



The Arizona Department of Education

**Academic Standards
Annual Report
Fiscal Year 2025**



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EXECUTIVE SUMMARY

Mission: We are a service organization committed to raising academic outcomes and empowering parents.

Academic Standards

Learning begins at birth and continues throughout every stage of life. The Academic Standards team oversees the learning standards for children and students in Arizona from birth through high school graduation and into postsecondary educational pathways. The Academic Standards team leads standards work across the state by writing, revising, and implementing the standards with different stakeholders, and providing professional development. This team provides professional learning opportunities, resources, guidance, and technical assistance to build educator and caregiver capacity in best practices across the birth through twelfth grade through the postsecondary continuum based on standards. The Academic Standards team leads state-level work related to early childhood, literacy, computer science, educational technology, English Language Arts, history and social sciences, math, physical and health education, science, world and native languages, and post-secondary initiatives.

FY25 Professional Learning

Focus Area	Number of PD Hours Provided	Number of Educators Trained
Computer Science	21.75	3448
Early Childhood	614	4419
Educational Technology	54.75	952
English Language Arts	1599.5	5069
Mathematics	160.5	5320
Health and Physical Education	85.25	869
Postsecondary Initiatives	271.5	7574
Science	183.6	1744
Social Studies	100.15	101
World and Native Languages	4	53
Teachers Institute and Leading Change Conference	20	739
Totals	3,115 Hours of PD Provided	30,288 Educators Trained
Percent Change from Previous Fiscal Year	38 % Increase	6 % Increase
Students Impacted: 787,488 (Estimated class size of 26 students per teacher)		



FY25 Funding Provided to the Field

Focus Area	Amount of Funding Provided
Comprehensive Literacy State Development Grant	\$3,799,993.00
Comprehensive Literacy State Development Supplemental Grant	\$1,905,548.12
Computer Science Professional Development Grant	\$48,500.00
K-5 Literacy Training Grant	\$1,280,000.00
Science of Reading Teacher Training	\$1,000,000.00
Early Literacy Grant	\$12,000,000.00
Khan Academy and Khanmigo AI Tutoring	\$1,900,000.00
LETRS for Early Childhood Educators	\$1,500,000.00
Move On When Reading	\$53,648,639.00
Foundational Literacy Coaching Grant	\$3,000,000.00
Pre-School Development Grant (PDG)	\$30,204,811.57
Pyramid Model	\$1,000,000.00
State Tutoring Grant – paid to Tutoring Providers	\$1,500,000.00
Total	\$95,056,720.94

Academic Standards Grants

The Academic Standards Team manages and distributes a variety of federal and state funds through several grants. These include the Comprehensive Literacy State Development Grant (ending in December 2025), the Computer Science Professional Development Grant, the K-5 Literacy Training Grant, the Early Literacy Grant, the Foundational Literacy Coaching Grant, and the Preschool Development Grant (ending in December 2025). Specific details about each grant can be found in the Content Area Highlights section below.

FY25 Standards Revision

No standards were revised in FY25.

Content Area Highlights

Computer Science

Team: Sarah Sleasman and Alecia Henderson

The Computer Science team provides professional development and resources to secure a foundation of computer science knowledge while learning new approaches to problem-solving and critical thinking.

In FY25, the Computer Science team:

- Continued to lead the implementation of the Arizona Computer Science Standards by providing professional development in best instructional practices.
- Administered the **Computer Science Professional Development (CSPD) Grant**, which awards up to \$25,000 to high schools for high-quality professional learning in computer science. For Fiscal Year 25, the Arizona Department of Education disbursed \$48,500.00 in new funding, bringing the cumulative total allocated since inception to \$1,214,263.57. This investment expanded opportunities for students in underserved areas and supported the growth of future-ready skills across Arizona.



- Successfully applied for a Computer Science Education Week proclamation, which was signed by Governor Katie Hobbs, helping to elevate awareness and support for computer science education statewide.
- Worked closely with the Arizona Computer Science Teachers' Association and the Arizona Science Center to facilitate the 5th Annual Computer Science Professional Development Program, a learning opportunity for educators from across the state.
- Worked to support leaders and partners in K-12 education with generative artificial intelligence.

Early Childhood

Team: Laura Lee, Patsy Rethore-Larson, Alexis Horne, Chelsea Rousseau, Lourdes Kelly, Wendy Flynn, Wendy Lodge, Priscilla Sachs, Oksana Beatty, Deanna Jergenson, Vikki Snipes, Deanna Bailey

The Early Childhood team provides high-quality professional development centered on Arizona's Early Learning Standards while working with external partners to facilitate multiple early childhood and literacy grants.

In FY25, the Early Childhood team:

- Facilitated the final year of the **Preschool Development Grant (PDG)**. This three-year grant allocated 42 million dollars of funding (14 million per year) for the following initiatives:
 - Increased access to high-quality early learning programs for children from birth to five years old.
 - Expanded a \$2,500,000 investment to access to high-quality early care and education settings by providing approximately 360 Quality First Scholarships for families with children birth to age five who earn at or below 300% of the Federal Poverty Level (FPL), building early childhood educator capacity.
 - Invested \$31,022,429 to increase access to high-quality programs, including the number of children with disabilities in early care and education settings. The Arizona PDG grant impacted 30 sites serving 707 full-day seats for infants, toddlers, and preschoolers based on the cost-modeling 2022 Market Survey rate. This grant was unique in that it included infant and toddler start-up and expansion options, of which 18 programs were awarded funding for infant and toddler start-up and expansion.
 - Represented mixed-delivery early childhood systems and included public Pre-K, private centers, Head Start sites, non-profit childcare, and family childcare programs.
 - Supported family engagement.
 - Awarded three Family Engagement Literacy Hubs with a focus on improving literacy outcomes and scaling up family engagement utilizing a two-prong approach that focused on the necessary cross-agency collaboration and coordination needed at both the state and local level. Strengthened and scaled up family engagement with a focus on families with children birth to five, by expanding regional, community-level family engagement and literacy hubs that provide targeted evidence-based strategies, trainings, services, supports, and resources that combine literacy and family engagement to optimize parent choice, and targeted to the needs of the community and region in which they are located.
 - Increased inclusive settings for children with disabilities.
 - Supported the B5 workforce and disseminated best practices.
 - Extended investment by \$3,350,745 to the Arizona Department of Economic Security Early Childhood Educator Apprenticeship program. Extended support for the Professional Career Pathway Project (PCCP) that supported the PCCP Scholarship Program. This program provided participants with college tuition, textbooks, course fees, technology packages, and access to professional development learning institutes. This



additional investment directly advanced Arizona's early childhood workforce development goals as outlined in the Professional Development Roadmap for the Early Care and Education Profession.

- Expanded investment of \$2,200,000 to support the number of early childhood educators to afford childcare for their own children, so they will be able to continue leading their classrooms. Through this scholarship, an estimated 170 educators will be impacted.
- Supported the B-5 workforce through a \$500,000 investment to disseminate and increase user access to best practices by modernizing the Arizona Workforce Registry.
- Promoted and expanded investment of \$2,000,000 to the Arizona Teacher Academy (ATA) by providing funding to increase the number of early childhood certificates and degrees serving children from birth to five years old.
- Provided \$500,000 to modernize and leverage the Educator Certification data systems, supporting the recruitment and retention of qualified early childhood educators.
- Supported program quality improvement.
 - Expanded PDG subgrantee access to Quality First Expansion to continue Early Learning Centers enrollment in the Quality First Program, Arizona's early childhood Quality Rating program structure.
 - Provided access to training and materials for 170 participants on the Science of Reading work with Lexia's Language Essentials for Teachers of Reading and Spelling (LETRS) and Voyager Sopris Early Literacy Good Talking Words.
 - Funded all PDG subgrantee educators with Teacher Strategies GOLD® professional development teacher and coaching memberships. Funded assessment portfolios for all PDG children as a valid and reliable assessment tool for progress monitoring and measuring outcome indicators for children, and training for PDG sites.
 - Provided two statewide birth to five early childhood summits and one conference that focused on kindergarten transitions, alignment to the School Readiness Framework, and increasing capacity and understanding of the B5 workforce around best practices in early learning and literacy.
 - Provided funding to Read On Arizona (ROA), the state's early literacy and school readiness collective impact model, inclusive of professional development such as SmartTalk and Cox Campus, SFEC support, technical assistance, and continued data sharing agreements to support collaboration and sustainability, data sharing and analysis, policy, and communication.
 - Provided \$1,00,000 for a collaborative, multi-agency State Leadership Team (SLT) that determined current Pyramid Model work happening in Arizona. The SLT team established implementation sites in targeted areas. Arizona has 15 active implementation sites, seven program implementation coaches, seven trainers who offered statewide no-cost Pyramid Model Trainings with a total of nine courses and 19 modules, and launched its Pyramid Model Implementation Data System (PIDS) data system.
- Provided high-quality training and focused technical assistance in best practices in working with early learners, teaching the Arizona Early Learning Standards, informing educators about the Infant and Toddler Development Guidelines, technical assistance with EQUIP and EMAC, and delivering early literacy professional learning.
- Collaborated closely with state partners and early childhood organizations, including the Department of Economic Security, First Things First, Head Start, and Make Way for Books, to maximize the impact of



focusing on the most vulnerable young learners to have access to high-quality early learning environments.

- Administered the Head Start Collaboration Office.
 - The Arizona Department of Education (ADE) Early Childhood Education (ECE) unit administers the Head Start Collaboration Office (HSCO) grant from the US Department of Health and Human Services to establish linkages among Head Start, childcare, social welfare, health, and state-funded preschool programs, and K-12 Education.
 - Head Start in Arizona serves almost 15,000 children and 13,000 families through 22 Head Start Grantees. Of the 22 grantees, nine are Regional Head Start Programs; 13 are Tribal Head Start Programs, and one is both a Regional and Migrant Head Start Program. Grantees were further extended by 11 Delegate Programs. Altogether, Arizona Grantees and Delegates administer comprehensive Head Start services at almost 500 locations throughout the state.
 - Updated AZ 5-year board-approved goals.
 - [AZ Head Start Collaboration Office Strategic Plan](#)
 - Conducted Head Start site visits and technical assistance across AZ counties.
 - Organized the collaboration of the Office of Head Start, AZ Head Start Association and AZ Department of Economic Security to brainstorm strategies to increase the number of Head Starts contracted with DES and OHS site visits.
 - Promoted the AZ Workforce Registry to include professional learning opportunities.
 - Developed the [Arizona Professional Development Roadmap for Early Care and Education Workforce](#).
 - Updated the states Program Guidelines for High Quality Early Care and Education: Birth through Kindergarten, 4th Edition.
 - Promoted and collaborated with DES Arizona on the Early Childhood scholarships and Early Childhood Educator Apprenticeship Pathway program.
 - Participated in the Professional Development Advisory Committee (PDAC) and Professional Development Steering Committee for the state of Arizona.
 - Provided statewide birth to five professional learning, summits, and conference.
 - Attended and participated in meetings of the State Early Learning Advisory Council (*First Things First Board*).
 - Attended and participated as a state lead for AZ's Early Childhood State Team.
- Administered the **Comprehensive Literacy State Development Grant (CLSD)**.
 - Implemented year five, \$22,064,650, of the Comprehensive Literacy State Development/Supplemental Grant under a No Cost Time Extension through August 2026. Both grants span the birth to grade 12 continuum, focusing on improving child literacy skills and instructional capacity on the science of reading. This grant project aims to strengthen collaboration, improve efficiency, and drive innovation to accelerate language and literacy outcomes.
 - Awarded a total of 34 grant recipients, representing a combination of 40 schools, early care and education sites across 12 counties.
 - Analyzed data program-wide.
 - We had growth and deduction in minimally proficient on the state's AASA AZ Academic Standards Assessment. Overall, AZ CLS saw an average of 3% growth on the state assessment. CLSD grantees saw changes in language arts, including reading/writing.



- Thirty-four percent of four-year olds demonstrated significant gains in oral language. By year four, 74% of four-year olds are demonstrating significant gains in oral language. CLSD year five continued to demonstrate over 69% demonstrating oral gains, and 77% of four-year olds are meeting widely held expectations in oral language and emerging literacy skills.
- Offered 24 Early Literacy professional learning sessions focused on the Science of Reading, standards, and literacy evidence-based practices impacting 954 participants.
- Continued Arizona's CLSD investment in elevating educator credentials to improve child literacy skills and the instructional capacity on the science of reading. In year five of the grant, 57% of all CLSD subgrantees invested in literacy coaching and or interventionist. 32% of all CLSD subgrantees invested in dyslexia designee training, and 39% invested in staffing reading endorsements.
- Gathered samples of direct feedback from CSLD Subgrantees on strategies implemented.
 - High Desert Middle School (HDMS) has strengthened its schoolwide literacy program by implementing a cohesive set of evidence-based practices required and supported through the Comprehensive Literacy State Development (CLSD).
 - Coaching, strategies that are part of LETRS training, spelling inventories, instructional routines, data dives, and far more of our teachers understand the science of reading than ever before.
 - 98% of educators reported gaining skills, confidence, and tools to teach early literacy and language.
 - A variety of literacy strategies have been implemented both in the classroom and in intervention groups. During Tier I instruction, the five components of literacy are addressed according to grade level standards and grade level difficulty (fluency, comprehension, vocabulary, phonemic awareness, and phonics). During Tier II and Tier III instruction, literacy strategies are based on individual needs. For the younger students, there is an immediate focus on phonemic awareness then phonics and fluency. We are seeing many of our students struggling with comprehension so we have put a lot of effort into addressing comprehension in all core instruction and interventions especially in 2nd-3rd grades.
 - In compliance with the CLSD grant, all middle school teachers were trained in Reading Apprenticeship (the science of reading) and they use:
 - Anchor charts for small group work: these vary depending on the type of small group work at hand.
 - Anchor charts for reading strategies such as annotations, vocabulary word walls, each standard and aligned skills posted learning targets and goals, literacy bookmarks to prompt predictions, visualizations, associations, inquiries vocabulary, etc.
 - Tier 2 Intervention classes: students are screened through data and placed in these classes if any extra supports are necessary. For this grant, a reading interventionist works with 6th graders who have literacy challenges. The ELA teachers and the reading interventionist also use Benchmark Advance, ready, NSGRA, and teacher-collected data to monitor progress.
 - The MTSS lead works closely with the teachers, reading interventionist, and CSP to ensure that students who need Tier 2/3 support receive timely intervention.



- Data informs instruction throughout the school year.
- Through our school's participation in the Comprehensive Literacy State Development (CLSD) grant, our teachers and school leaders have gained valuable training in research-based literacy practices grounded in the science of reading. As a direct result of this professional learning, we have incorporated specific LETRS vocabulary routines across all content areas to strengthen academic language and comprehension for students. Additionally, we have embedded morphology routines into reading classes, equipping students with strategies to analyze word structures, expand vocabulary, and improve decoding. These instructional practices, developed through the CLSD-supported training, allow our staff to deliver systematic and explicit literacy instruction that aligns with evidence-based frameworks such as Scarborough's Reading Rope. By building both foundational skills and language comprehension, we are ensuring that all students develop the strong literacy skills necessary for academic success. These approaches are reinforced in ongoing professional development sessions with staff, ensuring teachers regularly refine their literacy instruction. Targeted interventions—such as segmenting and blending activities for struggling readers—are systematically provided to subgroups of students based on assessment data. The multi-layered supports provided to our students have positively impacted their literacy skills as demonstrated by students steady progress on state assessment and district benchmarks.
- Intentional Read Aloud; book check-outs for families; using literacy resources purposefully "Letter of the day, intentional shared writing, structured small group Read Alouds, increased phonological activities such as syllables, rhyming words, alliteration, etc."
- 90% of teachers have been trained in LETRS; 2 administrators have completed LETRS for Admin. Tier 1 core reading instruction materials aligned with SOR (Lesson plans that align Wonders to the LETRS lesson plan templates are provided for teachers which include all necessary materials to implement lesson plans.) Gen Ed small group intervention materials aligned with SOR (prescriptive, explicit, and systematic; all materials provided for effective implementation)
 - Tier 2 intervention (SIPPS) is aligned with SOR (prescriptive, explicit, and systematic)
 - Data collection and analysis
 - Coaching is offered
 - PD options focused on Tier 1 and Tier 2 SOR-aligned instruction offered
- Explicit/Contextualized Vocabulary Instruction Foundations for Literacy (FFL) is a one-of-a-kind, evidence-based intervention designed specifically for preschool and kindergarten-aged children who are deaf or hard of hearing (DHH). Targeted learning objectives include vocabulary, narrative skills, alphabetic knowledge, phonological awareness, and reading decodable words and short connected text. Each lesson includes strategies for differentiating instruction using fun, multi-sensory, age-appropriate, integrated activities. The lesson plans include guidance on how teachers can adapt lessons depending children's use of sound-based or visual-based reading strategies.



- With support from the CLSD Supplemental Grant, Southwest Human Development expanded the Journey Through Books Program to include more educators in childcare centers and family childcare homes. Through participation in this program, educators deepened their understanding of letter recognition, phonological and phonemic awareness, and learned to use tools like the Storyteller’s Map to create intentional book-reading plans for their classrooms. Shared book reading principles were practiced regularly. Educators also received guidance on developing print-rich environments and fostering early writing skills. These practices were reinforced through individualized coaching focused on building strong early language and literacy foundations.
- Administered Statewide LETRS training for early childhood educators
 - ECE LETRS: 1796 total enrolled, 238 currently enrolled, 828 completed
 - LETRS 3rd Edition 6263 total enrolled, 1844 currently enrolled, 3086 completed
 - LETRS Admin: 825 total enrolled
 - Facilitators trained: ECE- 31, 3rd Edition - 17 completed and 24 in process
 - Monthly Admin and Facilitator Office Hours

Educational Technology

Team: Ebony McKinney, Alecia Henderson, and Eric Stuebner

The Educational Technology team remained committed to providing high-quality professional development and guidance on educational technology, new resources, and the latest AI updates.

In FY25, the Educational Technology team:

- Continued to expand access to high-quality professional learning for educators and leaders across Arizona. Through strategic partnerships and innovative course development, the team supported the implementation of Arizona’s Educational Technology Standards and advanced the integration of technology in teaching and learning.
- Delivered virtual and in-person professional learning sessions at local, regional, and statewide conferences, focusing on effective technology integration and digital pedagogy.
- Continued collaboration with the Arizona Technology in Education Association (AzTEA) to provide regional EdTech training through the Educational Technology Ambassadors program.
- Strengthened the EdTech Leaders of Arizona, a statewide community of practice that meets monthly to support district-level technology leaders in implementing Arizona’s Educational Technology Standards.
- Developed and maintained asynchronous courses, including:
 - Standard 4: Innovative Designer
 - Standard 5: Computational Thinker
 - Standard 6: Creative Communicator
 - Standard 7: Global Collaborator
- Launched the “Empowering Educators and Enhancing Learning by Teaching with AI and About AI” asynchronous course to support educators in understanding and applying artificial intelligence in classrooms.
- Continued work with the AZ AI Alliance and EdTech Leaders of Arizona to promote safe and responsible AI implementation and support the integration of EdTech and Computer Science Standards.



English Language Arts

Team: Tianna Sanchez, Holly Herriges, Katie Lewis, Michele Rutin, Lauren Spenceley, Karen Ten Napel, Maggie Velazquez

The English Language Arts (ELA) team provided high-quality professional learning, guidance, resources, and technical assistance on best practices in teaching the ELA standards, with a special focus on early literacy.

In FY25, the ELA team:

- Reviewed Move On When Reading literacy plans for every elementary school in the state (over 1,300 schools), providing technical assistance to strengthen K-3 literacy systems.
- Implemented the **K-5 Literacy Training Grant** (formerly known as the Dyslexia Designee Grant), providing almost \$1,000,000 to train and certify dyslexia training designees on every K-3 campus to recognize and work with students with dyslexia.
- Reviewed and approved programs to meet the legislation that requires K-5 Literacy Endorsement courses.
- Reviewed and vetted MOWR core reading programs to ensure research met the first three Tiers of ESSA Evidence.
- Reviewed and vetted MOWR reading intervention programs to ensure research met the first three Tiers of ESSA Evidence.
- Developed and implemented synchronous and asynchronous professional learning opportunities focused on the science of reading, dyslexia, and working with adolescent striving readers.
- Provided learning opportunities based on the science of reading for over 200 K-12 educators through the Arizona Literacy Road Show to promote equity across the state.
- Provided numerous learning opportunities based on the ELA standards and the science of reading for over 5,000 educators and administrators across the state throughout the fiscal year.
- Implemented the **Foundational Literacy Coaching Grant** (formerly known as the P3 Coaching Grant) and provided almost \$3,000,000 to train K-3 literacy coaches.
 - Provided over 60 hours of training for coaches and administrators in coaching Pre-K to 3rd grade literacy educators grounded in the science of reading.
 - In addition, the Foundational Literacy Coaching Grant provided highly trained early literacy coaches in the highest needs schools to build teacher capacity in the science of reading.
- Implemented and managed the **Early Literacy Grant (ELG)**, awarding \$12,000,000.00 to improve literacy in schools and districts that serve Arizona's most at-risk students in kindergarten to grade 3.
- Provided 14,000 free slots for educators to take the Foundations of Reading Exam, which is required to earn the K-5 Early Literacy Endorsement.
- Provided free AIM Institute's Pathways to Proficient Reading with Pathways to Structured Literacy training for a total of 800 educators and administrators across the state.
- Provided free LETRS 3rd edition training for a total of over 6,000 educators and administrators across the state over the last three years.
- Provided free LETRS 3rd edition facilitator training for the first two of four cohorts of educators across the state to train other teachers in their district/charters.
- Provided and trained 60 secondary educators in the Pathways for Proficient Reading Secondary course.



Health and Physical Education

Team: Angela Budovsky-Robinson and Keri Schoeff

The Health and Physical Education team remained committed to promoting the vital role these subjects play in lifelong success—equal to, if not greater than, other academic disciplines.

In FY25, the Health and Physical Education team:

- Delivered ongoing, in-person site-based educator professional learning opportunities across Arizona schools, building long-term partnerships through multi-year invitations, reflecting sustained impact and trust.
- Developed and curated instructional resources designed to enhance educator effectiveness and support continuous professional growth.
- Designed a training list of multiple opportunities for LEAs to use as guidance in creating tailored professional learning specific to district site goals.

Mathematics

Team: Eboney McKinney, Laurel Cherry, and Marisa Tualla

The Mathematics team remained committed to advancing mathematics education across Arizona through high-quality professional learning, strategic partnerships, and innovative instructional practices.

In FY25, the Mathematics team:

- Delivered sessions at state conferences and in response to school and district requests, focusing on best practices in mathematics instruction.
- Hosted Arizona's 2nd Annual Math and Statistics Month, featuring professional learning opportunities and student competitions.
- Partnered with the University of Arizona's Center for Recruitment and Retention of Teachers of Mathematics to provide free, high-quality training and tutoring.
- Collaborated with the Dana Center Launch Year Initiative and the AZ Math Collaborative to explore High School Math Pathways in partnership with ABOR, state universities, and community colleges.
- Worked closely with Arizona Math Leaders (AML) and the Arizona Association of Teachers of Mathematics (AATM) to expand training opportunities statewide.
- Participated in national task force efforts related to Modernizing HS Mathematics and Data Science education.
- Facilitated monthly coaching cohorts, including Tuesday, Friday, and West Valley groups, to support standards-based instruction.
- Hosted a professional book study on *High School Math Reimagined, Revitalized, and Relevant*.
- Supported implementation and evaluation of the Instructional Systems Quality Review (ISQR) pilot.
- Partnered with Northern Arizona University through a National Science Foundation grant to promote data science education.
- Facilitated regular meetings with Phoenix-area math leaders to foster collaboration and share best practices.



Postsecondary Initiatives

Team: Andrea Glenn

The Postsecondary team remained committed to increasing postsecondary success through key partnerships, and expanding professional development for counselors and school officials.

In FY25, the Postsecondary team:

- Strengthened cross-agency governance with the Arizona Board of Regents, the National Student Clearinghouse, and ADE data governance, to lay the groundwork for long-term data-sharing agreements in the future, with the hopes of benefiting all schools and districts with future advising and workforce development.
- Co-led and developed actionable logic models and sustainable plans, aligning state efforts with Achieve60AZ goals and Arizona Progress Meters in the work with the Postsecondary Attainment Coalition (PAC).
- Co-led and hosted our Fourth Annual FAFSA & CCR Symposium in September, where we hosted over 350 of Arizona's high school educators, schools, administrators, and higher education leaders, providing breakout sessions on best practices, technical assistance, and data support around FAFSA completion.
- Achieved our state FAFSA goal of 40% completion by the class of 2025. This is the first time Arizona has met its goal. Arizona's 2025 cohort ranked sixth in the nation for year-to-year improvement in FAFSA completion rates.
- Co-launched and re-branded the Postsecondary Attainment Coalition (PAC) with a more defined focus and intentionality around Arizona's data literacy. The PAC now has, instead of subcommittees, Action Labs that own and account for a set of indicators that drive Arizona's attainment needle. Fiscal Year 25's increased capacity on data literacy and created a data literacy inventory, with shared/common definitions, public datasets, and guided tours for educators and high school counselors.
- Expanded implementation of College and Career Readiness Indicators (CCRI) across districts (Tempe Union, Phoenix Union, Tolleson, and Gila Bend) with a focus on access, opportunity, and postsecondary enrollment outcomes data in a series of professional learning workshops for districts, with the target audience being high school counselors, social studies teachers, and CTE directors.
- Provided over 200 hours of professional learning in College and Career Readiness to over 1900 high school counselors and educators across the state of Arizona.
- Co-presented at three national conferences with the Arizona Board of Regents (National College Attainment Network (NCAN) Conference, ACT Summit, and National Student Clearinghouse Data Convening) to showcase Arizona's data-driven, collaborative approach to FAFSA data-sharing and FAFSA ACC dashboard, the only of its kind in the nation.



Science and STEM

Team: Sarah Sleasman

The Science and STEM team supports educators in implementing best practices for three-dimensional science instruction aligned to Arizona's 2018 Science Standards. STEM professional development is interwoven within many other content areas.

In FY25, the Science and STEM team:

- Provided professional development on the Arizona Science Standards, including on-demand asynchronous courses that offered professional learning credit—allowing teachers to access high-quality science instruction and support on their own schedule, regardless of location.
- Co-developed, in collaboration with the Arizona Science Teachers Association and the Science Steering Committee, key resources to support K–12 educators statewide. This included the newly created State of Science District Planning Tool that helped districts, schools, and educators identify strengths and areas for growth, set meaningful goals, and prioritize instructional needs.
- Provided leadership to support the Science Ambassadors initiative along with the Arizona Science Teachers' Association. These Ambassadors delivered professional learning across the state, extending the reach and impact of standards-based science instruction through peer-led training and support.
- Chaired the selection committee responsible for identifying Arizona's three finalists for the Presidential Award for Excellence in Science Teaching, and advanced awardees to the national level of recognition. ADE hosted recognition events for finalists and awardees.
- Secured funding, through our partners at Salt River Project, to bring nationally recognized science education expert Brett Moulding to Arizona for the sixth consecutive year. His involvement was instrumental in the development of high-quality professional learning experiences and instructional materials aligned to the Arizona Science Standards to support educators in implementing effective three-dimensional science instruction.
- Integrated Arizona Science Standards-specific resources focused on lessons and videos for the Arizona Digital Educators Library (ADEL).
- Administered the **High-Quality Teacher Professional Development Grant (HQTPD or Get Set for STEM Grant)** to support Arizona educators in enhancing their STEM content knowledge and instructional skills through accredited coursework or programs, while fostering long-term commitment to teaching in Arizona public schools.
 - The grant received 49 applications for the program and approved funding for eligible applicants. Since the program's inception, 241 applications have been approved.
 - In FY25, ADE disbursed \$23,543.02 in scholarship funds, bringing the cumulative total to \$340,463.24.
 - Due to targeted marketing efforts in FY25, funding disbursements increased by 24 percent compared to the previous year.
 - While 17 applications could not be approved—primarily due to incomplete information—applicants receive detailed feedback and are encouraged to resubmit if they meet program criteria. Notably, no applicants returned funding during this period, reflecting strong engagement and program alignment.



Social Studies

Team: Hannah Rude and Jill Scott

The Social Studies team supported the History and Social Science Standards through professional learning, evidence-based practices, and resources to support both elementary and secondary teachers.

In FY25, the Social Studies team:

- Provided professional development with a focus on cross-curricular practices.
- Collaborated with the ELA team to incorporate literacy training aligned with ELA and social studies standards.
- Provided in-person school and district-specific trainings to build capacity in sites, as well as increased offerings of asynchronous courses.
- Partnered with other ADE teams to provide professional development to the field.
- Facilitated the committee to select the Arizona History Teacher of the Year for the Gilder Lehrman Institute of American History.
- Administered the Diploma Seals Program, which included the Seal of Personal Finance and the Seal of Civics Literacy
 - Increased school and district participation of the seals by 203% with a record number of students awarded the Seal of Personal Finance (3486 students, an increase of 311%) and the Seal of Civics Literacy (588 students, an increase of 608%).
 - Provided guidance and disseminated information on the Diploma Seals Program.
- Collaborated with the United States Holocaust Memorial Museum (USHMM) and other state leaders to discuss and create resources for teaching the Holocaust and other issues.
- Partnered with the Arizona Holocaust Taskforce to update the Arizona Holocaust Toolkit.
- Built and disseminated specific resources for K-12 social studies and continuing Holocaust education.
- Provided guidance to administer the Arizona Civic Test, as well as collected and analyzed civics test data.
- Partnered with local and national organizations to provide professional development and provide space for these organizations to share how they support educators.
- Created vertical alignment of the social studies standards documents.
- Facilitated monthly social studies district leaders' meetings to discuss questions and provide support for the field.

World and Native Languages

Team: Hannah Rude and Jill Scott

The World and Native Languages team provided professional development on the best practices in teaching the standards, focused on using language proficiency to guide learning, using authentic resources, all tied to cultural competencies.

In FY25, the World and Native Languages team:

- Provided school and district-specific trainings to build capacity.
- Administered the Seal of Biliteracy program.
 - Provided guidance and disseminated information on the administration of the Seal of Biliteracy.
 - Increased school and district participation of the seals by 34% with a record number of students awarded the seal (3283 students, an increase of 46%).
 - Vetted assessments for the Seal of Biliteracy to be approved by the State Board of Education.



- Vetted assessments for students to demonstrate English proficiency, thus providing more opportunities for students to earn the Seal of Biliteracy.
- Worked with schools and districts to create lesson plans and Can-Do Statements based on national recommendations.
- Facilitated monthly world language district leaders' meetings to support language learning and provide guidance to the field.
- Worked with language educators to build lessons in ADEL and use SPARKL as a standards-aligned resource.



ADE Initiatives

Members of the Academic Standards team led or were key members of the following ADE initiatives:

- ADE Leading Change and Teachers' Institute Conference
 - All Academic Standards Team Members
- ADE Achievement Tutoring Program
 - Academic Standards Team Members: Linda Burrows
- Arizona Digital Educators Library – ADEL
 - Academic Standards Team Members: Eric Stuebner, Academic Standards Content Specialists
- Essential Standards
 - Academic Standards Team Members: Linda Burrows, ELA and Mathematics Team Members
- LitHub
 - Academic Standards ELA Team Members
- MOWR Modernization Project
 - Academic Standards ELA Team Members
- PAASport – Portal for Arizona's Academic Standards
 - Academic Standards Team Members: Eric Stuebner, Academic Standards Content Specialists



Academic Standards Special Projects

Achievement Tutoring

Team: Linda Burrows, Bethany Spangenberg, and Rich Elder

The Achievement Tutoring team wrapped up the existing tutoring program for students in kindergarten through grade 12 to offer tutoring to students in reading, writing, math, and ACT Prep. This program was a public-private partnership that provided twenty-four hours of tutoring to students in six-week sessions. The program provided over 18,329 students with high-dosage tutoring in both online and in-person settings. Seventy-five percent of students tested demonstrated some gains in their learning, and seventeen percent of students tested showed significant gains of six months or more.

Arizona Digital Educator Library (ADEL)

Team: Eric Stuebner and Academic Standards Content Specialists

The team used ESSER funding to add to the Arizona Digital Educator Library (ADEL). ADEL is driven by teachers to provide the resources they need to teach to the standards. ADEL saw massive growth over Fiscal Year 2025. Over 4,500 new users joined, with nearly all users logging in multiple times.

In conjunction with Common Good, ADE completed the following enhancements to the system:

- Redesigned HTML framework structure.
- Improved the visual hierarchy, making essential standards more pronounced.
- Aligned ADEL with assessment specifications from the AASA and added item banks for formative assessments.
- Created crosswalks and progressions in multiple content areas.
- Created LEA custom instances in ADEL.
- Created an AI lesson plan builder.

Of the new enhancements to ADEL, the AOI lesson plan building has had the greatest impact. This lesson plan companion helps teachers through the steps to create exciting and innovative lessons using AI directly tied to the Arizona standards.

The team continued to increase the library partnerships to expand coverage of topics aligned with the Arizona State Standards.

The team also worked with Project Momentum to add flex units to enable easier communication and project planning as they work toward increasing academic achievement. Fiscal Year 25 showed an increase in usage by Project Momentum schools.

Essential Standards

Team: Academic Standards ELA and Math Teams

At Superintendent Horne's request, the Academic Standards ELA and Math teams gathered stakeholders from around Arizona to evaluate and select essential standards for English Language Arts and math in grades three through eight. Our stakeholders included all Arizona counties, charter schools, and higher education experts,



ensuring equal representation between urban, rural, and suburban schools. These identified essential standards would receive a great proportion of questions on the Arizona Academic Standards Assessment (AASA), keeping within the current State Board-approved blueprint.

After the stakeholder workgroup identified essential standards, the ADE ELA and Math teams created useful resources for the field and posted those resources online. The ADE Academic Standards team also created a one-day training on how to find resources, unwrap the standards, compare LEA scope and sequences and curricula to the State Board-approved blueprint to ensure alignment to the standards, and examine formative assessment options, like NAVVY.

Khanmigo

ADE partnered with Khan Academy and used \$1,500,000 of ESSER funds and \$400,000 of Failing School funds to purchase student slots for Khan's AI tutoring initiative known as Khanmigo. These student slots provided vital tutoring opportunities with access to Khan's high-dosage tutoring 24/7.

Khanmigo is an innovative AI tool designed to act as a teaching assistant for educators and a study buddy for students. This resource provides personalized, real-time learning support and helps streamline classroom activities.

Statewide Tutoring

For schools rated a D or F, ADE provides tutoring opportunities through approved providers. Through our vetted vendors, failing schools are provided with free, high-dosage tutoring that aligns with the Arizona State Standards. While the number of failing schools has not significantly increased, the number of participants has, as this program has shown success in closing the gaps in student learning.



Academic Standards Partnerships

Members of the Academic Standards team sit on the boards of and/or serve in an advisory capacity for educational organizations across the state and nation to inform those organizations of state-level work and to ensure that they have a regular conduit for feedback from the field to best meet their needs.

- American Council of Teachers of Foreign Languages
 - Academic Standards Team Member: Hannah Rude
- Arizona ACT Council
 - Academic Standards Team Member: Andrea Glenn
- Arizona Board of Regents
 - Academic Standards Team Member: Andrea Glenn
- Arizona Civics Coalition
 - Academic Standards Team Member: Hannah Rude
- Arizona Council on Economic Education
 - Academic Standards Team Member: Jill Scott
- Arizona Council for History Education
 - Academic Standards Team Member: Jill Scott
- Arizona Council for the Social Studies:
 - Academic Standards Team Members: Linda Burrows, Hannah Rude
- Arizona English Teachers Association
 - Academic Standards Team Member: Lauren Spenceley
- Arizona Geographic Alliance
 - Academic Standards Team Members: Linda Burrows, Hannah Rude, Jill Scott
- Arizona Health and Physical Education State Organization
 - Academic Standards Team Member: Angela Budovsky-Robinson
- Arizona Language Association
 - Academic Standards Team Member: Hannah Rude
- Arizona Path Forward Coalition with the Hunt Institute
 - Academic Standards Team Member: Linda Burrows
- Arizona Science Center
 - Academic Standards Team Member: Sarah Sleasman
- Arizona Science Teachers Association
 - Academic Standards Team Member: Sarah Sleasman
- Conference on English Leadership
 - Academic Standards Team Member: Lauren Spenceley
- Council for State Social Studies Specialists
 - Academic Standards Team Members: Linda Burrows, Hannah Rude, Jill Scott
- Excelin Ed National Literacy Network
 - Academic Standards Team Members: Holly Herriges, Michele Rutin, Tianna Sanchez, Maggie Velazquez
- FAFSA Statewide Coalition
 - Academic Standards Team Member: Andrea Glenn
- Helios Education Foundation
 - Academic Standards Team Member: Andrea Glenn



- International Dyslexia Association – Arizona Chapter
 - Academic Standards Team Members: Katie Lewis, Michele Rutin, Lauren Spenceley, Karen Ten Napel, Tianna Sanchez, Maggie Velazquez
- National College Attainment Network and Taskforce
 - Academic Standards Team Member: Andrea Glenn
- National Council for Social Studies
 - Academic Standards Team Members: Linda Burrows, Hannah Rude, Jill Scott
- Postsecondary Attainment Coalition
 - Academic Standards Team Member: Andrea Glenn
- ReadOn Arizona Advisory Board
 - Academic Standards Team Member: Linda Burrows
- Salt River Project
 - Academic Standards Team Member: Sarah Sleasman
- The Society of Health and Physical Education State Leaders
 - Academic Standards Team Member: Angela Budovsky-Robinson
- United States Holocaust Memorial Museum State Leader Cohort
 - Academic Standards Team Member: Hannah Rude