



# **Arizona Department of Education**

## **Strategic Plan FY 2013-2014**

(Rev 022514)

## **ADE Vision**

*A great place to work that delivers “Knock Your Socks Off” service<sup>1</sup>*

## **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*

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<sup>1</sup> Performance Associates, Inc; *Delivering Knock Your Socks Off Service*, (New York: AMACON, 2007)

## **Our Future Expectations**

The Arizona Department of Education supports an adequately funded, world-class education system that embraces and supports students of all abilities and backgrounds to become Arizona’s college and career-ready graduates who:

- *Demonstrate strong literacy and numeracy skills*—it is not good enough in this day and age to be proficient using current performance standards and expectations; our graduates must demonstrate higher comprehension and application of skills.
- *Speak multiple languages*—a graduate ready to compete in the new world economy must demonstrate communications skills in multiple ways.
- *Exhibit artistic skills*—a well-balanced education includes exposure to and appreciation of the arts, enhancing the ability to connect with science and technology.
- *Understand the need for, and exhibit, a healthy lifestyle*—ensure every student is exposed to daily physical activity and opportunities to learn life-long health enhancing behaviors, and given knowledge for establishing and maintaining a healthy life style to ensure sound body and mind.
- *Utilize technology appropriately*—the world of technology is changing rapidly; every graduate must be exposed to current technologies and know how to apply technology throughout life.
- *Articulate career skills for their future*—the most successful students have a clear direction for post-secondary education and careers; we must help provide opportunities and encouragement for all students to develop and implement strategies for their future success.
- *Achieve National Assessment of Educational Progress (“NAEP”) test scores that rank Arizona among the top ten states in gains on NAEP tests over the next five years*—it is not enough to graduate and to thrive in world markets; our students must be among the most knowledgeable, analytical and critical thinkers in the world.
- *Are civic-minded*—ready to participate and lead in a democratic society.
- *Demonstrate high competence*—able to succeed in the workforce and/or post-secondary education without the need for remediation.

**To help schools achieve these types of graduates, we commit ourselves to:**

- I. Supporting schools to **ensure higher student achievement** through innovations in technology, accountability systems, incentive systems and supportive services;
- II. **Providing efficient & effective services** that alleviate administrative burdens and costs;
- III. Listening to educators, parents and students to meet their needs through the **delivery of outstanding services**; and
- IV. Making **ADE a place where its staff is empowered** to help schools and their students achieve their highest potential.

## **ADE Goals and 2013-2014 Objectives**

### **Goal #1: Provide Support Services to Schools to Influence Higher Student Achievement**

#### **Objectives:**

- I. Identify strategies and create initiatives that will continuously improve classroom results.
  - a. College and Career Ready Standards (“AZCCRS”) rollout:
    - i. By June 30, 2014, 100% of ADE Education Programs staff will complete College and Career Ready Standards training (modules and webinars) to establish a shared understanding of Arizona’s College and Career Ready Standards (“AZCCRS”) expectations/requirements.
    - ii. At least 85% of school teachers and administrators will report capability to effectively incorporate new standards into classroom instruction.
    - iii. By March 31, 2014, develop an assessment for the new standards for piloting in April, 2014.
  - b. Fully implement Arizona’s Education Learning Assessment System’s (“ELAS”) Business Plan accordingly to schedule established and within appropriated funding limits.
  - c. Gather and report on teacher, student and parent surveys for at least 10% of districts and charters by December 31, 2013.
  - d. By September 30, 2013, restructure school improvement approaches to reduce the number of failing and low-performing schools in future years while raising the performance of existing failing schools.
  - e. Continue to develop and expand by at least 10% use of innovative technology-based learning tools that demonstrate improved student growth.
- II. Provide resources and guidance to districts and charters for full implementation of the teacher/principal evaluation model by 2014.
  - a. By January 31, 2014, refine and streamline the state’s teacher/principal evaluation optional model to provide a viable, automated resource to improve teaching and leading in order to increase student success.
  - b. By July 1, 2014, establish a baseline for the percent of highly effective teachers and principals, as reported in teacher and principal evaluation data submitted by districts and charters.
- III. Issue reliable, fact-based school and district letter grades by July 30, 2013.
- IV. By June 30, 2014, increase the percent of Fluent English Proficient (“FEP”) students by 10% of the reclassification rate defined for 2013.
- V. Baseline the existing number of additional second language program opportunities for all students by September 30, 2013.
- VI. Develop and implement childhood literacy programs by January 15, 2014 that result in 90% of children at proficient or above by third grade in 2018.

- VII. By June 30, 2014, in partnership with other public and private organizations, develop a Kindergarten Developmental Inventory (“KDI”) for piloting in 1—3 LEAs in 2014-2015 to better understand the needs of new students entering kindergarten.
- VIII. Baseline the existing level of arts exposure opportunities for all students by September 30, 2013, then develop and implement enhancement strategies and targets for FY 2014.
- IX. Baseline existing level of career exploration/development opportunities for students in grades 9—12 by September 30, 2013, then develop and implement strategies and targets for enhancements for FY 2014.
- X. By June 30, 2014, provide support services to LEAs participating in the National School Lunch Program to increase:
  - a. From 50% to 53% the percentage of elementary schools requiring all students to participate in daily recess;
  - b. From 51% to 54% the percentage of schools that have Nutrition Education included in their Local Wellness Policy; and
  - c. By 3 percentage points, the percentage of elementary schools that are providing at least 150 minutes of weekly physical education, and the percentage of middle and high schools providing at least 225 minutes of weekly physical education.
- XI. From 2013 to 2014, incident rates for threat/intimidation, fighting and assault will each decrease 2% more in schools participating in the S32 Project than in schools not participating, as measured by AZ SAFE data.

## **Goal #2: Enhance Efficiency & Effectiveness to Reduce Administrative Burdens on Schools**

### **Objectives:**

- I. Implement the Arizona Education Learning Assessment System (“AELAS”) according to the plan schedule, to provide teachers, school administrators, students, parents and policy makers information that can be used to inform both instruction in the classroom and policy decisions that will enhance opportunities for students to increase their achievement, as measured on AIMS (or district assessments), while reducing the administrative burdens on schools.
- II. By June 30, 2014, reduce the percent of ADE requests of data from LEAs by at least 50%, from 57,000 data entities to no more than 28,000 data entities.
- III. Develop AELAS systems as planned for FY 2014 on time and within budget.
- IV. Implement a new automated grants management system by August 1, 2013, that will reduce ADE and education community time and expenditures.
- V. Implement on-line certification system by April 1, 2014.
- VII. Identify at least four major complaints of ADE services by the education community and conduct process improvements to meet customer needs.
  - a. By January 1, 2014, increase percent of payments made to LEAs within five business days from 95% to 97%.

- b. By June 30, 2014, in collaboration with district vendors, reduce data redundancy and reporting by at least 25%.
- c. By January 31, 2014, review the assurance requirements for at least five major grants to identify and eliminate duplication of LEA/school “Assurances” by at least 10%.
- d. By January 31, 2014, analyze the monitoring process for at least five major grants to determine how to streamline the time and resources it takes to conduct LEA monitoring visits and implement a pilot program to study effectiveness by June 1, 2014.

### **Goal #3: Provide Outstanding Services that will Promote Great Schools, Excellent Teachers, and Successful Students**

#### **Objectives:**

- I. Increase the number of ADE Units achieving 45% or higher Net Top Box ratings of “Outstanding” on annual surveys from 13 in 2012 to at least 18 in 2014.
- II. By December 31, 2013, provide at least five opportunities for ADE staff to participate in statistical training for data use to better use data to serve customers. (Use baseline measures of “accuracy of data” and “overall satisfaction” as lagging indicators).
- III. By January 31, 2014, initiate pilot of “single point of contact” team for grant-related services (measure satisfaction of participants) for medium and small districts and charters.
- IV. By December 31, 2013, develop and implement a master email list to improve accuracy of communication outreach contacts.

### **Goal #4: Create a Great Place to Work that Produces Competent, Dedicated and Empowered Professionals to Support Schools**

#### **Objectives:**

- I. By March 1, 2014, increase overall employee satisfaction from 19.9% Net Top Box to at least 25% Net Top Box and improve timeliness and effectiveness of communications from 14.6% Net Top Box to at least 20% Net Top Box.
- II. Ensure that the hiring process provides all employees with a fair opportunity to advance, thereby increasing perception of fairness in promotion process from 12.2% Net Top Box to at least 20% Net Top Box by March 1, 2014.
- III. By December 31, 2013, develop and implement a 3 year plan to address internal professional development needs.
- IV. Implement by January 31, 2014, if financially feasible, a performance incentive program for staff based on customer feedback and achievement of division and agency performance measures.
- V. By November 1, 2014, develop a catalogue of internal professional development opportunities for ADE staff, with implementation process developed and initiated on at least 60% of listed courses by July 1, 2015.