



Arizona Department of Education

**Five Year Strategic Plan
FY 2013-2017**

John Huppenthal
Superintendent of Public Instruction



Statement from Superintendent John Huppenthal

"I've greatly appreciated the warm welcome extended to me by parents, educators, business and community leaders, and staff in my first year as Superintendent of Public Instruction. As I've interacted with individuals throughout Arizona and within the Arizona Department of Education (ADE), I've been impressed and heartened by our shared dedication to the students of Arizona. With each passing month, it has become very clear that there is no shortage of great ideas for improving academic achievement; the challenge is to synthesize and prioritize the "what, how, and when", and to do so in a systematic manner that will deliver desired results.

Internally, and with feedback from stakeholders, we have collaboratively defined meaningful performance measures in five key result areas to drive academic achievement and college and career readiness. These areas include:

- *Increase Student Achievement K-12*
- *Build a 21st Century Workforce*
- *Strengthen Customer Relationships*
- *Enhance Process Efficiency and Effectiveness*
- *Build a Great Place to Work*

Our Plan includes ambitious, innovative goals and objectives focused on developing great schools, excellent teachers, and successful students. To that end, we are developing a laser focus on the following:

- *Creating transformative schools; developing a model for schools with low academic growth and test scores*
- *Aggressively pursuing the development and implementation of a redesigned classroom, capable of breaking through to substantially higher levels of academic gain*
- *A vigorous, multi-faceted process to gauge customer and stakeholder satisfaction, including:*
 - *Parent involvement*
 - *Student engagement*
 - *Teacher job satisfaction*
- *In all initiatives, applying best practices in blended learning, growth models, assessment, accountability and incentives to drive improvement*

We believe that implementing this Plan in partnership with education, business and community stakeholders will help us achieve our Mission: to serve Arizona's education community, ensuring every student has access to an excellent education."

John Huppenthal, Superintendent of Public Instruction

January 1, 2012



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Arizona Department of Education

The Arizona Department of Education (ADE) is administered by the Superintendent of Public Instruction, an elected position pursuant to the Arizona State Constitution. The Superintendent, in conjunction with the State Board of Education, leads the State in developing and implementing educational guidelines and standards. Through various programs within the Department, the Superintendent oversees direct services to 238 locally governed school districts, including 13 vocational districts and 9 accommodation districts. The Superintendent, in conjunction with the State Board for Charter Schools oversees 407 charters. The Department executes the educational guidelines through evaluation, training, school improvement assistance, dissemination of information, and administration and allocation of funds. The Department also serves as the primary source for information on the status and needs of the public school system.

This is a “living” document that will guide our focus and activities. As such, some objectives and expected results will be subject to change as information and events unfold. Objectives and measures aligned to drive achievement have also been developed in Units, Sections and Divisions throughout ADE.

Mission

*To serve Arizona’s education community,
ensuring every student has access to an excellent education*

Values

- **Integrity:** honesty, transparency, highly ethical behavior
- **Respect:** be courteous and considerate, value others
- **Help each other succeed:** collaborate, support others, inspire accomplishment
- **Dedication to excellence:** high standards, high expectations, great results
- **Efficiency:** minimize waste of time, effort and resources
- **Continuous improvement:** always learn, always innovate, always improve
- **Customer focused:** understand needs, deliver quality service, exceed expectations
- **Effective communication:** share information, actively listen, ensure understanding

Strategic Issues

(“Strategic Issues” are also termed “Key Result Areas” in ADE planning documents and are the identified areas of focus for the Agency under which all goals and objectives are aligned.)

- **Increase Student Achievement**
- **Build a 21st Century Workforce**
- **Strengthen Customer Relationships**
- **Enhance Process Efficiency and Effectiveness**
- **Build a Great Place to Work**



Strategic Issue #1 Increase Student Achievement (K-12)

To develop and sustain great schools, excellent teachers and successful students in Arizona, we've defined ambitious goals, focused on achieving breakthrough-levels of academic gain. They include: innovative, redesigned

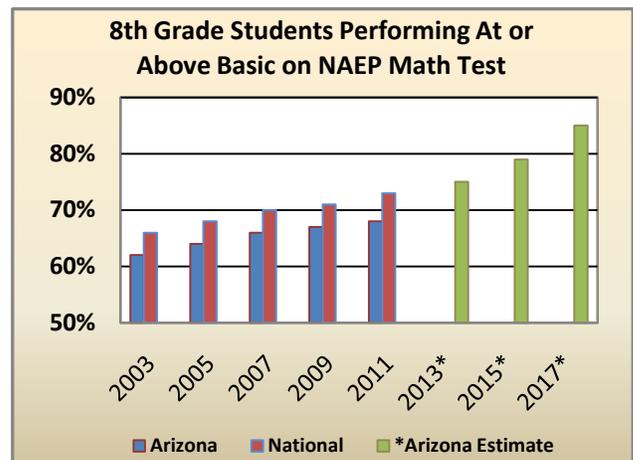
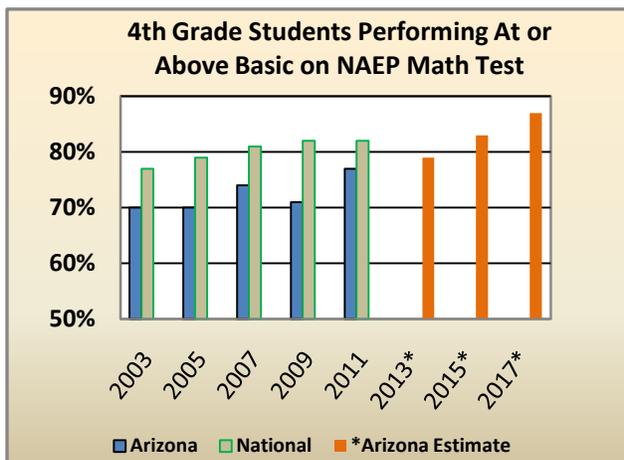
classrooms; transformative schools; applied best practices; implementation of common core standards; measuring teacher and student satisfaction; and accountability for performance gains.

Goals:

- 1. Increase by at least 10 percentage points, the percent of students (with emphasis on low income and minority students) meeting or exceeding AIMS standards for reading, writing and math, by FY2015

Objectives:

- a. Increase annually the percent of all students meeting or exceeding AIMS math standards at all grade levels by at least two (2) percentage points.
- b. Increase annually the percent of all students meeting or exceeding AIMS reading standards at all grade levels by at least two (2) percentage points.
- c. Increase by 3 percentage points annually the percent of students meeting or exceeding AIMS standards within two years of being reclassified as Fully English Proficient (FEP).
- d. Increase by 10% annually in high needs schools, wellness programs aimed at reducing obesity and related health issues in children 18 years of age and younger.
- e. By June 1, annually, survey a sample of parents from each of the 40 largest school districts in Arizona to determine their rating of the quality of their child's education, applying a net "top box" percentage (percentage of parents rating quality a D or F shall be subtracted from percentage rating A+).
- f. By June 1, annually, implement statewide comparative accountability by ranking all schools' customer satisfaction ratings against performance metrics achieved by the "Competitive Force School Districts" in Arizona (50 fastest-growing "schools of choice" charter public school systems in operation for at least five years).



Note: A summary of data collected annually for the purposes of measuring ADE progress appears as Appendix A on pages 11-12.



2. In FY 2011—2017, achieve annual progress in key areas to meet Arizona student achievement targets in 3rd grade literacy, 4th and 8th grade National Assessment of Educational Progress (NAEP) scores, and high school graduation rates

Objectives:

- a. Achieve average of 3% annual growth FY 2011—2016, and 2.5% annual growth FY 2016—2020, to reach 2020 target of 94 percent of 3rd graders meeting state standards for reading (up from 69 percent in 2011).
- b. Achieve average of 4% growth every two years, to reach 2020 target of 73 percent of 4th graders scoring at or above “basic” in Reading on NAEP assessment (up from 57 percent in 2009—state differentiated scores reported in odd-numbered years).
- c. Achieve average of 4% growth every two years, to reach 2020 target of 87 percent of 4th graders scoring at or above “basic” in Math on NAEP assessment (up from 71 percent in 2009—state-differentiated scores reported in odd-numbered years).
- d. Achieve average of 4% growth every two years, to reach 2020 target of 85 percent of 8th graders scoring at or above “basic” in Reading on NAEP assessment (up from 68 percent in 2009—state-differentiated scores reported in odd-numbered years).
- d. Achieve average of 4% growth every two years, to reach 2020 target of 85 percent of 8th graders scoring at or above “basic” in Math on NAEP assessment (up from 67 percent in 2009—state-differentiated scores reported in odd-numbered years).
- e. Achieve average of 2% annual growth, to reach 2020 target of 93 percent of students graduating high school in four years (up from 75 percent in 2011).
- f. Maintain an annual dropout rate of less than 3%.

3. By 2015, increase pertinent information available to help school teachers and administrators improve student outcomes by implementing a student satisfaction survey developed through research of applied best practices

Objective:

- a. By June 1, 2013, apply model selected or developed by surveying a sample of students from each of the 40 largest school districts in Arizona to determine their rating of quality of education and engagement, applying a net “top box” percentage (percentage of students rating quality a D or F will be subtracted from percentage rating A+).

4. By 2013, increase pertinent information available to help school teachers and administrators improve student outcomes by implementing a survey of teacher job satisfaction at the school district level

Objective:

- a. By June 1, 2013, apply model by surveying a sample of teachers from each of the 40 largest school districts in Arizona to determine their job satisfaction rating, applying a net “top box” percentage (percentage of teachers rating satisfaction a D or F will be subtracted from percentage rating A+).

5. Increase by at least 10 percentage points the percent of students in grades 2 and 9 performing at or above the 50th percentile on norm-referenced tests by FY2015

Objective:

- a. Increase by at least 1 percentage point annually the percent of students in grades 2 and 9 performing at or above the 50th percentile on norm-referenced tests

6. Implement growth model accountability in all Arizona school districts to rank Arizona school districts from number one in highest academic growth by June 1, 2016

Objective:

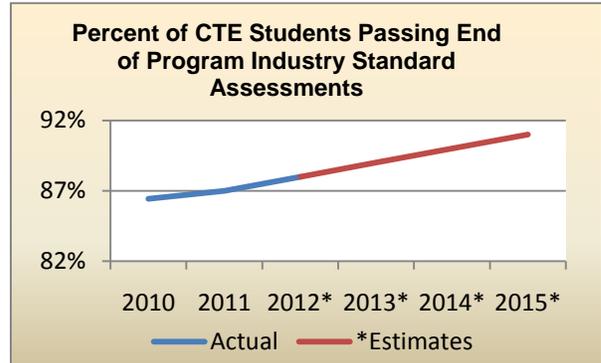
- a. By June 1 annually, implement statewide comparative accountability by ranking all schools against performance metrics achieved by the “Competitive Force School Districts” in Arizona: (50 fastest-growing “schools of choice” charter public school systems in operation for at least five years).



Strategic Issue #2 Build a 21st Century Workforce

Our commitment to equipping Arizona's students for success is demonstrated through a deliberate plan to ensure college and career readiness for every student. We've defined a comprehensive strategy, focused on an array of improvement opportunities as unique as Arizona's students, to help each student develop to his/her potential and become value-added contributors to their communities. These include a concerted focus in Adult Education; Career and Technical Education; Education and Career Action Plans (starting in 6th grade to ensure students meet 8th grade benchmarks and are ready for high school); and strengthening

alliances with partners in the education and business communities to develop a concept of 21st Century Schools.



Goals:

1. Increase each year, the percent of students determined to be college and career ready.

Objective:

- a. By June 30, 2012, establish baseline for percentage of students deemed to be college and career ready upon graduation.
- b. By June 1, 2013, establish baseline for the percentage of K-12 minority students going on to post-secondary education (without need for remediation) and increase the percentage by June 1, 2014.
- c. By June 1, 2013, establish baseline for the total number of students going on to post-secondary education (without need for remediation) and increase the percentage by June 1, 2014.

2. Increase each year the percent of students successfully completing their post-secondary course of study program.

Objective:

- a. Increase annually the number of key industry and higher education partnerships to increase capacity for best practice Science, Technology, Engineering and Mathematics (STEM) learning and application (from the established 6 partnerships by 2012).

3. Increase the percent of students completing Career and Technical Education programs to at least 90% by 2015.

Objective:

- a. Maintain at least 95% of CTE concentrators meeting or exceeding AIMS Reading standards and 91.5% meeting or exceeding AIMS Math standards.

4. Increase percent of Career and Technical Education students passing end of program industry standard assessments to at least 90% by 2015.

Objective:

- a. Increase the percent of CTE concentrators passing the CTE assessment aligned to industry recognized standards by at least 1 point annually, to achieve 2015 goal.

5. Increase each year the percent of adult education students successfully achieving their educational goals.

Objective:

- a. Increase the percent of learners 16 and over who achieve their goal of earning a high school equivalency diploma by at least 2 percentage points each year.



Strategic Issue #3: Strengthen Customer Relationships

We exist to serve our customers. Our mission, "To serve Arizona's education community, ensuring every student has access to an excellent education", is our filter for every action, goal, idea. We recognize that collaboration and communication with all partners and stakeholders is imperative in order to effect meaningful, lasting changes in education. Accordingly, our emphasis will be in

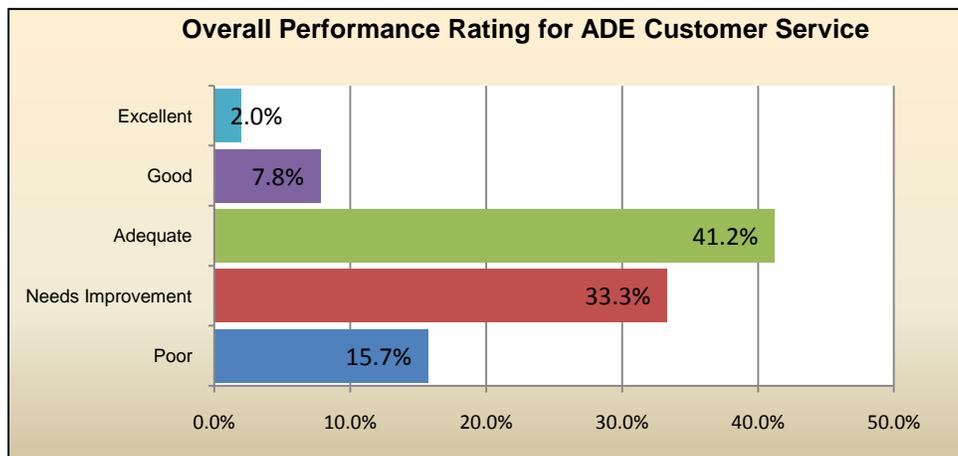
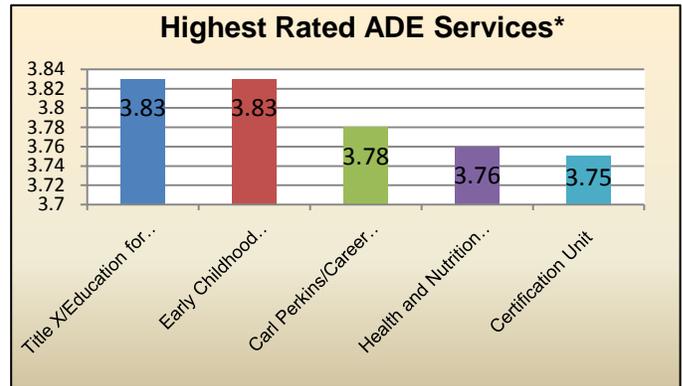
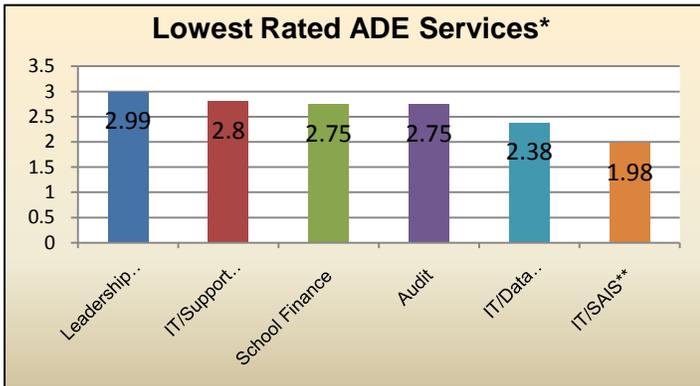
strengthening relationships with parents, education, business and community partners. In all relationships, our focus will be on providing value-added services, evaluating satisfaction from the customers' perspective. Our desire is to be regarded as competent, compassionate, professional allies; value-added contributors in the collective effort to provide every student access to an excellent education.

Goals:

1. Achieve a "net top box" external customer rating of 25% on overall customer satisfaction with ADE by 2015.

Objectives:

- a. Increase annually overall customer satisfaction rating for all ADE services.
- b. By June 1, 2013, increase customer satisfaction rating for 2011 lowest rated ADE services to minimum rating of 3.25.



* Based on Customer Satisfaction Survey conducted June 2011. Areas noted were rated on a five-point scale: Excellent (5) - Poor (1). Results established the baseline from which ADE will measure future growth in customer satisfaction. ** SAIS - Student Accountability and Information System



Strategic Issue #4: Enhance Process Efficiency and Effectiveness

ADE recognizes the importance of a systematic approach to design, deliver and evaluate services and products that add value from a customer perspective. To that end, we have made an organizational commitment to improve the efficiency and effectiveness of processes and procedures. Our approach will include cross-functional and Unit/program-specific

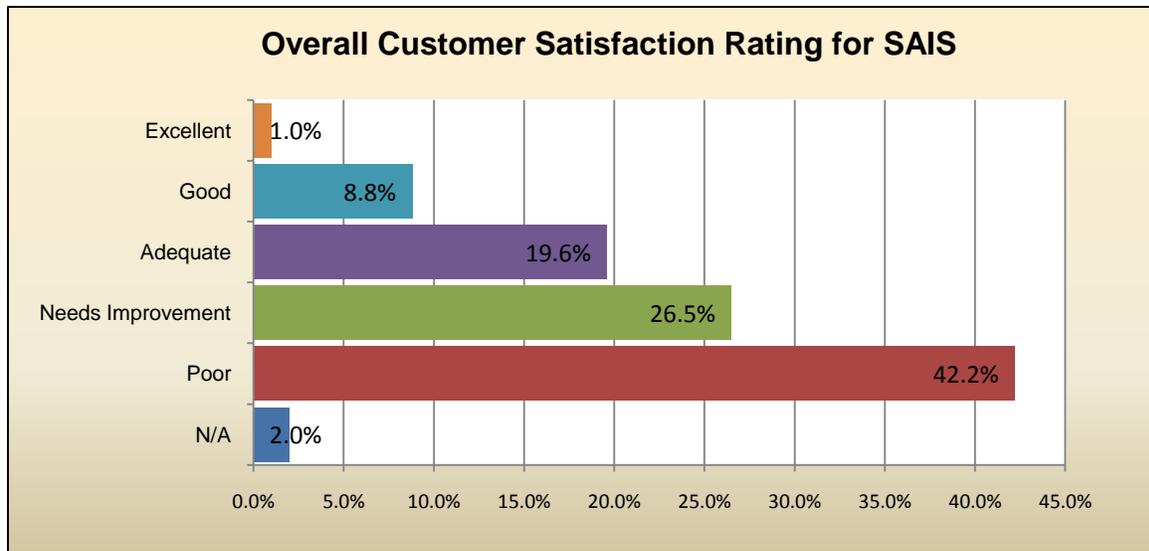
improvements that are linked to customer requirements. As a result of our focus, significant improvements are expected in our student accountability systems, grants management system, and cross-functional communication and collaboration.

Goals:

- 1. **Develop and implement a Student Accountability and Information System (SAIS) that meets the needs of schools, students, parents and ADE by July 1, 2014.**

Objective:

- a. *Improve customer satisfaction rating of SAIS from 1.98 in 2011 to 3.25 in 2013.*



- 2. **Develop and implement a comprehensive grants management system to eliminate redundancies in unit operations, increase customer satisfaction with grants processes and effectively manage federal and state grant funds by December 31, 2012.**

Objectives:

- a. *By March 2012, interface with State accounting system to reduce time to get checks out to schools/districts from 30 days to 5 working days.*
- b. *Increase efficiency, effectiveness and customer satisfaction by implementing improved systems for:*
 - I. *Online teacher certification by May 31, 2012*
 - II. *AFIS/ADE accounting interface by March 1, 2012.*



Strategic Issue #5 Build a Great Place to Work

We recognize that quality and high performance are achieved from full participation and partnership between staff and management. To that end, our commitment to build a great place to work is based on creating and sustaining a

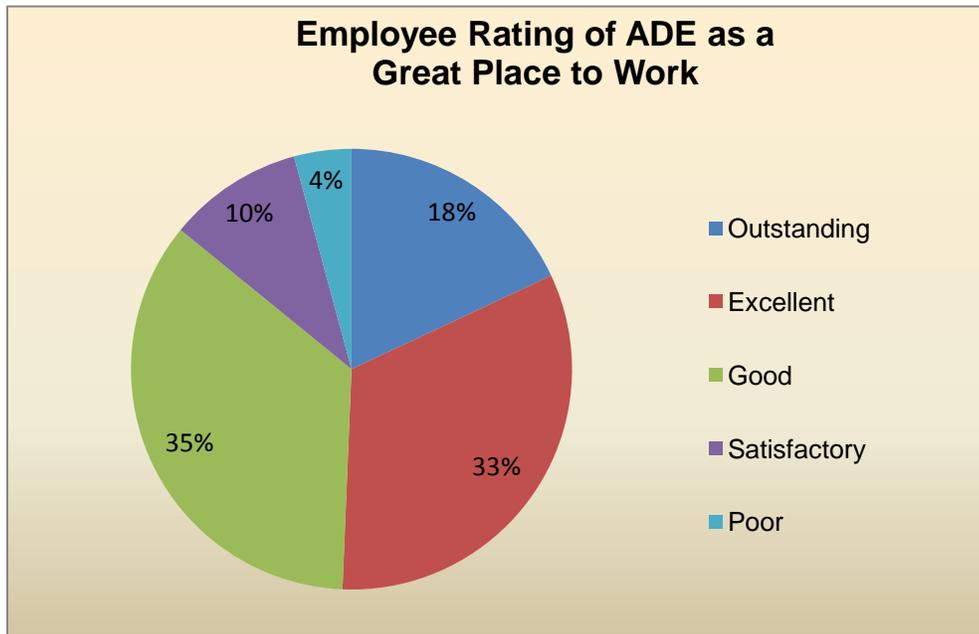
supportive work culture that sets standards and accountability for cooperation, communication, customer-driven service and continuous improvement.

Goals:

- 1. Achieve a 45% “net top box” employee rating of ADE as a great place to work by 2017.

Objective:

- a. By 2013, develop and implement at least five initiatives to improve work culture and employee perception of ADE as a great place to work (in response to employee feedback on annual employee satisfaction survey)
- b. By June 30, 2014, create an ADE-wide training program with at least one course (including curriculum) developed and offered in each of three areas: leadership development; interpersonal skills; customer service, and create and distribute related tools and resources for reinforcement and transfer of learning





Appendix A

Agency Performance Measures

Performance Measures	FY 2010 Actual	FY 2011 Actual	FY 2012 Est.	FY 2013 Est.	FY 2014 Est.	FY 2015 Est.	FY 2016 Est.	FY 2017 Est.
#1: Percent of students meeting or exceeding AIMS standards								
Percent of all students meeting or exceeding Math standards	57%	59%	61%	63%	65%	67%	68%	69%
Percent of all students meeting or exceeding Reading standards	73%	76%	78%	80%	82%	84%	85%	86%
Percent of 3 rd graders meeting or exceeding Arizona standards for Reading	73%	76%	78%	80%	82%	84%	85%	86%
Percent of 3 rd graders meeting or exceeding Arizona standards for Math	64%	68%	70%	72%	74%	76%	78%	80%
Percent of all students in grade 10 meeting or exceeding Reading standards	77%	78%	80%	82%	84%	86%	87%	88%
Percent of all students in grade 10 meeting or exceeding Math standards	58%	60%	62%	64%	66%	68%	69%	70%
Percent of all students in grade 10 meeting or exceeding state Writing standards	73%	68%	70%	72%	74%	76%	77%	78%
Percent of students with disabilities with proficient performance in Reading in grade 10	32%	26%	28%	30%	32%	34%	36%	38%
Percent of students with disabilities with proficient performance in Math in grade 10	23%	24%	26%	28%	30%	32%	34%	36%
Percent of students with disabilities with proficient performance in Writing in grade 10	33%	25%	27%	29%	31%	33%	35%	37%
Percent of Career and Technical Education concentrators meeting or exceeding Reading standards*	94.85%	Fall 2011	95.7%	95.8%	95.9%	96%	96.1%	96.2%
Percent of Career and Technical Education concentrators meeting or exceeding Math standards*	91.34%	Fall 2011	92%	92.1%	92.2%	92.3%	92.4%	92.5%
Percent of ELL students achieving targeted gains in Reading scores within two years of reclassification as Fully English Proficient (FEP)	79%	72%	75%	78%	81%	83%	85%	88%
Percent of ELL students achieving targeted gains in Math scores within two years of reclassification as FEP	62%	53%	56%	59%	62%	65%	68%	71%
Percent of ELL students achieving targeted gains in Writing scores within two years of reclassification as FEP **	68%	33%	36%	39%	42%	45%	48%	51%
#2: Average Percentile Rank of students in Grades 2 and 9 on norm-referenced tests								
Average Percentile Rank of Grade 2 Students – Reading	41%	41%	42%	44%	44%	45%	46%	47%
Average Percentile Rank of Grade 2 Students – Math	50%	57%	58%	59%	60%	61%	62%	63%
Average Percentile Rank of Grade 9 Students – Reading	58%	58%	59%	60%	61%	62%	63%	64%
Average Percentile Rank of Grade 9 Students – Math	71%	71%	72%	73%	74%	75%	76%	77%
#3: Comparison between % of Arizona students and % of National students scoring at or above basic scores in NAEP Reading and Math assessments								
Arizona/National Grade 4 Reading	57/67***	58/67	NA	61%	NA	65%	NA	69%
Arizona/National Grade 4 Math	71/82***	77/82	NA	75%	NA	79%	NA	83%
Arizona/National Grade 8 Reading	68/76***	71/76	NA	72%	NA	76%	NA	80%
Arizona/National Grade 8 Math	67/73***	68/73	NA	71%	NA	75%	NA	79%



Performance Measures	FY 2010 Actual	FY 2011 Actual	FY 2012 Est.	FY 2013 Est.	FY 2014 Est.	FY 2015 Est.	FY 2016 Est.	FY 2017 Est.
#4: Percent of Highly Effective Teachers placed in lowest performing schools								
Percent of teachers designated Highly Effective placed in lowest performing schools	NA	NA	Establish Baseline					
#5: Percent of high needs schools with wellness programs								
Percent of high needs schools with wellness programs aimed at reducing obesity and related health issues in children 18 years of age and younger	NA	NA	Establish Baseline					
#6: Percent of students graduating high school in four years								
Percent of Arizona high school students who enter 9 th grade and graduate within 4 years. (Fiscal Year data represents class cohort from 1 year previous (i.e. FY 2011 = Class of 2010)	76%	74%	76%	78%	80%	82%	84%	85%
#7: Drop-out rates								
Percent of students that drop out of high school (based on previous year)	2.9%	4.04%	3%	3%	3%	3%	3%	3%
#8: College and Career Readiness								
Percent of students deemed college and career ready at graduation	NA	NA	Establish Baseline					
Percentage of K-12 minority students going on to post-secondary education (without need for remediation)	NA	NA	Establish Baseline					
Total number of students going on to post-secondary education (without need for remediation)	NA	NA	Establish Baseline					
#9: Percent of CTE students passing end of program industry-standard assessments								
Percent of Career and Technical Education Program concentrators who passed the Arizona CTE Assessment aligned with industry-recognized standards	86.44%	Fall 2011	87%	87.5%	88%	88.5%	89%	89.5%
#10: Percent of learners age 16 and older achieving educational gains in Adult Education								
Percent of learners age 16 and over who achieved their goal of earning a High School Equivalency diploma	77%	62%	78%	New Baseline				
#11: Percent of ELL students becoming Fully English Proficient (FEP)								
Percent of students reclassified as FEP	30%	33.5%	34.5%	35.5%	36.5%	37.5%	38.5%	39.5%
#12: Customer Satisfaction								
Net "top box"**** percentage of parents in 40 largest school districts rating A+ on quality of their child's education	NA	NA	Establish Baseline					
Net "top box"**** percentage of teachers in 40 largest school districts rating A+ on job satisfaction	NA	NA	Establish Baseline					
Net "top box"**** percentage of students in 40 largest school districts rating A+ on satisfaction/well-being	NA	NA	Establish Baseline					
Net "top box"****percentage of ADE services receiving "Excellent" rating	NA	-13.7%	-5%	5%	15%	25%	35%	45%
Net "top box"**** percentage of employees rating ADE "Outstanding" as a "Great Place to Work"	NA	-13.8%	-5%	5%	15%	25%	35%	45%

* Data reflects 2008 & 2009 CAR submission to OVAE based on NCLB levels.

** More rigorous standards were set for 2011 Statewide Writing Assessment. New holistic rubric and 27 multiple choice items were added

*** State-differentiated scores published in odd-numbered years: 2009 scores for 4th Grade Reading: 57% 4th Grade Math: 71%
2009 scores for 8th Grade Reading: 68% 8th Grade Math: 67%

**** Percentage of parents rating quality a D or F will be subtracted from percentage rating A+

*****Percentage rating "Poor" will be subtracted from top percentage rating ("Outstanding" or "Excellent", depending on survey group)



Appendix B

5 Year Resource Assumptions

	FY 2012 Appropriation	FY 2013 Budget Request	FY 2014 Estimate	FY 2015 Estimate	FY 2016 Estimate	FY 2017 Estimate
Full-Time Equivalent (FTE) Positions	528	602	602	602	602	602
General Fund	\$3,436,528,700	\$3,441,117,300	\$3,544,350,819	\$3,650,681,344	\$3,760,201,784	\$3,873,007,837
Other Appropriated Funds	56,959,300	148,389,800	152,841,494	157,426,739	162,149,541	167,014,027
Non-Appropriated Funds	442,024,600	404,216,300	416,342,789	428,833,073	441,698,065	454,949,007
Federal Funds	987,897,800	1,199,433,400	1,211,427,734	1,223,542,011	1,235,777,431	1,248,135,206
Total Agency Funds	\$4,923,410,400	\$5,193,156,800	\$5,324,962,836	\$5,484,711,721	\$5,599,826,821	\$5,743,106,077

Assumptions:

General Fund includes only fund 1000

Federal Funds includes only fund 2000 and 2999

Increase from year-to-year = 3% (1% for federal)

FY12 FTEs based on actual filled positions

FY 2012 information from FY 2012 JLBC Appropriations Report