:

- initial program quality assessments;
- assignment of coaches to work with program leaders to develop a plan for and facilitate improvement; and
- financial incentives that support the quality improvement plan.

The program assessment focuses on two areas for quality enhancement: (1) the early learning environment that supports cognitive, social/emotional and healthy child development, and (2) adult-child interactions. The Environmental Rating Scale-Revised (ECERS-R) instrument for preschool classrooms is used to measure quality in preschool environments. The Classroom Assessment Scoring System (CLASS) is used to measure the quality of adult and child interactions.

Working agreements exist with the ADE Early Childhood Education Section and with the State Head Start Collaboration Office to ensure strong alignment of expectations across all State systems, while supporting quality improvement in all early education settings. Participating in

the improvement component of *Quality First!* are 415 licensed or certified early care and education centers (21% of all regulated centers) and 167 licensed and certified family child care homes (7.6% of all regulated group homes). The first quality ratings of early care and education settings are planned to begin in June 2011 and will use the ECERS-R and the CLASS, as well as a point scale that measures staff qualifications and administrative practices to establish a quality rating.

Great Teachers and Leaders. Raising the quality of preschool teachers through *Quality First!* is addressed through two strategies: T.E.A.C.H. EARLY CHILDHOOD® ARIZONA (Teacher Education and Compensation Helps) and PROFESSIONAL REWARD\$.

T.E.A.C.H. is a comprehensive scholarship program designed to increase the educational levels and skills of the early care and education workforce. Individuals who work in early care and education settings are given access to college coursework leading to a national Child Development Associates (CDA) Certificate, or a Certificate of Completion or an Associate degree in early childhood education. Components of T.E.A.C.H. include education scholarships with support for tuition and books, a travel stipend and paid release time.

T.E.A.C.H. also supports an equitably paid and stable early childhood workforce by providing a financial incentive in the form of a bonus or raise upon completion of college coursework. The financial incentive components support quality and continuity of teachers and caregivers by asking that participants continue working at their current program for a specified time period as a condition of receiving the scholarship and financial incentives.

As of March 31, 2010, 450 early care and education teachers and caregivers have been awarded T.E.A.C.H. scholarships. Nearly 70% are enrolled in spring semester classes; they have taken 1583 credits at 15 of Arizona's 19 community colleges that offer coursework, degrees or certificates in early care and education.

Professional REWARD\$ is a financial incentive program that acknowledges and rewards progressive education, educational attainment and commitment to continuous employment at early education settings. Based on the experience of other states that have implemented compensation and retention programs, Arizona expects the following impacts and changes:

- The early education workforce retention rates will improve, with the result that children in early education receive higher quality care, with less staff turnover, from a more highly qualified professional workforce.

- The skills of the workforce will improve when higher compensation acknowledges educational attainment.
- Early childhood professionals will continue to attain higher levels of education as wage enhancements are provided.

Standards and Assessments. ADE developed the Arizona Early Learning Standards to provide a framework for the planning of quality curriculum for all children ages 3-5. The standards are aligned with the Arizona K-12 Academic Standards as well as the Head Start Child Outcomes and cover a broad range of skill development that provides effective school readiness for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education settings across urban, rural and tribal communities.

FTF integrates the dissemination and utilization of these standards throughout early education settings. *Quality First!* includes evidence of use of the early learning standards as an indicator of high quality and *Quality First!* coaches assure that early care and education participants are supported to reflect the standards in all early education curricula.

Evaluation. The longitudinal impact study of the early childhood system to support school readiness is being undertaken by a three-university consortium. The longitudinal evaluation consists of two major studies: Longitudinal Child Study of Arizona (LCSA) and Family and Community Case Study (FCCS).

The LCSA has begun data collection on over 8,000 children – 3,500 infants and toddlers, 2,800 preschoolers and 2,200 kindergarteners – throughout Arizona. Each participant will be assessed every other year on constructs including height and weight, language/math skills, child development, family and home environment, parenting, child care, child health, use of services, and household income. Measurements include the Battelle Developmental Inventory, Parent-Child Interaction Scale, Devereaux Early Childhood Assessment, Phonological Awareness Literacy Screening, Preschool Language Scale, Research-based Mathematics Assessment, measures of height and weight, and parent interviews on health status. Measures will occur at nine months, preschool age and at kindergarten entry. This child level data will be tied to the unique statewide student identifier (i.e., EduID) established by ADE and will ultimately allow

for student level information related to students that exit, transfer in, transfer out, drop out or complete P-16 education programs.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems

The Arizona Education Data Warehouse (AEDW) enhancement vision is far-reaching, providing insight into the college- and career-readiness of Arizona students and serving as a foundation that enables all learners to achieve their life goals.

Arizona has a comprehensive plan to improve and broaden AEDW's scope. By April 2013, AEDW will be expanded to include:

- early-childhood-to-career data for all students, including mobile students; tribal students educated by BIA, BIE and other non-public schools; and postsecondary student data;
- elementary and secondary student course data (e.g., courses taken by high school students in vocational and community colleges, plus the teachers of those courses and resulting grades), postsecondary student college and readiness evaluations, postsecondary attainment and student remediation needs;
- improved student and school performance measures, such as the Arizona Growth Model, AZ SAFE, and ECAPs;
- all school staff data that now reside in disparate systems (e.g., certification, highly qualified attribution, and personnel identification and tracking);
- restructured financial data (e.g., State school financing, State and federal grants management); and
- a suite of master data management areas (e.g., school facilities, nutrition sites, business licensing and other funding recipients).

Further, Arizona is collaborating with Colorado and Indiana to adapt the Colorado Growth Model and its data visualizations tools. The Model will be available to other states, greatly reducing costs associated with independent research and development. All three states signed an agreement [Appendix (IP4)(SLDS)-1] to finance, research, develop and publicize the Model. This collaboration makes it possible to evaluate the relative productivity of state educational systems as measured by student growth rates toward state standards. Given the

advent of Common Core Standards and Assessments, this collaboration holds tremendous promise for elevating the national discourse about education reform.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment

(not scored)

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment

GOVERNOR’S P-20 COORDINATING COUNCIL OF ARIZONA. Because of the rapid increase of Arizona’s population, the State’s education system was for a time growing as separate and uncoordinated P-12, community college and higher education segments. That is no longer the case; starting in 2005, a P-20 Coordinating Council (“Council”) has worked to bring all segments of Arizona’s education system into alignment.

In December 2009, pursuant to ARRA, Governor Jan Brewer issued an Executive Order [Appendix (IP5)(P-20)-1] extending the Council’s term and, as excerpted below, expanding its mission:

The P-20 Coordinating Council shall provide a forum and provide recommendations to the Governor on specific education reforms outlined in the American Recovery and Reinvestment Act.

This responsibility provides the forum necessary to ensure that the plans described in this application have the coordination necessary to impact Arizona’s P-20 system. The Executive Order specifies the membership of the Council and includes members who span the full range of P-20 education in the state.

In reestablishing the Council, Governor Brewer also cited the need to maximize the effectiveness of Arizona’s educational system at all levels. Working in tandem with the Governor’s Office, ADE, SBE, ABOR, the early childhood First Things First Board, and representatives of the business and philanthropic communities, the Council has helped establish a P-20 continuum framework of strong leadership and true partnerships.

With the support and guidance of the Council, Arizona continues to pursue education reform through key legislation, coupled with broad stakeholder support and linked to innovative practices, all of which creates an environment for future success. While the short-term goal is to make dramatic progress, Arizona’s long-term goal is to rank among the top-tier states in academic achievement essential for ensuring student success in postsecondary education and the workforce.

The P-20 Council will serve in an advisory role to the RTTT Executive Board.

2020 VISION: ARIZONA BOARD OF REGENTS LONG-TERM STRATEGIC PLAN. To fulfill one of the Council's recommendations for a higher education demand and feasibility study, in April 2007 the State contracted with the National Center for Higher Education Management Systems (NCHEMS) to perform a study. The purpose of the study was to create a baseline of data on which to base future policy decisions regarding higher education in Arizona.

Utilizing the NCHEMS study and its own strategic planning efforts, the ABOR developed its 2020 VISION [Appendix (IP5)(P-20)-2].

The 2020 VISION has been publicly disseminated, widely debated and broadly accepted as Arizona's plan for increasing baccalaureate degrees in Arizona. ABOR solicited and received significant public input and comment by stakeholders from all segments of the State's education system and from business and policy leaders. This vision for Arizona's higher education system has also been reinforced by the receipt of a Lumina "Making Opportunities Affordable" implementation grant to create new institutional structures that produce more degrees at lower cost.

As the following excerpt describes, the plan lays out ambitious goals to increase access to the university system for all Arizona students and to increasing, by 2020, the number of degrees awarded:

Arizona ranks low in the percentage of students in our K-12 system that proceed on to a bachelor's degree. The U.S. average is just over 38% compared to 30% in Arizona. If Arizona is to achieve the aggressive production outlines in the 2020 Vision, more work will be needed to shore up the pipeline and encourage more of our K-12 students to plan, prepare and succeed in obtaining a bachelor's degree.

The report goes on to call for a more articulated system and for support of the Governor's P-20 policy changes aimed at ensuring that more students are prepared to succeed in life and careers. This important long-term strategic plan is one more step Arizona has taken to coordinate the education system in the state.