

# Arizona Department of Education

## STRATEGIC PLAN

FY 2007 – FY 2011

## *Department of Education Mission*

“To ensure academic excellence for all students.”

“I have frequently been asked what three or four goals I want to achieve in the next four years.....there is one goal that sums it up: that Arizona students learn substantially more than they have been learning.”

--Superintendent Tom Horne  
*Inaugural address (January 6, 2003)*

## *Superintendent's Statement*

I am extremely proud of what we at the Department have been able to accomplish the first three years I have been in office. We have kept and delivered on our promises and we have created an environment of service for our schools. To assist in improving our schools, the Department has developed a support system under four major themes: the use of student assessment data to design instruction and interventions; schools' willingness to implement systemic change through strategic planning; targeted instructional intervention that meets the needs of every child; and targeted professional development. The result – many Arizona schools are working hard to improve the academic achievement of our students and we are beginning to see the impact through higher test scores.

Over the last year in 2005, we have been strategically focused on five new initiatives: 1) intervening in failing schools; 2) increasing adult volunteers in an “Emeritus Program”; 3) incorporating technology to individualize instruction; 4) developing a Math initiative; and 5) expanding of career and technical education programs.

This five-year strategic plan reflects these new initiatives along with the many other objectives the department undertakes to carry out its mission. It also provides an appropriate framework on how the department does business and how we will ensure progress. Now it is up to the Arizona Department of Education—in partnership with schools, teachers, parents and others—to implement this plan. But it does not stop here. We will continue to collect other ideas from all parts of the education community and the general public as we strive for one overriding goal -- that our students learn more.

*Tom Horne, Superintendent of Public Instruction*  
November 2005

# ***Department of Education Strategic Goals***

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

*Superintendent of Public Instruction Tom Horne began his term with an entirely new top executive team for the Department of Education. These positions have been filled with experienced educators and emphasize one of our principal themes: the new Department of Education will provide educational leadership, including drawing on talented teachers, principals, and administrators to help all of our schools achieve academic excellence. This type of leadership must continue to raise the bar and improve academic performance in Arizona's public schools.*

## **Goal Two: Offer support to public schools and providers for exemplary performance.**

*Superintendent Tom Horne has committed the Department of Education to be primarily a service organization, helping school districts, charter schools, and contracted educational providers achieve more academic success. To do this, the department will establish a broad range of supports for schools and educators in their efforts to build strong foundations for our students. The department will provide training, school improvement assistance, evaluation, dissemination of information, and funding that will assist schools with targeted issues. The department also serves as the primary source of current, reliable and accurate information on the latest innovations in public education. This includes information on scientifically based programs and the design and implementation of prevention and intervention strategies.*

## **Goal Three: Ensure maximum academic and financial accountability in public education.**

*A system of real school accountability is important to improving our educational system. However, it must be fair with expectations clear and understandable. With the passage of Arizona LEARNS and the federal requirements of No Child Left Behind, the department is taking steps to develop an accountability system that will provide students and their families with the information they need. The department is committed to ensuring: 1) academic accountability -- all students have the skills and knowledge they need to succeed; 2) financial accountability -- getting the most from every dollar spent on public education; and 3) educator accountability -- high quality teachers and administrators along with student safety.*

## **Goal Four: Deliver high quality customer service.**

*There has been a shift toward emphasizing the importance of customer service in the Department of Education since Superintendent Tom Horne took office. Along with this service orientation, the department is committed to improving employee morale and productivity, along with creating a spirit of teamwork. Improving service and productivity will require attention, commitment and innovation with a focus on results. It is the intent of the Department of Education to be a model of good, effective government and be known for its responsiveness and high quality of services.*

# *Department of Education Strategic Objectives*

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

- 1.1 Set fair and reasonable policies and standards which foster excellence in public education.
- 1.2 Improve communication and involvement with the education community and other stakeholders.
- 1.3 Advocate and promote ideas and initiatives that will advance innovation and enhance resources for public education.

Goal Two: Offer support to public schools and providers for exemplary performance.

- 2.1 Provide technical assistance and training for schools to improve effectiveness and school climate.
- 2.2 Provide technical assistance and training for schools on federal and state compliance issues.
- 2.3 Offer professional development opportunities to educators and administrators.

Goal Three: Ensure maximum academic and financial accountability in public education.

- 3.1 Implement assessment of all Arizona students and report results to the public.
- 3.2 Review, monitor and report on the performance of Arizona's public schools and providers.
- 3.3 Ensure the quality of Arizona's educators through evaluation, investigation and certification.

Goal Four: Deliver high quality customer service.

- 4.1 Provide timely, reliable support services.
- 4.2 Provide accurate and helpful information to the public.
- 4.3 Promote a positive and productive work environment that cultivates teamwork and motivates employees.

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December/2005

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# *Introduction*

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**MISSION STATEMENT**

**AGENCY DESCRIPTION**

**HISTORY OF RECENT EVENTS**

**CONTINUED COMMITMENT**

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# *Introduction*

## Mission Statement

*“To ensure academic excellence for all students.”*

The Arizona Department of Education’s vision is to ensure *“access to extraordinary education.”* The above mission statement describes how the department will work to make this vision a reality. This statement captures the essence of how the department improves the quality of public education – *“ensuring academic excellence for all students.”* That is the charge of every employee in the Arizona Department of Education.

## Values

For schools to be successful and for the Arizona Department of Education to accomplish its mission, the department believes the following:

- Schools need strong leadership with vision.
- Learning and curriculum must be challenging but appropriate.
- Students need highly qualified and engaging teachers.
- Schools and administrators must make effective use of data to make informed decisions.
- Public education needs adequate and equitable human and financial resources.
- Schools must cultivate a safe, healthy and nurturing learning environment for students.
- Family and community involvement must be cultivated and maximized.

Internally, the department believes in emphasizing certain principles in carrying out its work:

- Quality comes first
- Teamwork is fundamental
- Improvement is essential
- Partnerships are necessary

## Agency Description

Arizona's education code, Title 15, charges the Department, along with the State Board of Education, with specific powers and duties in its stewardship of approximately 1,053,500 students from kindergarten through twelfth grade. The Arizona Department of Education operates under the direction of the Superintendent of Public Instruction to provide direct services to approximately 1,431 schools in 237 locally governed school districts, and 459 charter schools. The agency executes the policies of the State Board of Education and the State Board of Vocational and Technological Education. Both boards meet periodically to supervise and regulate the conduct of the public school system. The Department of Education implements state academic standards; administers statewide assessments; disseminates information; administers and allocates federal and state funds; and provides program improvement assistance to schools and districts.

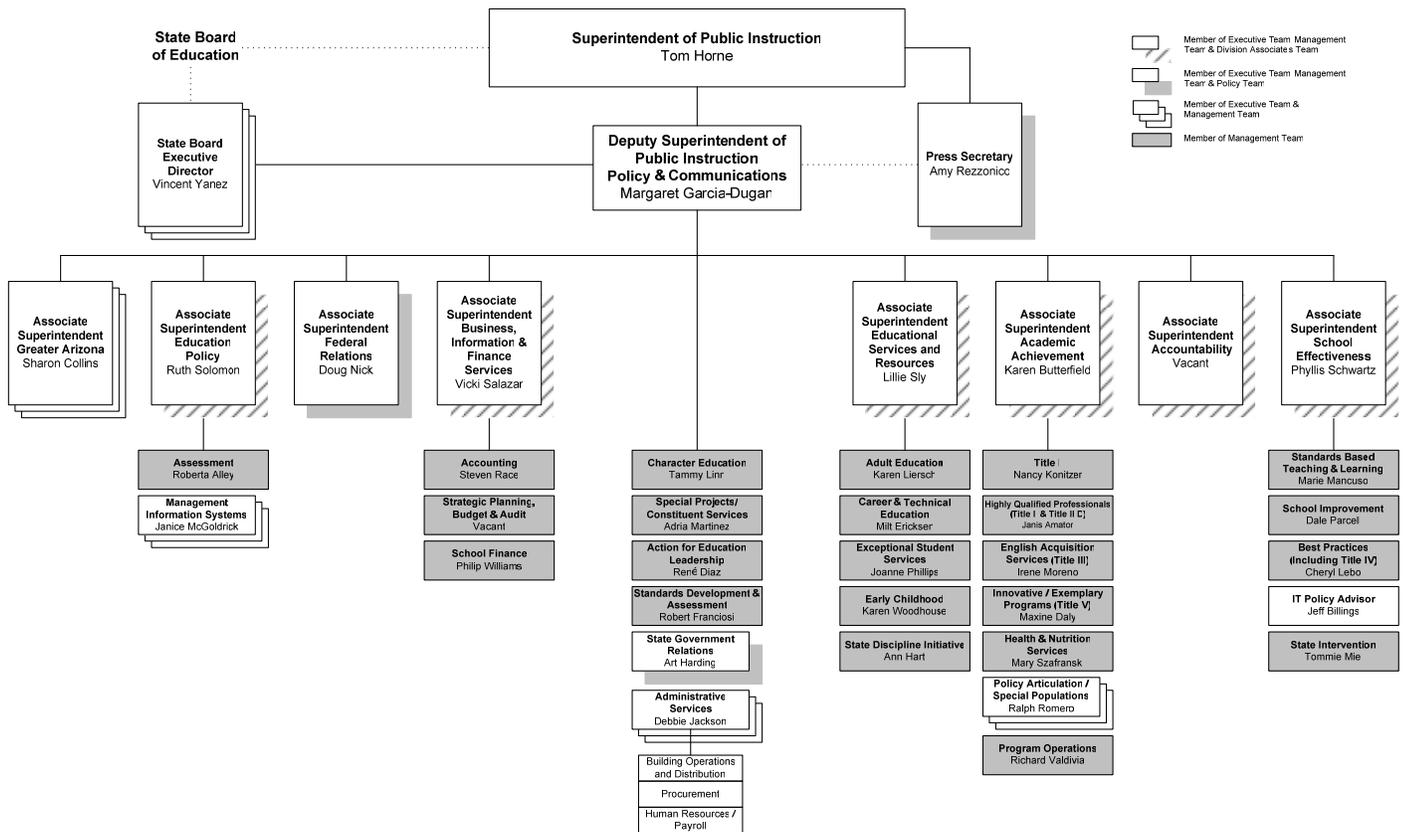
In addition to the Superintendent's Office, the department is currently organized into six separate divisions. Each division represents a diversity of programs and services. The following is a brief overview and description of each area:

Division	Description	Major Units
<i>Administrative Services</i>	Administrative Services is responsible for providing human resource and procurement support services to the agency. Human resource services include: personnel and payroll functions. Procurement services include: contracts management, purchasing, facilities, and central distribution functions. These administrative functions are centralized to ensure efficient operational support to the agency, and consistent application of state, federal and agency rules, regulations, policies and procedures.	<ul style="list-style-type: none"> <li>▪ Payroll</li> <li>▪ Facilities</li> <li>▪ Print Shop</li> <li>▪ Central Distribution</li> <li>▪ Procurement</li> </ul>
<i>Academic Achievement</i>	<p>The Academic Achievement Division provides funding, technical assistance and resource coordination to local educational agencies, and public/private organizations in their administration of programs aimed at increasing academic excellence. It also provides professional development opportunities to teachers and administrative professionals. The division's programs focus on efforts aimed at:</p> <ul style="list-style-type: none"> <li>▪ Assisting and ensuring each school that has English Language Learner (ELL) students provide programs that give students the opportunity to meet academic standards.</li> <li>▪ Providing assistance and funds to educational providers to increase academic achievement for at-risk students.</li> <li>▪ Ensuring the attainment of proficiency standards in the educational field by assessing the knowledge and proficiency of certification applicants.</li> <li>▪ Providing technical assistance and information to schools offering gifted, talented, and fine arts education programs.</li> <li>▪ Providing technical support and monitoring for educational entities that serve homeless, migrant and Native American populations.</li> <li>▪ Ensuring that children are adequately fed and support the U.S. Dietary Guidelines.</li> <li>▪ Identifying and recognizing outstanding innovative/exemplary programs and models that improve student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ English Acquisition Services</li> <li>▪ Title 1</li> <li>▪ Highly Qualified Professionals</li> <li>▪ Innovative/ Exemplary Programs</li> <li>▪ Policy, Federal and State Articulation</li> <li>▪ Health and Nutrition Services</li> <li>▪ Program Operations</li> </ul>
<i>Education Policy and Accountability</i>	The Education Policy and Accountability programs focus on improving student achievement through academic and technical skill attainment. Program initiatives include the promotion of educational reform through full implementation of the Arizona Academic Standards; student assessment; school accountability; professional development for teachers and administrators; and program evaluation and research. Management Information Systems is Implementing the use of technology and new management advances to increase efficiency and productivity	<ul style="list-style-type: none"> <li>▪ Assessment</li> <li>▪ Research &amp; Evaluation</li> <li>▪ Management Information Systems</li> </ul>

Division	Description	Major Units
<i>Education Services and Resources</i>	<p>Education Services and Resources provide funding, technical assistance and resource coordination to local educational agencies and public/private organizations in their administration of preschool to adult programs. It also provides professional development opportunities to teachers and administrative professionals and supports local efforts focused on parental and community involvement. The division's programs include efforts aimed at:</p> <ul style="list-style-type: none"> <li>▪ Assisting adult learners develop and improve basic and life skills in the community, family and workplace.</li> <li>▪ Coordinating services for a seamless transition of students to postsecondary education and employment.</li> <li>▪ Addressing the needs of youth and adults who face barriers to employment.</li> <li>▪ Fostering educational excellence for students with disabilities between the ages of three years and twenty-two years.</li> <li>▪ Providing support to schools, families and communities in implementing programs that assist all children from birth through age 8 to become successful lifelong learners.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adult Education</li> <li>▪ Career &amp; Technical Education</li> <li>▪ Exceptional Student Services</li> <li>▪ Early Childhood</li> <li>▪ State Discipline Initiative</li> </ul>
<i>Business, Information &amp; Finance Services</i>	<p>Business, Information &amp; Financial Services oversees the administration and allocation of funds for public education. Staff monitors the expenditures of school districts and charter schools for statutory compliance and assists them in the resolution of non-compliance issues. It provides customers, both internal and external, with services in the following areas: school finance, accounting, budget and strategic planning, grants management, audit resolution, contracts, and cost allocations for the department. Finally, Financial Services serves as the primary source of current, reliable and accurate information on the status and needs of the public school system.</p>	<ul style="list-style-type: none"> <li>▪ Accounting</li> <li>▪ Strategic Planning &amp; Budget</li> <li>▪ Audit Investigation Resolution</li> <li>▪ Grants Management</li> <li>▪ School Finance</li> </ul>
<i>School Effectiveness</i>	<p>This division was recently formed to focus the department's efforts at increasing school performance through information, training and technical assistance that provide a framework for excellence in public education. Its efforts revolve around four themes:</p> <ol style="list-style-type: none"> <li>1. <u>School Improvement</u> -- Providing all Arizona schools critical information and guidance on how to improve along with the deployment of School Improvement Teams to assist underperforming schools.</li> <li>2. <u>Best Practices</u> – Researching and sharing information on evidence-based practices to improve school effectiveness along with assisting schools in development of after school programs through the federal 21st Century Program. We also assist school in implementing effective health and safety programs by providing funding, technical assistance and resource coordination through our Safety and Prevention Program.</li> <li>3. <u>Standards Based Teaching and Learning</u> -- Providing support and direction for schools in the implementation of the Arizona Academic Standards; along with statewide efforts aimed at improving reading achievement in Arizona.</li> <li>4. <u>State Intervention</u> - analyzes schools designated as “Failing to Meet the Academic Standards” to determine needs of those schools as related to the five outcomes.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Best Practices</li> <li>▪ School Improvement</li> <li>▪ Standards Based Teaching and Learning</li> <li>▪ IT Policy Advisor</li> <li>▪ State Intervention</li> </ul>

Division	Description	Major Units
<i>Superintendent's Office</i>	<p>Functions under the Superintendent's Office include key roles that are critical to providing educational leadership and effective management of the agency. They include:</p> <ul style="list-style-type: none"> <li>Providing regular communication and information to the public.</li> <li>Maintaining important relationships with federal and state officials.</li> <li>Developing and promoting ideas and changes in policies and regulations.</li> <li>Advancing and implementing with schools important initiatives of the department and the State Board of Education.</li> <li>Offering assistance to constituents and the public on their issues, needs.</li> <li>Providing outreach to all parts of the state to deliver important information and receive critical feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Press Secretary</li> <li>Federal Relations</li> <li>State Government Relations</li> <li>Special Projects/Constituent Services</li> <li>Character Education</li> <li>Greater Arizona</li> <li>Action for Education Leadership</li> <li>Standards Development &amp; Assessment</li> </ul>

## Organizational Chart



\*As of October 2005.

# *A Brief History of School Improvement*

## *Vision to Reality*

The development of Arizona's system of school accountability can best be described as a process of evolution. Although several adjustments have been made to ARIZONA LEARNS in 2003, both legislatively and methodologically, it should be noted that these alterations serve to further *the core focus of Arizona's system of school accountability—purposeful accountability founded on the principles of accuracy and fairness.*

In emphasizing the concept of purposeful accountability, the Arizona Department of Education (ADE) fully acknowledges that a system of school accountability is only as strong as the accompanying system of school improvement. Recently, the ADE has made great strides in developing and implementing *a strong system of school improvement that includes technical assistance and increased resources and professional development opportunities* for educators to better serve our communities, our schools, and most importantly, our students.

## *Education 2000/Proposition 301*

In examining the history of Arizona's system of school accountability, it is clear to see that ARIZONA LEARNS was born out of the public's desire to provide increased resources to our public schools. In 2000, the Legislature and Governor Jane Hull adopted legislation known as Education 2000 that was forwarded, in part, to the general public and approved as Proposition 301. Education 2000/Proposition 301 set forth a six-tenths of a percent sales tax increase for purposes relating to education, including new accountability measures and additional funds for school districts and charter schools.

Many of the accountability measures established in Education 2000/Proposition 301 lacked long term feasibility and needed to be strengthened with further legislation. This need provided the catalyst for ARIZONA LEARNS.

## *ARIZONA LEARNS*

In 2002, the Legislature passed A.R.S. §15-241 (ARIZONA LEARNS). The passage of ARIZONA LEARNS fulfilled the promise of Education 2000/Proposition 301 by mandating a research-based method of evaluation to effectively measure school performance. Serving as the research-based method of school evaluation, the Achievement Profile is the cornerstone of Arizona's system of school accountability. The original Achievement Profile established in 2002 for elementary and secondary schools was used to determine a school classification that designated each public school as one of the following: 1) Excelling; 2) Improving; 3) Maintaining; 4) Underperforming; and 5) Failing to Meet Academic Standards. The first public release of the Achievement Profile occurred on October 15, 2002.

The true benefit of ARIZONA LEARNS lies in the commitment to school improvement. A.R.S. §15-241 established a timeline and a set of associated consequences for schools designated as Underperforming or Failing.

## *Putting the Pieces Together in 2003*

In January 2003, under the leadership of Tom Horne, the newly elected Superintendent of Public Instruction, the ADE submitted House Bill 2277 amending A.R.S. §15-241. Passed by the Legislature and signed by Governor Janet Napolitano in May 2003, House Bill 2277 provided key changes including:

- Before its passage, any school designated as Underperforming for two consecutive years was automatically classified as a school Failing to Meet Academic Standards. The legislation extended this

to three consecutive years. This delay benefits schools in two ways: 1) It gives schools the opportunity to effectively implement the school improvement plan and demonstrate progress; and 2) It gives the ADE an opportunity to provide assistance to schools in need of improvement.

- The Achievement Profile will be used to determine a school classification as Excelling, Highly Performing, Performing, Underperforming, or Failing to Meet Academic Standards. These new classifications are designed to place greater focus and recognition on the positive achievement demonstrated by schools.
- The ADE, based on need, will assign a solutions team to an Underperforming school or a school Failing to Meet Academic Standards. The solutions team is comprised of master teachers, fiscal analysts, and curriculum assessment experts who are certified by the Arizona State Board of Education as Arizona Academic Standards Technicians.
- Students attending a school designated as Underperforming or Failing to Meet Academic Standards are to have access to alternative tutoring programs by certified providers.

In addition to the legislative amendments made to A.R.S. §15-241, under House Bill 2277, several methodological changes were submitted by the ADE and subsequently approved by the State Board of Education. Like the legislative amendments, these methodological changes serve to strengthen the principles of accuracy and fairness on which Arizona's system of school accountability is founded.

Furthermore, in recognizing that the current ARIZONA LEARNS model does not offer incentives for schools to increase the academic achievement of students who score at the proficient level (i.e., Meets the Standards), the ADE is presently developing a methodology that will provide incentives to schools demonstrating an increase in the absolute academic achievement levels of average and above average students.

### *NO CHILD LEFT BEHIND ACT OF 2001*

Several modifications made to Arizona's system of school accountability involved the incorporation of accountability requirements mandated by the federal No Child Left Behind Act of 2001 (NCLB). These modifications include, but are not limited to:

- Adequate Yearly Progress (AYP), as defined by NCLB, is incorporated into the elementary and secondary school Achievement Profile as an academic indicator.
- Beginning in the 2002-2003 academic year, AYP determinations will be based on the requirements mandated by NCLB.
- ADE will follow the requirements mandated by NCLB, which stipulate that a Title I school must fail to make AYP for two consecutive years before being identified for federal school improvement.

### *Continued Commitment of Encouragement and Support*

The Arizona Department of Education will continue to review Arizona's system of school accountability in order to ensure that ARIZONA LEARNS provides a fair and accurate evaluation of school performance. Furthermore, the ADE will implement a strong system of school improvement that will provide schools the encouragement and support needed to help all students, regardless of condition or circumstance, reach their full potential.

# *Strategic Issues*

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**STATE OF EDUCATION IN AZ**

**GOAL DEVELOPMENT**

**PROGRAM ALIGNMENT TO GOALS**

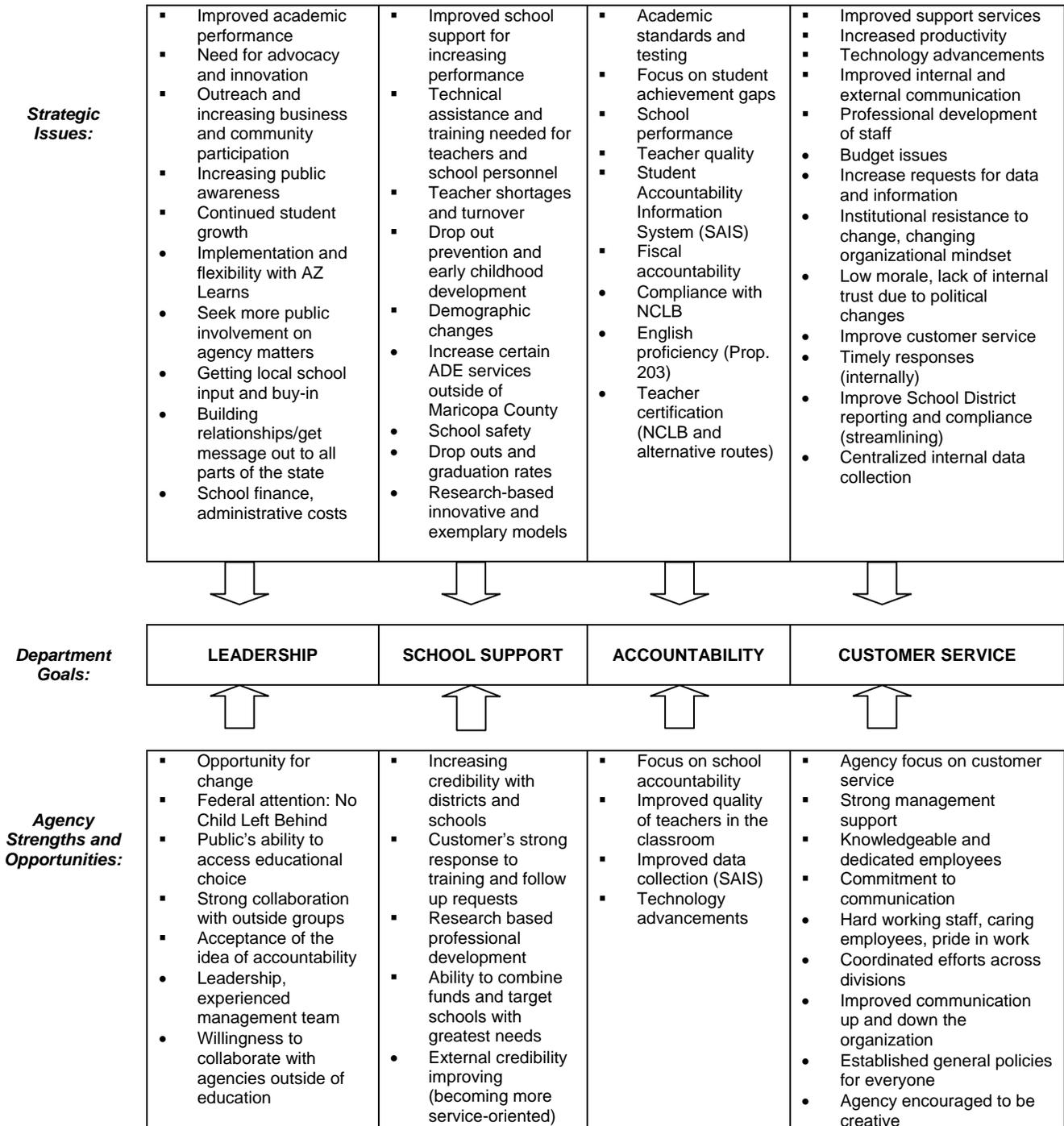
# State of Public Education in Arizona

Good News About Public Schools in Arizona	Challenges Facing Arizona's Public Schools
<p><b>Math Scores Are Up:</b> The proportion of Arizona public school 8th graders who scored at the highest two levels in mathematics in the National Assessment of Educational Progress (NAEP) increased by 62% between 1990 and 2003. The proportion of Arizona public school 4th graders who scored at the highest two levels in mathematics in the National Assessment of Educational Progress (NAEP) nearly doubled between 1992 and 2003. <i>National Center for Education Statistics. Nation's Report Card: Mathematics Highlights 2003. November 2003.</i></p>	<p><b>AIMS Scores Need To Improve:</b> AIMS scores for 2004 show high school proficiency in reading and writing at approximately 60 percent. The spring of 2004 was the first of five chances that the class of 2006 will have to obtain a score of proficiency, which will be required for graduation. <i>*Arizona Department of Education, August 2004.</i></p>
<p><b>SAT Scores Are Rising:</b> More Arizona students are getting high scores on their SAT college entrance examinations. The proportion of graduating seniors getting high scores on the Verbal SAT has increased by 19% since 2001; the proportion of graduating seniors getting high scores on the Math SAT has increased by 24% since 1994. (A high score is defined as 600 or above). <i>*College Board, "2004 SAT State Results."</i></p>	<p><b>Public School Spending Has Declined:</b> Public education spending per pupil has declined in Arizona. Since 2001, per pupil spending in constant dollars has declined 9%. <i>National Center for Education Statistics. Digest of Education Statistics 2003. December 2004</i></p>
<p><b>Major Change in School Culture due to New Social Studies Standards:</b> The new standards expose students to American History and histories of earlier civilizations, such as Greece and Rome. Subjects that student have been exposed to at an early age have more resonance for them later, when they are old enough to achieve mastery of the subject, explained Superintendent Horne. During times set aside for reading, students are reading about Science and History. <i>ADE news release September 29, 2005</i></p>	<p><b>Student/Teacher Ratio Is Getting Worse:</b> The number of students for every teacher is getting larger in Arizona and, as a result, students are getting less individual attention. The number of students per public school teacher has increased by 9% since 1988. Arizona ranks near the bottom (46 of 50) in the number of students for each teacher <i>Education State Rankings 2004-2005: Pre K-12 Education in the 50 United States. (Morgan Quitno Press: Lawrence, KS). September, 2004.</i></p>
<p><b>More Teachers Nationally Certified:</b> The number of Arizona teachers being honored with certification from the prestigious National Board of Professional Teaching Standards has increased more than tripled since 2000. <i>*National Board for Professional Teaching Standards. State-by-State Listing, November 2004.</i></p>	<p><b>Elementary Schools Are Too Large:</b> With an average of 491 students per school, Arizona is the 11th largest state in the nation in the average size of its elementary schools. The average size of a Arizona elementary school is 12% higher than the national average <i>Education State Rankings 2004-2005: Pre K-12 Education in the 50 United States. (Morgan Quitno Press: Lawrence, KS). September, 2004.</i></p>
<p><b>Public Schools Outperform Private Schools in Key Subjects:</b> In Arizona, public school students score higher than private school students on their AP exams in calculus. <i>*College Board, 2004 AP State and National Summary Report.</i></p>	<p><b>Parents Need to Be More Involved:</b> Parents in Arizona need to be more involved in their children's education. In Arizona, 55% of 8th grade students are in schools where a lack of parental involvement is reported to be a problem. <i>Education Week. Quality Counts 2005: State of the States.</i></p>
<p><b>Schools Are Safe:</b> No schools in Arizona were identified as "persistently dangerous" under the new "No Child Left Behind" law. <i>Education Week. Quality Counts 2005: State of the States.</i></p>	<p><b>Schools Desperately Need Repairs:</b> Sixty-four percent (64%) of Arizona's schools have at least one inadequate building feature (e.g., roofs, plumbing, electric wiring), and 69% have at least one unsatisfactory environmental condition (e.g., poor air quality, poor heating, too much noise). <i>*ASCE's 2005 Report Card for America's Infrastructure.</i></p>

(Source: Arizona Education Association, and AIMS results from the Arizona Department of Education)

# Goal Development From Strategic Issues

There are key issues the department has identified that merit special high-priority attention. They are critical success factors important to the agency. There are also organizational strengths and opportunities that the agency has to build upon. These items reveal four key themes or areas that will become the future goals of the department as demonstrated below:



Note: There are two appendices that provide more detail: A) A detailed analysis of how the goals and strategies were developed based on the issues and the department's statutory authority; B) An analysis of the department's budget planning assumptions and how the agency's resources match to its goals.

## *Alignment of Key Agency Functions (Objectives) to Goals*

<p><b>Goal #1:</b> Provide <i>leadership</i> by initiating and advancing improvements to public education.</p> <p><b>Objective 1.1:</b> Set fair and reasonable <i>policies and standards</i> which foster excellence in public education.</p> <ul style="list-style-type: none"> <li>▪ Adopt and prescribe a minimum course of study in schools and minimum competency for students that are based on <i>high standards</i>.</li> <li>▪ Review and develop a fair and accurate <i>accountability plan</i> for public education in Arizona by coordinating the requirements of No Child Left Behind with Arizona LEARNS while seeking maximum flexibility.</li> </ul> <p><b>Objective 1.2:</b> Improve <i>communication and involvement</i> with the education community and other stakeholders.</p> <ul style="list-style-type: none"> <li>▪ Improve <i>communication and outreach</i> to the education community to generate input and discussion on education policy and initiatives.</li> <li>▪ Increase <i>participation and collaboration</i> with a variety of stakeholders to cultivate involvement and important partnerships.</li> </ul> <p><b>Objective 1.3:</b> <i>Advocate and promote</i> ideas and initiatives that will advance innovation and enhance resources for public education.</p> <ul style="list-style-type: none"> <li>▪ Develop <i>special projects and initiatives</i> that support and promote department and State Board of Education goals.</li> <li>▪ <i>Increase resources for public education</i> by promoting administrative efficiency, cultivating partnerships and pursuing increases in federal funding.</li> <li>▪ Work with the community to <i>improve access</i> to early education; career and technical training; family literacy and adult education; workforce development and other issues important not only to public education but to Arizona's quality of life.</li> </ul>	<p><b>Goal #2:</b> Offer <i>support and assistance to public schools and providers</i> for exemplary performance.</p> <p><b>Objective 2.1:</b> Provide technical assistance and training for schools to improve <i>effectiveness and school climate</i>.</p> <ul style="list-style-type: none"> <li>▪ Undertake original applied research along with the <i>identification, evaluation, and sharing of critical information and best practices</i> in public education.</li> <li>▪ Evaluate underperforming and/or schools that fail to meet academic standards and provide <i>proactive counsel</i> on how to make improvements.</li> <li>▪ Organize and hold <i>conferences/workshops</i> on various topics to assist schools in <i>improving effectiveness</i> and implementing best practices.</li> <li>▪ Acknowledge school innovation by <i>recognizing schools/districts</i> with outstanding programs and practices.</li> <li>▪ Provide <i>guidance</i> and assistance to schools in implementing <i>specialized efforts</i> critical to school success including:             <ul style="list-style-type: none"> <li>➢ <i>Broaden curriculum</i> and enrichment programs.</li> <li>➢ <i>Student health and safety</i>.</li> <li>➢ <i>Character education</i> and making focused improvements to <i>discipline</i>.</li> <li>➢ <i>Reading achievement</i>.</li> <li>➢ Dealing with <i>special populations</i> and at-risk students.</li> </ul> </li> </ul> <p><b>Objective 2.2:</b> Provide technical assistance and training for schools on federal and state <i>compliance issues</i>.</p> <ul style="list-style-type: none"> <li>▪ Offer and provide <i>one-on-one technical assistance</i> and guidance for interpretation and implementation of rules and regulations, along with the resolution of issues.</li> <li>▪ Organize and hold <i>conferences/workshops</i> on various topics to assist schools in meeting Arizona's <i>accountability requirements</i>.</li> <li>▪ Develop/make available <i>publications and correspondence</i> (written &amp; on-line) addressing policy requirements on various department issues.</li> </ul> <p><b>Objective 2.3:</b> Offer <i>professional development</i> opportunities to educators and administrators.</p> <ul style="list-style-type: none"> <li>▪ Develop and implement a <i>plan for supporting the continuum of teacher/principal growth</i> from attraction through certification, mentoring, and professional learning and development.</li> <li>▪ Organize and hold <i>conferences/workshops</i> on various <i>personal and professional development</i> topics important to educators and administrators including State Board of Ed. rules and regulations.</li> <li>▪ Develop/make available <i>on-line training/materials</i> on information to improve instruction &amp; academic skills of school personnel.</li> <li>▪ Increase the supply of teachers and administrators by providing <i>information on employment opportunities</i> and reducing barriers to entry into the profession by offering <i>alternative pathways</i>.</li> </ul>
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## *Alignment of Key Agency Functions (Objectives) to Goals [Continued...]*

<p><b>Goal #3:</b> Ensure maximum <u><i>academic and financial accountability</i></u> in public education.</p> <p><b>Objective 3.1:</b> Implement assessment of all Arizona <u><i>students</i></u> and report results to the public.</p> <ul style="list-style-type: none"> <li>▪ Develop <i>academic content standards</i> that are reasonable, fair, and appropriate for all Arizona students.</li> <li>▪ Develop and administer a <i>standards-based assessment</i> that matches the academic content standards in order to measure student achievement.</li> </ul> <p><b>Objective 3.2:</b> Review, monitor and report on the performance of Arizona’s <u><i>public schools and providers</i></u>.</p> <ul style="list-style-type: none"> <li>▪ Review, monitor and audit the expenditures of school districts and providers for <i>financial compliance</i>.</li> <li>▪ Monitor and ensure <i>improvements in academic achievement</i> for all students.</li> <li>▪ Ensure <i>compliance with state and federal statutes, regulations</i> and other contractual obligations.</li> <li>▪ Prepare federal and other required <i>plans, certifications and applications</i> for compliance and accountability purposes.</li> </ul> <p><b>Objective 3.3:</b> Ensure the quality of Arizona’s <u><i>educators</i></u> through evaluation, investigation and certification.</p> <ul style="list-style-type: none"> <li>▪ Administer and improve the quality of Arizona’s <i>teacher and administrator assessments</i>.</li> <li>▪ Verify the professional and content knowledge of teachers and administrators and <i>issue appropriate certificates</i>.</li> <li>▪ <i>Investigate and report on complaints</i> of professional educators in a thorough and timely manner to ensure student safety.</li> </ul>	<p><b>Goal #4:</b> Deliver high quality <u><i>customer service</i></u>.</p> <p><b>Objective 4.1:</b> Provide timely, reliable <u><i>support services</i></u>.</p> <ul style="list-style-type: none"> <li>▪ Enhance services by <i>evaluating department efforts</i> through a continuous improvement process, surveying customer satisfaction and offering employee training on customer service.</li> <li>▪ <i>Streamline paperwork and monitoring expectations</i> so that school/district staff are able to operate at maximum efficiency.</li> <li>▪ Employ the use of technology to <i>increase automation and the amount of web-based applications</i> available for department business.</li> </ul> <p><b>Objective 4.2:</b> Provide accurate and helpful <u><i>information</i></u> to the public.</p> <ul style="list-style-type: none"> <li>▪ Increase the <i>quality and amount of information and data</i> about the agency and Arizona education provided to constituents and the public.</li> <li>▪ Increase <i>media coverage</i> on the services and programs of the department.</li> <li>▪ <i>Answer questions</i> from the general public <i>and resolve disputes</i> on problems associated with Arizona’s public education system.</li> </ul> <p><b>Objective 4.3:</b> Promote a positive and productive <u><i>work environment</i></u> that cultivates teamwork and motivates employees.</p> <ul style="list-style-type: none"> <li>▪ Improve <i>employee satisfaction and morale</i> by improving communication, promoting teamwork and recognizing individual contributions.</li> <li>▪ Offer more <i>professional development and training</i> opportunities for department staff.</li> <li>▪ Increase the <i>use of data and information technology</i> as a management tool to make better informed decisions.</li> <li>▪ Ensure that necessary <i>fiscal and managerial systems</i> are in place to provide maximum accountability and performance.</li> </ul>
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# *Agency Performance*

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**BENCHMARKS**

**NATIONAL COMPARISONS**

**KEY AGENCY MEASURES**

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## Agency Performance Benchmarks

The following represents key performance measures that will be used by the department to monitor the outcome of public education efforts in Arizona. These key indicators will serve as benchmarks in time to measure the progress of student achievement based on the standards set by the Arizona State Board of Education. This includes AIMS and TerraNova (National norm referenced test) (prior to FY2005 Stanford 9 test was used) testing for elementary and high school students, plus monitoring the state drop out and graduation rates.

Performance Measures	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Estimate	FY 2007 Estimate
<b>Percent of schools with at least 75% of students meeting or exceeding standards in:</b>					
--reading	26	21	34	34	34
- writing	26	33	39	39	39
- math	14	12	34	34	34
<b>Percent of students tested:</b>					
Norm-referenced test – Grades2 and 9	NA	NA	90	100	100
AIMS	NA	NA	84	100	100

Performance Measures	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Estimate	FY 2007 Estimate
<b>Outcome 1: Overall percentage of elementary students meeting or exceeding AIMS standards</b>					
Percent of students in grade 3 meeting or exceeding state academic standards in reading.	77%	72%	72%	72%	72%
Percent of students in grade 3 meeting or exceeding state academic standards in writing.	78%	81%	77%	77%	77%
Percent of students in grade 3 meeting or exceeding state academic standards in math.	67%	64%	76%	76%	76%
Percent of students in grade 5 meeting or exceeding state academic standards in reading.	57%	52%	71%	71%	71%
Percent of students in grade 5 meeting or exceeding state academic standards in writing.	55%	62%	69%	69%	69%
Percent of students in grade 5 meeting or exceeding state academic standards in math.	50%	47%	71%	71%	71%
Percent of students in grade 8 meeting or exceeding state academic standards in reading.	55%	50%	67%	67%	67%
Percent of students in grade 8 meeting or exceeding state academic standards in writing.	46%	59%	82%	82%	82%
Percent of students in grade 8 meeting or exceeding state academic standards in math.	21%	26%	63%	63%	63%

<b>Performance Measures</b>	<b>FY 2003 Actual</b>	<b>FY 2004 Actual</b>	<b>FY 2005 Actual</b>	<b>FY 2006 Estimate</b>	<b>FY 2007 Estimate</b>
<b><i>Outcome 2: Overall percentage of high school students meeting or exceeding AIMS standards</i></b>					
Percent of students in grade 10 meeting or exceeding state academic standards in reading.	61%	59%	59%	59%	59%
Percent of students in grade 10 meeting or exceeding state academic standards in writing.	69%	62%	62%	62%	62%
Percent of students in grade 10 meeting or exceeding state academic standards in math.	39%	39%	39%	39%	39%
Percent of students in grade 11 meeting or exceeding state academic standards in reading.	38%	38%	56%	56%	56%
Percent of students in grade 11 meeting or exceeding state academic standards in writing.	54%	54%	56%	56%	56%
Percent of students in grade 11 meeting or exceeding state academic standards in math.	27%	27%	60%	60%	60%
Percent of students in grade 12 meeting or exceeding state academic standards in reading.	28%	29%	34%	34%	34%
Percent of students in grade 12 meeting or exceeding state academic standards in writing.	45%	39%	41%	41%	41%
Percent of students in grade 12 meeting or exceeding state academic standards in math.	15%	11%	29%	29%	29%

<b>Performance Measures</b>	<b>FY 2003 Actual</b>	<b>FY 2004 Actual</b>	<b>FY 2005 Actual</b>	<b>FY 2006 Estimate</b>	<b>FY 2007 Estimate</b>
<b><i>Outcome 3: Percentage of elementary students meeting or exceeding AIMS standards by subgroups</i></b>					
Percent of students with disabilities with proficient performance in reading in grade 3.	32%	31%	34%	37%	39%
Percent of students with disabilities with proficient performance in reading in grade 5.	27%	20%	17%	21%	23%
Percent of students with disabilities with proficient performance in reading in grade 8.	21%	17%	10%	12%	14%
Percent of Native American students meeting or exceeding Arizona Academic Standards in reading.	N/A	40%	42%	50%	53%
Percent of Native American students meeting or exceeding Arizona Academic Standards in mathematics.	N/A	15%	22%	30%	32%

Performance Measures	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Estimate	FY 2007 Estimate
<b>Outcome 4: Percentage of high school students meeting or exceeding AIMS standards by subgroups</b>					
Percent of students with disabilities with proficient performance in reading in grade 10.	26%	27%	17%	19%	21%
Percent of Career and Technical Education concentrators passing AIMS reading.	71.4%	59.5%	60.4%	60.9%	70.4%
Percent of Career and Technical Education concentrators passing AIMS writing.	76.5%	62.0%	62.5%	63.0%	63.5%

Performance Measures	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Estimate	FY 2007 Estimate
<b>Outcome 5: Percent of students tested who perform at or above the national norm on the norm referenced test Terra Nova</b>					
Percent in grade 2 – reading	44	46	52	52	52
Percent in grade 2 – math	51	53	52	52	52
Percent in grade 9 – reading	36	35	52	52	52
Percent in grade 9 – math	58	57	52	52	52

Performance Measures	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Estimate	FY 2007 Estimate
<b>Outcome 6: Overall student drop out rate</b>					
Percent of Arizona high school students who enter 9th grade and graduate within 4 years (based on previous school year).	70.8%	72.7	74.0	74.5%	75%
Percent of students that drop out of high school (based on previous school year).	9.5%	8.5%	4.8%	4.8%	4.8%

Performance Measures	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Estimate	FY 2007 Estimate
<b>Outcome 7: Adult learner education and employment gains</b>					
Percentage of learners age 16 years and older achieving educational gains in Adult Education.	34%	42%	50%	52%	54%
Percentage of learners age 16 years and older achieving employment goals.	72%	73%	76%	78%	80%
Percent of Career and Technical Education participants placed in school, job, or military after graduation.	70.3%	67.5%	68.0%	68.5%	69.0%
Percent of parents in family literacy programs achieving education gains.	54%	70%	71%	73%	75%
Percent of parents in family literacy programs achieving goal of retaining or improving employment.	98%	87%	88%	89%	90%

# National Comparisons

## Academic Performance – Percent Of Students Reading At Grade Level

In addition to benchmarking agency performance against individual student achievement in Arizona, the department's performance measures can be benchmarked to national data. Below is a comparison of the reading proficiency of Arizona students compared to its neighbor states and the national average. Arizona Grade 4 students' performance has shown a slight increase from 1998 to 2003, and Arizona Grade 8 students' levels have also shown a slight increase from 2002 to 2003. Both grades continued to perform below the national average. These figures illustrate why the department has identified improving reading proficiency by the third grade as a key strategy to increase academic performance.

Percentage of Grade 4 Students at or above Reading Proficient Level						Percentage of Grade 8 Students at or above Reading Proficient Level					
	1992	1994	1998	2002	2003	1998		2002		2003	
<b>Arizona</b>	<b>21</b>	<b>24</b>	<b>22</b>	<b>22</b>	<b>23</b>	<b>Arizona</b>	<b>27</b>	<b>23</b>	<b>25</b>		
California	19	18	20	21	21	California	21	20	22		
Nevada	n/a	n/a	20	21	20	Nevada	23	19	21		
New Mexico	23	21	21	21	19	New Mexico	23	20	20		
Texas	24	26	28	28	27	Texas	27	31	26		
Utah	30	30	28	33	32	Utah	31	32	32		
<b>National Average</b>	<b>27</b>	<b>28</b>	<b>28</b>	<b>30</b>	<b>30</b>	<b>National Average</b>	<b>30</b>	<b>31</b>	<b>30</b>		

Note: In 1998, 2002 and 2003, accommodations permitted.

Percent of Grade 4 Students at or above Reading Proficient Level By Race/Ethnicity												Percent of Grade 8 Students at or above Reading Proficient Level By Race/Ethnicity												
	Caucasian			Hispanic			African-American			Native American			Caucasian			Hispanic			African-American			Native American		
	'98	'02	'03	'98	'02	'03	'98	'02	'03	'98	'02	'03	'98	'02	'03	'98	'02	'03	'98	'02	'03	'98	'02	'03
<b>AZ</b>	<b>32</b>	<b>32</b>	<b>28</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>17</b>	<b>11</b>	<b>15</b>	<b>7</b>	<b>5</b>	<b>38</b>	<b>32</b>	<b>34</b>	<b>13</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>16</b>	<b>11</b>	<b>12</b>	<b>8</b>
CA	29	35	26	8	10	8	7	11	9	--	--	--	36	33	30	9	10	10	12	13	11	--	--	--
NV	27	28	22	12	11	10	6	10	9	12	--	12	31	25	27	10	8	8	10	7	7	--	--	--
NM	35	35	26	14	15	11	6	--	15	9	6	5	39	32	32	14	12	11	--	--	13	10	9	10
TX	43	44	30	15	18	14	11	14	13	--	--	--	40	47	36	15	17	14	12	15	13	--	--	--
UT	32	35	27	9	14	10	--	--	--	10	--	--	33	35	33	21	9	13	--	--	--	--	--	--
Nat'l Avg	37	41	41	13	15	15	10	12	13	--	22	16	39	41	41	14	15	15	13	13	13	--	17	17

Percentage of Economically Disadvantaged Students at or above Reading Proficient Level (Based on eligibility for the free or reduced lunch program)												
	Grade 4						Grade 8					
	Eligible			Not Eligible			Eligible			Not Eligible		
	1998	2002	2003	1998	2002	2003	1998	2002	2003	1998	2002	2003
<b>Arizona</b>	<b>9</b>	<b>11</b>	<b>10</b>	<b>33</b>	<b>32</b>	<b>28</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>37</b>	<b>31</b>	<b>32</b>
California	7	9	8	30	37	25	7	11	12	34	30	30
Nevada	9	13	9	27	27	23	12	11	12	28	22	23
New Mex	13	15	11	36	35	24	13	11	10	33	31	26
Texas	14	20	14	43	39	29	13	16	12	37	44	34
Utah	17	22	16	32	39	29	21	21	19	35	36	35
<b>National Average</b>	<b>13</b>	<b>16</b>	<b>15</b>	<b>40</b>	<b>42</b>	<b>42</b>	<b>14</b>	<b>17</b>	<b>16</b>	<b>38</b>	<b>40</b>	<b>40</b>

**Source:** National Center for Education Statistics, the National Assessment of Educational Progress (NAEP) *The Nations Report Card – Reading Highlights 2003 and individual State Profiles*. NAEP is the only continuing national survey of student performance in various academic areas and has designated three achievement levels: basic, proficient, and advanced. The proficient level, which represents solid academic performance, was identified as the achievement level that all students should attain.

## Workforce Quality – Percent of Adults Completing High School

The chart below shows the high school completion rates for Arizona adults (over 25 years of age). It compares Arizona to its neighbor states and the national average. Arizona continues to remain below the national average. The percentage of Arizona adults who are a high school graduate dropped between 2000 and 2003 while the national average went up. Recent studies and data on Arizona's current drop out problem also illustrate that this trend will most likely continue. Therefore, the department has placed particular emphasis on various school supports to help reverse these trends.

<b>EDUCATIONAL ATTAINMENT</b> (25 Years of Age and Older)			
<i>IN PERCENTAGE, HIGH SCHOOL GRADUATE OR MORE. AS OF APRIL 1990, MARCH 2000 AND MARCH 2003</i>			
	<b>1990</b>	<b>2000</b>	<b>2003</b>
<b>Arizona</b>	<b>78.7</b>	<b>85.1</b>	<b>83.8</b>
California	76.2	81.2	81.1
Nevada	78.8	82.8	85.6
New Mexico	75.1	82.2	81.7
Texas	72.1	79.2	77.2
Utah	85.1	90.7	89.4
<b>National Average</b>	<b>75.2</b>	<b>84.1</b>	<b>84.6</b>

**Source:** *Statistical Abstract of the United States*, U.S. Census Bureau.

## School Choice – Charter School Enrollment

Arizona continues to lead the nation in offering more options to parents through charter schools. In fact, the Center for Education Reform ranked Arizona number one in 2004 with having the strongest law possible that facilitates better academic results. Across the country, charter schools have increased dramatically since the first one opened in 1992. According to Center for Education Reform, forty states and the District of Columbia had charter schools in operation in the 2004-2005 school year. States with the most charter schools in operation include: California (533); Arizona (509); Florida (301); and Ohio (255).

	<b>Total Charter School Enrollment</b>			<b>Total Charter Schools</b>		
	<b>1998-1999</b>	<b>2002-2003</b>	<b>2004-2005</b>	<b>1998-1999</b>	<b>2002-2003</b>	<b>2004-2005</b>
<b>Arizona</b>	<b>32,209</b>	<b>73,542</b>	<b>83,906</b>	<b>222</b>	<b>464</b>	<b>509</b>
California	73,905	153,935	181,928	210	428	533
Nevada	No schools		4,516	No Schools		21
New Mexico	4,601	4,234	7,723	3	28	42
Texas	18,590	60,562	80,000	168	221	234
Utah	No schools	1,259	6,808	No schools	12	29
<b>National Figures</b>	<b>252,009</b>	<b>684,495</b>	<b>863,946</b>	<b>1,484</b>	<b>2,695</b>	<b>3,345</b>

**Source:** Center for Education Reform.

# Key Agency Performance Measures

## Balanced Scorecard Analysis

One way to analyze the agency's strategic direction is through a new approach to strategic management that was developed in the early 1990s by Drs. Robert Kaplan and David Norton. They named this system the 'balanced scorecard'. The balanced scorecard is a management system that enables organizations to clarify their vision and strategy and translate them into action. It provides feedback around both the internal business processes and external outcomes in order to continuously improve strategic performance and results. The chart below is the department's attempt to show how the agency's goals and strategies line up from a mission, customer, stakeholder and internal process perspective. The last perspective, learning and growth, emphasizes particular areas that will need greater attention for the future. This includes how the public education system can make systemic changes to improve effectiveness and how technology will impact learning and productivity.

Taken as a whole, this analysis shows how the objectives were formulated to be the critical factors that will lead to overall agency success. It also highlights the key performance measures that will be used by the agency to evaluate its impact for the future.

MISSION PERSPECTIVE		
CRITICAL SUCCESS FACTOR	OBJECTIVES	KEY PERFORMANCE MEASURES
Academic excellence for all students.	1.1) Set fair and reasonable policies and standards which foster excellence in public education.  1.3) Advocate and promote ideas and initiatives that will advance innovation and enhance resources for public education.	Agency Benchmarks (Overall and by subgroups): <ul style="list-style-type: none"> <li>▪ Percentage of elementary students meeting or exceeding AIMS standards.</li> <li>▪ Percentage of high school students meeting or exceeding AIMS standards.</li> <li>▪ Percentage of students scoring at or above the national norm on the norm referenced test Terra Nova.</li> <li>▪ Student drop out rate.</li> </ul>

CUSTOMER PERSPECTIVE		
CRITICAL SUCCESS FACTOR	OBJECTIVES	KEY PERFORMANCE MEASURES
Communication and involvement.	2.2) Improve communication and involvement with the education community and other stakeholders.	<ul style="list-style-type: none"> <li>▪ Number of special meetings held by the State Board of Education to receive input and engage stakeholders and the general public in policy discussions.</li> <li>▪ Number of different individuals participating on the Superintendent's advisory committees.</li> </ul>
School improvements.	2.1) Provide technical assistance and training for schools to improve effectiveness and school climate.  2.2) Provide technical assistance and training for schools on federal and state compliance issues.	<ul style="list-style-type: none"> <li>▪ Percent of all underperforming schools provided solutions team assistance.</li> <li>▪ Percent of attendees reporting readiness to implement Arizona Academic Standards as a result of resources, support and training.</li> </ul>
Professional development assistance to educators.	2.3) Offer professional development opportunities to educators and administrators.	<ul style="list-style-type: none"> <li>▪ Number of professional development opportunities provided to teachers, principals and school administrators.</li> </ul>

<b>STAKEHOLDER PERSPECTIVE</b>		
<b>CRITICAL SUCCESS FACTOR</b>	<b>OBJECTIVES</b>	<b>KEY PERFORMANCE MEASURES</b>
Fair assessment of all students.	3.1) Implement assessment of all students and report results to the public.	<ul style="list-style-type: none"> <li>▪ Number of AIMS tests administered.</li> <li>▪ Percent of students tested who perform at or above the national norm on the norm referenced test.</li> </ul>
Schools are performing.	3.2) Review, monitor and report on the performance of Arizona's public schools and providers.	<ul style="list-style-type: none"> <li>▪ Percentage of Title 1 schools that meet adequate yearly progress.</li> <li>▪ Percent of grantees in compliance.</li> </ul>
Quality education personnel.	3.3) Ensure the quality of Arizona's educators through evaluation, investigation and certification.	<ul style="list-style-type: none"> <li>▪ Percent of applicants successfully passing professional content and knowledge certification examinations.</li> </ul>

<b>INTERNAL PROCESS PERSPECTIVE</b>		
<b>CRITICAL SUCCESS FACTOR</b>	<b>OBJECTIVES</b>	<b>KEY PERFORMANCE MEASURES</b>
Efficient support services.	4.1) Provide timely, reliable support services.	<ul style="list-style-type: none"> <li>▪ Percent of customers satisfied with agency's services.</li> </ul>
Useful information to decision makers/public.	4.2) Provide accurate and helpful information to the public.	<ul style="list-style-type: none"> <li>▪ Number of press releases generated and made available.</li> <li>▪ Number of individuals on the department's distribution list receiving newsletters and reports.</li> </ul>
Productive work environment.	4.3) Provide a positive and productive work environment that cultivates teamwork and motivates employees.	<ul style="list-style-type: none"> <li>▪ Percentage of employees satisfied with their job.</li> </ul>

<b>LEARNING AND GROWTH PERSPECTIVE</b>		
<b>CRITICAL SUCCESS FACTOR</b>	<b>OBJECTIVES</b>	<b>KEY PERFORMANCE MEASURES</b>
School effectiveness.	2.1) Provide technical assistance and training for schools to improve effectiveness and school climate.	<ul style="list-style-type: none"> <li>▪ Percentage of schools labeled as underperforming.</li> </ul>
Utilization of technology.	<p>2.3c) Develop and make available on-line training/materials on information designed to improve the instruction and academic skills of school personnel.</p> <p>4.3c) Increase the use of data and information technology as a management tool to make better informed decisions.</p>	<ul style="list-style-type: none"> <li>▪ Number of Department of Education website "hits."</li> <li>▪ Percent reduction in average downtime of Internet servers.</li> </ul>

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# *Strategic Goals*

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## **OBJECTIVES STRATEGIES**

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# Strategic Goal 1

*Provide leadership by initiating and advancing improvements to public education.*

Superintendent of Public Instruction Tom Horne began his term with an entirely new top executive team for the Department of Education. These positions have been filled with experienced educators and emphasize one of our principal themes: the new Department of Education will provide educational leadership, including drawing on talented teachers, principals, and administrators to help all of our schools achieve academic excellence. This type of leadership must continue to raise the bar and improve academic performance in Arizona's public schools.

## Objective 1.1

Set fair and reasonable policies and standards which foster excellence in public education.



## Objective 1.3

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

## Objective 1.2

Improve communication and involvement with the education community and other stakeholders.

# Strategic Goal 1

*Provide leadership by initiating and advancing improvements to public education.*

It is the job of the State Board of Education and the Superintendent of Public Instruction to set and implement the policies and standards that regulate the conduct of the public school system. A big part of those duties include prescribing a minimum course of study in schools and minimum competency requirements for the promotion of students in the K-12 system. In its pursuit to improve student achievement, the department

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

and board has recommended improvements built on a foundation of 1) High Standards -- commitment to provide Arizona students with quality curriculum and instruction aligned to the Arizona Academic Standards; and 2) Accountability -- accurate school achievement profiles examining each school's overall performance and a clear definition of the school improvement process.

## Strategies for Objective 1.1

Adopt and prescribe a minimum course of study in schools and minimum competency for students that are based on ***high standards***.

Review and develop a fair and accurate ***accountability plan*** for public education in Arizona by coordinating the requirements of No Child Left Behind with Arizona LEARNS while seeking maximum flexibility.

# Strategic Goal 1

*Provide leadership by initiating and advancing improvements to public education.*

To be a good leader one must be a good listener. The department is anxious to work with all parts of the education community and the public at large to include their ideas as the department and the State Board of Education develops education policy. The department understands the importance of teamwork with teachers, principals and district

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

administrators throughout Arizona, along with teamwork with business and other groups who care about education. It is important to cultivate and collaborate with department partners to maximize the flow of ideas and information among stakeholders on the needs of learners and business.

## Strategies for Objective 1.2

Improve *communication and outreach* to the education community to generate input and discussion on education policy and initiatives.

Increase *participation and collaboration* with a variety of stakeholders to cultivate involvement and important partnerships.

# Strategic Goal 1

*Provide leadership by initiating and advancing improvements to public education.*

One of the key roles of the Department of Education, working with the State Board of Education, is to recommend direction to the legislature pertaining to schools. It is Superintendent Horne's hope that the department will be a place of intellectual passion and ferment,

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

processing many ideas, and effectively advocating and advancing the implementation of the best of them. The department is committed to only advancing and promoting efforts that will lead to producing results in higher academic achievement for all students.

## Strategies for Objective 1.3

Develop *special projects and initiatives* that support and promote department and State Board of Education goals.

*Increase resources for public education* by promoting administrative efficiency, cultivating partnerships and pursuing increases in federal funding.

Work with the community to *improve access* to early education, career and technical training, family literacy and adult education, workforce development and other issues important not only to public education but to Arizona's quality of life.

# Strategic Goal 2

*Provide support to public schools and providers for exemplary performance.*

Superintendent Tom Horne has committed the Department of Education to be primarily a service organization, helping school districts, charter schools, and contracted educational providers achieve more academic success. To do this, the department will establish a broad range of supports for schools and educators in their efforts to build strong foundations for our students. The department will provide training, school improvement assistance, evaluation, dissemination of information, and funding that will assist schools with targeted issues. The department also serves as the primary source of current, reliable and accurate information on the latest innovations in public education. This includes information on scientifically based programs and the design and implementation of prevention and intervention strategies.

## **Objective 2.1**

Provide technical assistance and training for schools to improve effectiveness and school climate.

## **Objective 2.2**

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



## **Objective 2.3**

Offer professional development opportunities to educators and administrators.

## Strategic Goal 2

*Provide support to public schools and providers for exemplary performance.*

The department has placed great emphasis and resources toward helping schools succeed. The department believes it will take systemic change within the environment, administration, and organizational structure of our schools to improve performance.

To assist, the department will provide all Arizona schools critical information and guidance on how to improve. Central to this will be a guide (rubric) that will serve three primary functions: 1) as a blueprint to communicate the State Superintendent's high expectations; 2) as a self-assessment tool to be used by the local educational community; and 3) as an external assessment tool to be used by department School Improvement Teams (for underperforming schools, the department will dispatch teams of experts to help).

**Objective 2.1**  
*Provide technical assistance and training for schools to improve effectiveness and school climate.*

This rubric is anchored in the scientifically research-based principles and indicators that consistently distinguish top-performing schools. The indicators are defined within the following four standards: 1) School and District Leadership Capacity -- Focuses on improved student achievement; 2) Curriculum,

Instruction, and Professional Development – Provides all students the opportunity to meet or exceed with rigorous curriculum and instruction; 3) Classroom and School Assessments – Uses multiple standards-based assessments, strategies, and data to measure and monitor student performance; 4) School Culture, Climate, and Communication -- Supports a climate conducive to student achievement, and possesses effective communication.

### Strategies for Objective 2.1

Undertake original applied research along with the *identification, evaluation, and sharing of critical information and best practices* in public education.

Evaluate underperforming schools and/or schools that fail to meet academic standards and provide *proactive counsel* on how to make improvements.

Organize and hold *conferences/workshops* on various topics to assist schools in *improving effectiveness* and implementing best practices.

Acknowledge school innovation by *recognizing schools/districts* with outstanding programs and practices.

Provide *guidance* and assistance to schools in implementing *specialized efforts* critical to school success, including:

- *Broaden curriculum* and enrichment programs.
- Student *health and safety*.
- *Character education* and making focused improvements to *discipline*.
- *Reading achievement*.
- Dealing with *special populations* and at-risk students.

## Strategic Goal 2

*Provide support to public schools and providers for exemplary performance.*

In addition to providing financial assistance to local educational agencies and educational providers, the department also provides supplemental help in complying with the uses of those resources. This includes assistance in understanding and interpreting state and federal rules and regulations. Additionally, Arizona

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

is experiencing dramatic demographic changes and is seeing a rise in the number of students with unique needs. Because of this, schools need additional support and advice in meeting the needs of these special students. Department staff is also there to resolve disputes and problems as they arise.

### Strategies for Objective 2.2

Offer and provide *one-on-one technical assistance* and guidance for interpretation and implementation of rules and regulations, along with the resolution of issues.

Organize and hold *conferences/workshops* on various topics to assist schools in meeting Arizona's *accountability requirements*.

Develop and make available *publications and correspondence* (in written form and on-line) addressing policy requirements on various department issues.

## Strategic Goal 2

*Provide support to public schools and providers for exemplary performance.*

In order to deliver access to extraordinary education to every student in the state, 40,000 Arizona teachers, principals, superintendents, other educators and administrators must be trained. To accomplish this, technical assistance will be necessary.

Department Regional Training Centers will be responsible for ensuring that

**Objective 2.3**  
*Offer professional development opportunities to educators and administrators.*

school and district staff in the region are appropriately trained. The department will also combine its resources and utilize the expertise from schools, community colleges, universities, and business/industry to be instrumental in delivering a coordinated, effective professional development strategy for all school educators and administrators.

### Strategies for Objective 2.3

Develop and implement a *plan for supporting the continuum of teacher/principal growth* from attraction through certification, mentoring and professional learning and development.

Organize and hold *conferences/workshops* on various *personal and professional development* topics important to educators and administrators including State Board of Education rules and regulations.

Develop and make available *on-line training/materials* on information designed to improve the instruction and academic skills of school personnel.

Increase the supply of teachers and administrators by providing *information on employment opportunities* and reducing barriers to entry into the profession by offering *alternative pathways*.

# Strategic Goal 3

*Ensure maximum academic and financial accountability in public education.*

A system of real school accountability is important to improving our educational system. However, it must be fair with expectations clear and understandable. With the passage of Arizona LEARNS and the federal requirements of No Child Left Behind, the department is taking steps to develop an accountability system that will provide students and their families with the information they need. The department is committed to ensuring: 1) academic accountability -- all students have the skills and knowledge they need to succeed; 2) financial accountability -- getting the most from every dollar spent on public education; and 3) educator accountability – high quality teachers and administrators; along with student safety.

## **Objective 3.1**

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



## **Objective 3.2**

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

## **Objective 3.3**

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

# Strategic Goal 3

*Ensure maximum academic and financial accountability in public education.*

Accountability requires a standard from which to work and a way to measure progress. The purpose of Arizona's academic standards is to define what the citizens of the State expect children to know and be able to do by the time they graduate and to raise the achievement level of all students in the State's public and charter schools. The Thomas B. Fordham Foundation has rated Arizona's standards as among the best in the nation for being "clear and specific about the content and skills all students are expected to learn."

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

In addition to establishing standards, the department has developed a state assessment program as a means to measure student progress in meeting the state standards. The department administers Arizona's Instrument to Measure Standards (AIMS) in reading, writing, and mathematics in the benchmark grades three, five, and eight, and in high school. The State also administers Stanford Achievement Test, Ninth Edition (SAT 9), a norm-referenced test, in Reading, Language Arts and Mathematics in grades two through eleven. Schools are also required to report assessment results to the public.

## Strategies for Objective 3.1

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

Develop and administer a *standards-based assessment* that matches the academic content standards in order to measure student achievement.

# Strategic Goal 3

*Ensure maximum academic and financial accountability in public education.*

Every school must respond to the accountability called for at the national, state and local levels. Arizona's new accountability system, Arizona LEARNS, focuses on ensuring schools are making progress. By requiring school labeling and performance reports, parents can know whether their school is improving, excelling, maintaining or underperforming and what steps are being taken to ensure success. The department is currently restructuring Arizona's school finance system that drives the

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

need for a Student Accountability Information System (SAIS). SAIS provides necessary information to local school administrators and assists the department in ensuring the efficient use of public resources.

In addition, the department reviews and provides oversight on a number of other issues related to ensuring compliance on various federal and state rules and regulations. In doing so, the department resolves disputes and provides recourse for problems and accountability enforcement issues.

## Strategies for Objective 3.2

Review, monitor and audit the expenditures of school districts and providers for **financial compliance**.

Monitor and ensure **improvements in academic achievement** for all students.

Ensure **compliance with state and federal statutes, regulations** and other contractual obligations.

Prepare federal and other required **plans, certifications and applications** for compliance and accountability purposes.

# Strategic Goal 3

*Ensure maximum academic and financial accountability in public education.*

Over the past decade, several compelling studies have identified the strong connection between student achievement and teacher preparation and skills. These findings emphasize the importance of all students having highly qualified and skilled teachers.

The state must invest in ways to ensure better teaching quality. While significant work has been done in the development and dissemination of teaching standards, careful alignment of teacher preparation and development efforts remain a challenge.

**Objective 3.3**  
*Ensure the quality of Arizona's educators through evaluation, investigation and certification.*

To address this issue, the department works to:  
1) consistently and accurately enforce the rules and regulations governing the certification of professional educators in the state; 2) verify the professional and content knowledge of teachers and administrators who apply for certification through written assessments; 3) issue appropriate certificates and evaluation reports to applicants for certification in a timely manner; and 4) investigate and coordinate certification complaints.

## Strategies for Objective 3.3

Administer and improve the quality of Arizona's *teacher and administrator assessments*.

Verify the professional and content knowledge of teachers and administrators and *issue appropriate certificates*.

*Investigate and report on complaints* of professional educators in a thorough and timely manner to ensure student safety.

# Strategic Goal 4

*Deliver high quality customer service.*

There has been a shift toward emphasizing the importance of customer service in the Department of Education since Superintendent Tom Horne took office. Along with this service orientation, the department is committed to improving employee morale and productivity, along with creating a spirit of teamwork. Improving service and productivity will require attention, commitment and innovation with a focus on results. It is the intent of the Department of Education to be a model of good, effective government and be known for its responsiveness and high quality of services.

## **Objective 4.1**

Provide timely, reliable support services.

## **Objective 4.2**

Provide accurate and helpful information to the public.



## **Objective 4.3**

Promote a positive and productive work environment that cultivates teamwork and motivates employees.

*“The only choice for an institution is between management and mismanagement....Whether it is being done right or not will determine largely whether the enterprise will survive and prosper or decline and ultimately fail.”*

*-- Peter F. Drucker*

# Strategic Goal 4

*Deliver high quality customer service.*

Effective operations management is the process of designing, operating and controlling a productive work environment capable of transforming physical resources and human talent into needed services the department is required to offer. The department will continue to work on improvements to services that support the agency's ability to accomplish its mission. The department is moving towards the

**Objective 4.1**  
*Provide timely, reliable support services.*

full implementation of having real-time student accounting, funding, grants management and grant funding in an effort to streamline paperwork and administrative burdens. The advancement of technology will be indispensable as a primary means for simplifying administrative work, evaluating success, improving teaching and learning, and thus enhancing access to extraordinary education.

## Strategies for Objective 4.1

Enhance services by *evaluating department efforts* through a continuous improvement process, surveying customer satisfaction and offering employee training on customer service.

*Streamline paperwork and monitoring expectations* so that school/district staff are able to operate at maximum efficiency.

Employ the use of technology to *increase automation and the amount of web-based applications* available for department business.

# Strategic Goal 4

*Deliver high quality customer service.*

With increasing attention on education and school accountability, decision makers and the general public are demanding more and more information. In order to understand the state of education in Arizona, the department attempts to serve as the primary source of current and reliable information on the status and needs of Arizona's public school system.

**Objective 4.2**  
*Provide accurate and helpful information to the public.*

The department works to provide objective research and provides technical support to schools and districts on data interpretation and use. In addition to the production and dissemination of data and information, the agency also attempts to gain insight into educational concerns through outreach and feedback from the education community and other interested parties.

## Strategies for Objective 4.2

Increase the *quality and amount of information and data* about the agency and Arizona education provided to constituents and the public.

*Answer questions* from the general public *and resolve disputes* on problems associated with Arizona's public education system.

Increase *media coverage* on the services and programs of the department.

# Strategic Goal 4

*Deliver high quality customer service.*

In our increasingly complex and rapidly changing world, and with an issue as complicated as education, the need for intelligent management is greater than ever before. This strategic plan affords the department the opportunity to effectively manage by objectives. Meeting its goals and objectives will mean attention to the workplace and increasing employee satisfaction and ultimately productivity. The challenge is even more

**Objective 4.3**  
*Promote a positive and productive work environment that cultivates teamwork and motivates employees.*

ominous during a time of limited resources. Department management will spend the time to be effective (get the job done). By continuing to focus on improving its information technology capabilities, the department will ultimately increase productivity in the field as well as internally. Effective information technology will increase the efficiency of the department's business operations.

## Strategies for Objective 4.3

Improve *employee satisfaction and morale* by improving communication, promoting teamwork and recognizing individual contributions.

Offer more *professional development and training* opportunities for department staff.

Increase the *use of data and information technology* as a management tool to make better informed decisions.

Ensure that necessary *fiscal and managerial systems* are in place to provide maximum accountability and performance.

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# *Appendix*

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## **GOALS & STRATEGIES ANALYSIS**

## **RESOURCE ASSUMPTIONS**

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# Appendix A

## Goals and Strategies Analysis

The following tables provide more of a detailed analysis of how the goals and strategies were developed based on the issues and the department’s statutory authority.

<b>GOAL #1: Provide <u>leadership</u> by initiating and advancing improvements to public education.</b>			
<i>Objective</i>	<i>Issues Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
1.1: Set fair and reasonable <b><u>policies and standards</u></b> which foster excellence in public education.	<p><b>Policy &amp; Standards</b></p> <ul style="list-style-type: none"> <li>▪ Academic standards</li> <li>▪ Alignment of Statutes</li> <li>▪ Link assessment to standards</li> <li>▪ Benchmarking for anticipated policy changes</li> <li>▪ Legislative rule vagueness</li> <li>▪ “Standards” testing</li> <li>▪ Increase in accountability</li> <li>▪ AIMS implementation</li> <li>▪ External influences on educational policy</li> <li>▪ Proposition 301</li> <li>▪ Federal policy uncertainty</li> <li>▪ Quality of standards</li> <li>▪ Changing business requirements</li> <li>▪ Graduation requirements</li> <li>▪ Charter school policies</li> <li>▪ Reduced elective course opportunities for students</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>▪ Prioritizing resources based on improving performance results</li> <li>▪ Board responding to performance assessments</li> <li>▪ Increase external/internal expectations</li> <li>▪ Uncertainty of federal accountability system</li> <li>▪ Board’s expectation to verify curriculum alignment</li> <li>▪ Using Stanford 9 scores to evaluate school performance</li> <li>▪ Testing backlash</li> <li>▪ Board changing directions - allowing exceptions to test</li> <li>▪ Program evaluation</li> <li>▪ Legislature misuses of the test</li> <li>▪ Clarify performance objectives</li> <li>▪ Focused on procedures and process rather than achievement</li> </ul>	<p><b>ARS 15-231:</b> The state board of education which shall be the policy determining body of the department.</p> <p><b>ARS 15-741.01:</b> A) Based on the data reported on the report cards, the state board shall adopt specific state level objectives for each of the following goal areas: 1) Achievement levels of pupils at the end of grade three, grade eight and grade twelve. 2) Dropout and high school graduation rates. 3) Postsecondary employment and college enrollment rate.</p> <p><b>ARS 15-203:</b> A. The state board of education shall: 1) Exercise general supervision over and regulate the conduct of the public school system.</p>	<ul style="list-style-type: none"> <li>▪ Adopt and prescribe a minimum course of study in schools and minimum competency for students that are based on <b>high standards</b>.</li> <li>▪ Review and develop a fair and accurate <b>accountability plan</b> for public education in Arizona by coordinating the requirements of No Child Left Behind with Arizona LEARNS while seeking maximum flexibility.</li> </ul>

<b>GOAL #1: Provide <u>leadership</u> by initiating and advancing improvements to public education.</b>			
<i>Objective</i>	<i>Issues Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
1.2: Improve <b><u>communication and involvement</u></b> with the education community and other stakeholders.	<p><b>Partnerships/Collaboration</b></p> <ul style="list-style-type: none"> <li>▪ Outreach and increasing business and industry participation</li> <li>▪ Partnership with educational platform</li> <li>▪ Working on educational partnerships</li> <li>▪ Work with federal programs</li> <li>▪ Polarized groups on how to best meet needs</li> <li>▪ Working with universities</li> </ul> <p><b>Public Education</b></p> <ul style="list-style-type: none"> <li>▪ Message to customers &amp; stakeholders</li> <li>▪ Increase awareness and buy-in</li> <li>▪ Misperception of AIMS</li> <li>▪ Lack of literature in the home</li> <li>▪ Lack of public awareness on literacy</li> <li>▪ Lack of awareness-schools, internally, etc.</li> <li>▪ Improve global ADE &amp; public awareness on charter schools</li> <li>▪ Increase outreach</li> <li>▪ Perceptions on change of administration</li> </ul>	<p><b>ARS 15-251:</b> The superintendent of public instruction shall: 1) Superintend the schools of this state. 5) Execute, under the direction of the state board of education, the policies which have been decided upon by the state board.</p> <p><b>ARS 15-255:</b> The superintendent of public instruction shall make a report to the governor and legislature each year.</p>	<ul style="list-style-type: none"> <li>▪ Improve <b>communication and outreach</b> to the education community to generate input and discussion on education policy and initiatives.</li> <li>▪ Increase <b>participation and collaboration</b> with a variety of stakeholders to cultivate involvement and important partnerships.</li> </ul>

<b>GOAL #1: Provide <u>leadership</u> by initiating and advancing improvements to public education.</b>			
<i>Objective</i>	<i>Issues Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
1.3: <b><u>Advocate and promote</u></b> ideas and initiatives that will advance innovation and enhance resources for public education.	<p><b><u>Advocacy &amp; Innovation</u></b></p> <ul style="list-style-type: none"> <li>▪ Proactive approaches</li> <li>▪ Efforts towards receiving federal grants</li> <li>▪ National focus on education</li> <li>▪ Political climate</li> <li>▪ Opportunity for change</li> <li>▪ Using data for decision making</li> <li>▪ Growing population &amp; changes in demographics</li> <li>▪ Low levels of funding schools, could be decreased</li> <li>▪ Federal funding limited</li> <li>▪ Access to quality Early Childhood programs</li> <li>▪ Improve preschool services</li> <li>▪ Keeping career and technical education viable</li> </ul>	<p><b><u>ARS 15-206:</u></b> A) The state board of education may accept on behalf of this state from any federal agency monies which have been appropriated by act of Congress for defense in education, reduction of illiteracy, teaching of immigrants, employment and training, educational support services or other educational purpose.</p> <p><b><u>ARS 15-256:</u></b> Consistent with the purposes of the education flexibility partnership act, the superintendent of public instruction may issue to schools and school districts waivers of state statutory requirements related to programs described in 20 United States Code section 5891(b).</p>	<ul style="list-style-type: none"> <li>▪ Develop <b><i>special projects and initiatives</i></b> that support and promote department and State Board of Education goals.</li> <li>▪ <b><i>Increase resources for public education</i></b> by promoting administrative efficiency, cultivating partnerships and pursuing increases in federal funding.</li> <li>▪ Work with the community to <b><i>improve access</i></b> to early education, career and technical training; family literacy and adult education, workforce development and other issues important not only to public education but to Arizona's quality of life.</li> </ul>

<b>GOAL #2: Offer <u>support and assistance</u> to public schools and providers for exemplary performance.</b>			
<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
2.1: Provide technical assistance and training for schools to improve <b><u>effectiveness and school climate.</u></b>	<p><b><u>Technical Assistance &amp; Training</u></b></p> <ul style="list-style-type: none"> <li>▪ Help schools with at-risk students meet standards and align assessment systems</li> <li>▪ Development of assistance package to schools</li> <li>▪ More ongoing technical assistance</li> <li>▪ Improve technical knowledge of system</li> <li>▪ Policy changes</li> <li>▪ Lack of LEA awareness on how to appropriately service neglected and delinquent students</li> </ul> <p><b><u>School Support</u></b></p> <ul style="list-style-type: none"> <li>▪ Inform charter schools on certification, website access, and potential operators on preferred characteristics to ensure charter schools success</li> <li>▪ Increasing number of schools</li> <li>▪ Education of new charters</li> <li>▪ Discover comparable options to work in remote areas</li> <li>▪ Schools' resistance to changes</li> <li>▪ Implement character education (CE) program</li> <li>▪ Lack of funding for health issues</li> </ul>	<p><b><u>ARS 15-231.02:</u></b> The department of education shall establish a central clearinghouse within the department for information concerning school safety.</p> <p><b><u>ARS 15-241:</u></b> N) The superintendent of public instruction, based on need, shall assign a solutions team to the school. The team shall work with staff at the school to assist in curricula alignment and shall instruct teachers on how to increase pupil academic progress.</p> <p><b><u>ARS 15-712:</u></b> B) At the request of a school district, the department of education shall provide technical assistance to school districts that choose to implement programs to prevent chemical abuse.</p> <p><b><u>ARS15-715:</u></b> A) Each common and unified school district shall develop a plan to supplement the regular education program by providing special academic assistance to pupils in kindergarten programs and grades one through three. F) The department of education shall provide technical assistance to school districts in developing and implementing their plan.</p> <p><b><u>ARS 15-809:</u></b> A) The department of education shall establish an AIMS intervention and dropout prevention program.</p>	<ul style="list-style-type: none"> <li>▪ Undertake original applied research along with the <b><i>identification, evaluation, and sharing of critical information and best practices</i></b> in public education.</li> <li>▪ Evaluate underperforming schools and/or schools that fail to meet academic standards and provide <b><i>proactive counsel</i></b> on how to make improvements.</li> <li>▪ Organize and hold <b><i>conferences/workshops</i></b> on various topics to assist schools in <b><i>improving effectiveness</i></b> and implementing best practices.</li> <li>▪ Acknowledge school innovation by <b><i>recognizing schools/districts</i></b> with outstanding programs and practices.</li> <li>▪ Provide <b><i>guidance</i></b> and assistance to schools in implementing <b><i>specialized efforts</i></b> critical to school success, including: <ul style="list-style-type: none"> <li>➢ <b><i>Broaden curriculum</i></b> and enrichment programs.</li> <li>➢ Student <b><i>health and safety.</i></b></li> <li>➢ <b><i>Character education</i></b> and making focused improvements to <b><i>discipline.</i></b></li> <li>➢ <b><i>Reading achievement.</i></b></li> <li>➢ Dealing with <b><i>special populations</i></b> and at-risk students.</li> </ul> </li> </ul>

**GOAL #2: Offer support and assistance to public schools and providers for exemplary performance.**

<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
<p>2.2: Provide technical assistance and training for schools on federal and state <b><u>compliance issues</u></b>.</p>	<p><b>Technical Assistance &amp; Training</b></p> <ul style="list-style-type: none"> <li>▪ More ongoing training</li> <li>▪ Provide professional development on curriculum standards and the measurement of developmental gains</li> <li>▪ Training customers on intranet services and information</li> <li>▪ Helping schools with targeted students</li> </ul> <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>▪ Monitoring</li> <li>▪ Grants process</li> <li>▪ Site visits</li> <li>▪ Blending federal &amp; state requirements</li> <li>▪ Increase in mandates</li> <li>▪ Written policies &amp; procedures</li> <li>▪ Continued improvement to monitoring</li> </ul>	<p><b>ARS 15-701:</b> A) The state board of education shall: 1) Prescribe a minimum course of study, as defined in section 15-101 and incorporating the academic standards adopted by the state board of education, to be taught in the common schools. 3) Distribute guidelines for the school districts to follow in prescribing criteria for the promotion of pupils from grade to grade in the common schools.</p> <p><b>ARS 15-771:</b> A) Each school district shall make available an educational program for preschool children with disabilities.</p> <p><b>ARS 15-756:</b> C) The superintendent of public instruction shall attempt to obtain the maximum amount of federal funding that is available for bilingual education programs and structured English immersion programs and any other funding from federal programs that apply to the educational needs of English learners.</p> <p><b>ARS 15-770:</b> A) The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils. B) The governing board shall submit the scope and the sequence to the department of education for approval.</p> <p><b>ARS 15-784:</b> A) The state assents to the provisions and accepts the benefits of the vocational education act of 1917, as amended by the Carl D. Perkins vocational and applied technology act of 1998. D) The state board of education may distribute the monies it receives as provided in subsection A to any eligible recipient of the monies under the federal law.</p> <p><b>ARS 15-205:</b> A) The state board of education may enter into contracts with the department of the interior for the welfare and education of Indians in schools of this state. The board shall administer the expenditure of federal funds provided under such contracts.</p> <p><b>ARS 15-719:</b> C) At the request of the school district or charter school, the department of education can certify that the school district or charter school has a character development instruction program that meets all of the requirements.</p> <p><b>ARS 15-1152:</b> The state board of education may direct the disbursement of federal and state monies, direct the distribution of commodities, prescribe regulations, employ personnel, give technical advice and assistance to governing boards in connection with establishment and operation of school meal programs, assist in training personnel engaged in operation of school meal programs.</p> <p><b>ARS 15-1251:</b> A) The state block grant for early childhood education program is established in the state board of education. The purpose of the program is to promote improved pupil achievement by providing flexible supplemental funding for early childhood programs, including preschool programs for economically disadvantaged children.</p>	<ul style="list-style-type: none"> <li>▪ Offer and provide <b>one-on-one technical assistance</b> and guidance for interpretation and implementation of rules and regulations, along with the resolution of issues.</li> <li>▪ Organize and hold <b>conferences/workshops</b> on various topics to assist schools in meeting Arizona's <b>accountability requirements</b>.</li> <li>▪ Develop/make available <b>publications and correspondence</b> (written &amp; on-line) addressing policy requirements on various department issues.</li> </ul>

<b>GOAL #2: Offer <u>support and assistance</u> to public schools and providers for exemplary performance.</b>			
<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
2.3: Offer <b><u>professional development</u></b> opportunities to educators and administrators.	<u>Technical Assistance &amp; Training</u> <ul style="list-style-type: none"> <li>▪ Strengthen the skills of educators</li> <li>▪ Strengthen the skills of school safety officers</li> <li>▪ Improve technical knowledge of system</li> <li>▪ Lack of training for LEA staff</li> <li>▪ Shortage of qualified staff at LEA level</li> <li>▪ High turnover in field</li> <li>▪ Depth of operational knowledge</li> <li>▪ District staff does not receive professional training</li> <li>▪ Lack of LEA awareness on how to appropriately service neglected and delinquent students</li> </ul>	<p><b>ARS 15-533:</b> To qualify for either a basic or standard teaching certificate, or equivalent certificate, a person must pass each component of the proficiency examination developed and administered by the state board of education.</p> <p><b>ARS 15-808:</b> A) A technology assisted project-based instruction program shall be instituted on a pilot basis to meet the needs of pupils in the information age. The state board of education shall select up to four existing public schools to participate in the program.</p> <p><b>ARS 15-918:</b> A) A school district governing board may apply to the state board of education for approval to budget for a career ladder program.</p>	<ul style="list-style-type: none"> <li>▪ Develop and implement a <b><i>plan for supporting the continuum of teacher/principal growth</i></b> from attraction through certification, mentoring and professional learning and development.</li> <li>▪ Organize and hold <b><i>conferences/workshops</i></b> on various <b><i>personal and professional development</i></b> topics important to educators and administrators including State Board of Ed. rules and regulations.</li> <li>▪ Develop/make available <b><i>on-line training/materials</i></b> on information to improve instruction &amp; academic skills of school personnel.</li> <li>▪ Increase the supply of teachers and administrators by providing <b><i>information on employment opportunities</i></b> and reducing barriers to entry into the profession by offering <b><i>alternative pathways</i></b>.</li> </ul>

<b>GOAL #3: Ensure maximum <u>academic and financial accountability</u> in public education.</b>			
<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
3.1: Implement assessment of all Arizona <b><u>students</u></b> and report results to the public.	<u>School Accountability</u> <ul style="list-style-type: none"> <li>▪ Focus (actions) on student achievement</li> <li>▪ Standards, curriculum, and assessment</li> <li>▪ Increase in number of schools</li> <li>▪ Accessibility of training on standards &amp; assessment</li> </ul>	<p><b>ARS 15-741:</b> A) The state board of education shall: 2) Adopt and implement an Arizona instrument to measure standards test to measure pupil achievement of the state board adopted academic standards in reading, writing and mathematics.</p> <p><b>ARS 15-743:</b> A) The state board of education shall provide annual reports (test results) for every school and district and the state as a whole.</p> <p><b>ARS 15-755:</b> In order to ensure that the educational progress of all Arizona students in academic subjects and in learning English is properly monitored, a standardized, nationally-normed written test of academic subject matter given in English shall be administered at least once each year to all Arizona public schoolchildren in grades 2 and higher.</p>	<ul style="list-style-type: none"> <li>▪ Develop <b><i>academic content standards</i></b> that are reasonable, fair, and appropriate for all Arizona students.</li> <li>▪ Develop and administer a <b><i>standards-based assessment</i></b> that matches the academic content standards in order to measure student achievement.</li> </ul>

<b>GOAL #3: Ensure maximum <u>academic and financial accountability</u> in public education.</b>			
<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
3.2: Review, monitor and report on the performance of Arizona's <b><u>public schools and providers.</u></b>	<p><b>School Accountability</b></p> <ul style="list-style-type: none"> <li>▪ Accountability based on data reported by external customers</li> <li>▪ Prioritizing resources based on improving performance results</li> <li>▪ Board's expectation to verify curriculum alignment</li> </ul> <p><b>Data Collection</b></p> <ul style="list-style-type: none"> <li>▪ Student Accountability Information System (SAIS) timeline</li> <li>▪ Creation of profiles</li> <li>▪ LEA's not responding to data collection requirements</li> <li>▪ Electronic submission of enrollment data</li> </ul> <p><b>Centralized Financial System</b></p> <ul style="list-style-type: none"> <li>▪ Disbursement of funds</li> <li>▪ Instructions to LEA's Grants Management</li> <li>▪ State aid technology changes</li> <li>▪ Improving reconciliation of projects from year to year</li> </ul>	<p><b>ARS 15-239:</b> The department of education may: 1). Monitor school districts to ascertain that laws applying to the school districts are implemented as prescribed by law.</p> <p><b>ARS 15-238:</b> Before February 15 of each year the department of education shall submit to the economic estimates commission the total estimated statewide number of students determined for the current year.</p> <p><b>ARS 15-241:</b> The department of education shall compile an annual achievement profile for each public school.</p> <p><b>ARS 15-251:</b> The superintendent of public instruction shall: 2). Request the auditor general to investigate when necessary the accounts of school monies kept by any state, county or district officer. 3). Subject to supervision by the state board of education, apportion to the several counties the monies to which each county is entitled for the year.</p> <p><b>ARS 15-255:</b> The superintendent of public instruction shall make a report. B). The report shall contain: 1). A full statement of the condition and amount of all funds and property apportioned for the purpose of education.</p> <p><b>ARS 15-746:</b> A) Each school shall distribute an annual report card including a description of the school's regular, magnet and special instructional programs and academic goals.</p> <p><b>ARS 15-787:</b> C) The state board of education shall develop a state plan for career and technical education and vocational education which provides for the distribution of career and technical education and vocational education funds.</p>	<ul style="list-style-type: none"> <li>▪ Review, monitor and audit the expenditures of school districts and providers for <b>financial compliance.</b></li> <li>▪ Monitor and ensure <b>improvements in academic achievement</b> for all students.</li> <li>▪ Ensure <b>compliance with state and federal statutes, regulations</b> and other contractual obligations.</li> <li>▪ Prepare federal and other required <b>plans, certifications and applications</b> for compliance and accountability purposes.</li> </ul>

<b>GOAL #3: Ensure maximum <u>academic and financial accountability</u> in public education.</b>			
<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
3.3: Ensure the quality of Arizona's <b><u>educators</u></b> through evaluation, investigation and certification.	<p><b>Teacher Accountability</b></p> <ul style="list-style-type: none"> <li>▪ Required testing/ certification</li> <li>▪ Law enforcement authority</li> <li>▪ Teacher knowledge</li> <li>▪ Teacher shortage</li> <li>▪ Fingerprinting process</li> <li>▪ Certification advisory committee</li> <li>▪ Qualifications of charter school staff and charter operators</li> </ul>	<p><b>ARS 15-533:</b> To qualify for either a basic or standard teaching certificate, or equivalent certificate, a person must pass each component of the proficiency examination developed and administered by the state board of education.</p> <p><b>ARS 15-534:</b> C.) The state board of education may review and determine whether to renew or not issue a certificate to an applicant for certification on a finding that the applicant engaged in conduct that is immoral or unprofessional or engaged in conduct that would warrant disciplinary action.</p>	<ul style="list-style-type: none"> <li>▪ Administer and improve the quality of Arizona's <b>teacher and administrator assessments.</b></li> <li>▪ Verify the professional and content knowledge of teachers and administrators and <b>issue appropriate certificates.</b></li> <li>▪ <b>Investigate and report on complaints</b> of professional educators in a thorough and timely manner to ensure student safety.</li> </ul>

<b>GOAL #4: Deliver high quality <u>customer service</u>.</b>			
<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
4.1: Provide timely, reliable <b><u>support services</u></b> .	<u>Support Services</u> <ul style="list-style-type: none"> <li>▪ Responsiveness</li> <li>▪ Quality</li> <li>▪ Ways to streamline data reporting requirements</li> <li>▪ Increased workload</li> <li>▪ Continue improving customer service</li> <li>▪ Response time processing purchase orders</li> <li>▪ Continued streamline of processes</li> <li>▪ Outdated delivery service model</li> <li>▪ Cap in administrative funds and growth</li> <li>▪ New projects</li> <li>▪ Electronic submission</li> <li>▪ Web/application changes</li> <li>▪ Technology improvements</li> <li>▪ Registration on-line</li> </ul>	<b><u>ARS 15-231</u></b> : In addition to any divisions established by law, the superintendent of public instruction may establish such divisions as in the judgment of the superintendent of public instruction are necessary for the proper transaction of the business of the department.	<ul style="list-style-type: none"> <li>▪ Enhance services by <b><i>evaluating department efforts</i></b> through a continuous improvement process, surveying customer satisfaction and offering employee training on customer service.</li> <li>▪ <b><i>Streamline paperwork and monitoring expectations</i></b> so that school/district staff are able to operate at maximum efficiency.</li> <li>▪ Employ the use of technology to <b><i>increase automation and the amount of web-based applications</i></b> available for department business.</li> </ul>

<b>GOAL #4: Deliver high quality <u>customer service</u>.</b>			
<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
4.2: Provide accurate and helpful <b><u>information</u></b> to the public.	<u>Public Information</u> <ul style="list-style-type: none"> <li>▪ Awareness &amp; marketing</li> <li>▪ Inter-agency communication</li> <li>▪ Customer feedback</li> <li>▪ Communication with customers</li> <li>▪ Consistency in relaying information</li> <li>▪ Proactive on information</li> <li>▪ Timely revision and dissemination of documents</li> <li>▪ Communication methods</li> </ul> <u>Data Collection/Analysis</u> <ul style="list-style-type: none"> <li>▪ Student Accountability Information System (SAIS) timeline</li> <li>▪ Creation of profiles</li> <li>▪ Data accuracy</li> </ul>	<b><u>ARS 15-231.01</u></b> : The department of education shall establish a toll free telephone number for complaints and requests for information relating to public schools and charter schools.  <b><u>ARS 15-237</u></b> : The department of education may make available to the public publications it produces.  <b><u>ARS 15-252</u></b> : The superintendent of public instruction shall: 1) Print as needed in pamphlet form the laws relating to schools.  <b><u>ARS 15-255</u></b> : The superintendent of public instruction shall make a report to the governor and legislature each year.	<ul style="list-style-type: none"> <li>▪ Increase the <b><i>quality and amount of information and data</i></b> about the agency and Arizona education provided to constituents and the public.</li> <li>▪ Increase <b><i>media coverage</i></b> on the services and programs of the department.</li> <li>▪ <b><i>Answer questions</i></b> from the general public <b><i>and resolve disputes</i></b> on problems associated with Arizona's public education system.</li> </ul>

<b>GOAL #4: Deliver high quality <i>customer service</i>.</b>			
<i>Objective</i>	<i>Issue Addressed</i>	<i>Authorization</i>	<i>Strategies</i>
4.3: Promote a positive and productive <b><i>work environment</i></b> that cultivates teamwork and motivates employees.	<p><u>Work Environment</u></p> <ul style="list-style-type: none"> <li>▪ Increase productivity</li> <li>▪ Space planning</li> <li>▪ Transition in administration</li> <li>▪ Limited resources/staff</li> <li>▪ Security</li> <li>▪ High personnel turnover/staff retention</li> <li>▪ Coordination between all programs</li> <li>▪ Staff gradually adapting to change</li> <li>▪ Focused on procedures and process rather than achievement</li> <li>▪ Increased volume and diversity of work and expectations</li> <li>▪ Proper utilization of budget to appropriate expenditures</li> <li>▪ Intra-agency/Inter-divisional communication</li> <li>▪ Communication to and with stakeholders</li> </ul> <p><u>Staff Professional Development</u></p> <ul style="list-style-type: none"> <li>▪ Re-education of new executive team</li> <li>▪ Cross training</li> <li>▪ Continued need for professional development</li> <li>▪ Lack of funding for professional training</li> <li>▪ New staff learning curve</li> <li>▪ Lack of staff program knowledge</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>▪ Build a system that talks to schools, universities, and clients</li> <li>▪ Use of data to make decisions</li> <li>▪ Rapid addition of technologies and reports on revised system</li> </ul>	<b>ARS 15-251:</b> The superintendent of public instruction shall: 4) Direct the work of all employees of the board who shall be employees of the department of education. 6) Direct the performance of executive, administrative or ministerial functions by the department of education or divisions or employees thereof.	<ul style="list-style-type: none"> <li>▪ Improve <b><i>employee satisfaction and morale</i></b> by improving communication, promoting teamwork and recognizing individual contributions.</li> <li>▪ Offer more <b><i>professional development and training</i></b> opportunities for department staff.</li> <li>▪ Increase the <b><i>use of data and information technology</i></b> as a management tool to make better informed decisions.</li> <li>▪ Ensure that necessary <b><i>fiscal and managerial systems</i></b> are in place to provide maximum accountability and performance.</li> </ul>

# Appendix B

## Resource Assumptions

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

<b>PLANNING ASSUMPTIONS</b>			
<b>Public Policy/Legislative</b>	<b>Demographic</b>	<b>Service</b>	<b>Technology</b>
<ul style="list-style-type: none"> <li>▪ Legislative changes anticipated</li> <li>▪ Competitive food issue continues (filtering down child care centers)</li> <li>▪ High profile</li> <li>▪ Potential for increase in grants</li> <li>▪ Expectation of the public</li> <li>▪ Limited resources</li> <li>▪ Increased accountability</li> <li>▪ Demand for better schools</li> <li>▪ Growth of E-government</li> <li>▪ State is defining low performing schools</li> <li>▪ Fingerprinting rules</li> <li>▪ Requirement to document outcomes "accountability"</li> <li>▪ Lack of appropriate funding</li> <li>▪ Increased demand for funding</li> <li>▪ Public understanding of AIMS &amp; standards still lacking</li> <li>▪ Change in education policy (Proposition 301)</li> <li>▪ Rule alignment of all schools</li> <li>▪ Testing to be performance based</li> <li>▪ Funding to programs is unknown which may result in unexpected purchases</li> <li>▪ Policies will change</li> <li>▪ Increasing in awareness and support</li> <li>▪ Recognition of value for Family Literacy programs</li> <li>▪ Zero increase in money</li> <li>▪ New trend in testing</li> <li>▪ Standards are here to stay</li> <li>▪ Schools' lack of ability to serve at risk students</li> <li>▪ Teacher shortage/turnover (teaching out of content area)</li> <li>▪ National discussions on Early Childhood standards and assessments</li> <li>▪ Federal funding for Early Childhood Programs (ECP)</li> <li>▪ Collaboration/coordination of Proposition 301 performance</li> <li>▪ Focus on high stakes testing</li> <li>▪ Fewer electives for students</li> <li>▪ Turnover of teachers and administrators</li> <li>▪ Educational reform</li> <li>▪ Economic outlook is uncertain</li> <li>▪ Growing concern by Mexican Government about education services to migrant students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changing demographics</li> <li>▪ Increase of schools and students</li> <li>▪ Student dropout rate/juvenile crime increasing</li> <li>▪ Increase number of children spending all or part of day in/out of home care</li> <li>▪ Mobility of students</li> <li>▪ Shortage of qualified school personnel</li> <li>▪ Charter school growth</li> <li>▪ Increase in overall &amp; special education population</li> <li>▪ Change in demographics: moving from agricultural to service</li> <li>▪ Teacher shortages</li> <li>▪ Increase in schools in small communities</li> <li>▪ Increasing number of English learners</li> <li>▪ Increase in homeless population</li> <li>▪ Increased Limited English Proficiency (LEP) population</li> <li>▪ Percent of ESOL students increasing</li> <li>▪ Reduction in mobility by migrant students</li> <li>▪ Percent of teenage students (16-19) increasing</li> <li>▪ Increased Section 504 population</li> <li>▪ Continual increase in the need for highly skilled workforce (80% by 2010)</li> <li>▪ Shifts in labor market trends</li> <li>▪ Shortage of certified CTE teachers</li> <li>▪ Inadequate number of qualified teachers</li> <li>▪ Increased need for skilled labor</li> <li>▪ Decrease in supply of appropriately trained skilled labor</li> </ul>	<ul style="list-style-type: none"> <li>▪ More focus on education and customer service</li> <li>▪ Increased demand of services</li> <li>▪ Increased clarity of data</li> <li>▪ High quality customer service expectation</li> <li>▪ Customer expectations continue to grow/increase</li> <li>▪ Increase in Arizona Department of Education (ADE) staff</li> <li>▪ Increase in population = increase in schools = increase in employees handling grants</li> <li>▪ Supporting and monitoring implementation of school improvement plans</li> <li>▪ Increase in number of contracts and agreements to be negotiated and managed</li> <li>▪ Increase in the need for certified teachers demand will continue to rise due to increase in population</li> <li>▪ Increased reporting/accountability requirements via Federal Government</li> <li>▪ Decreasing ability for customers to attend training</li> <li>▪ Growth of state</li> <li>▪ Teacher testing increasing</li> <li>▪ Ability to recruit adequately trained teaching staff</li> <li>▪ Lack of awareness of schools</li> <li>▪ Impacted due to resource limits (staff, equipment, etc)</li> <li>▪ Resources will not be sufficient to meet the increasing demand for information</li> <li>▪ Increased requirements for accountability (may result in larger role)</li> <li>▪ Talk about achievement</li> <li>▪ Employee growth and turnover</li> <li>▪ Increased services to Charter Schools, JTEDS, and Postsecondary</li> <li>▪ Programs working in status quo (business as usual)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased usage</li> <li>▪ The need for automated reporting</li> <li>▪ More dependent on new technology to deliver and access program</li> <li>▪ Security changes</li> <li>▪ More efficient expectations</li> <li>▪ Moving towards data and technology solutions</li> <li>▪ Student Accountability Information System (SAIS) data</li> <li>▪ Demand high vs. availability low</li> <li>▪ Increased reliance on achievement/accountability data</li> <li>▪ Increased demand for information/oversight/accountability</li> <li>▪ Make things more accessible</li> </ul>

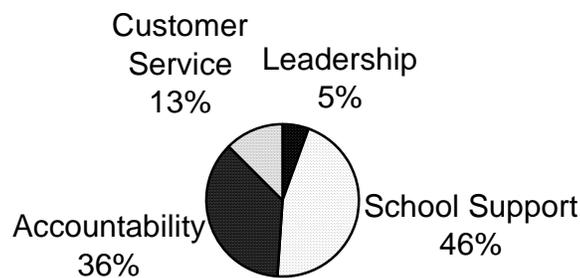
# *Budget Relationship to Goals*

The following provides a look at how the agency’s human and fiscal resources match to its goals. The department used the following method to determine the percentage of personal and resources spent on each agency goal:

- Every effort was made to align subprogram goals to agency goals. In other words, each subprogram developed goals based on its contribution to the overall agency goals.
- Each subprogram may have had goals that fit in one or all of the agency’s four goals of 1) leadership, 2) school support, 3) accountability, or 4) customer service.
- Using the total number goals for each subprogram, the department apportioned its personnel and funding based on the percentage that fell in each of the four agency goal categories.
- For example, the Adult Education subprogram has three goals - one in the area of school support, one in accountability, and one in customer service. Assuming each activity demands the same time and resources, the department applied a 33.3 percent to the total amount of Adult Education funding and personnel for each of their three goals.
- The above method was applied to each subprogram and the results totaled agency wide. The results are shown below.

## Personnel By Goal

Using the above method based on sub-program mission, five percent of the department staff is devoted to advancing leadership objectives; 46 percent provide school support; 36 percent focus on areas of academic and financial accountability; and 13 percent provide various forms of customer service for FY2007. The department estimates it will have 615 FTEs (Full Time Employees) in FY2007.



## Funding Source By Goal: FY 2006 and FY 2007

Using the same assumptions matching department goals to sub-program missions, the following describes how the department's financial resources are aligned accordingly. Since State Aid to schools represents the biggest share of the department's budget the School Support goal represents the largest percentage at 90% for 2006 and 91% for 2007. Programs under Accountability also provide pass through funds to schools and are also a lot of the same Programs/subprograms that are under School Support. They represent the next biggest share at 8% for 2006 and 7.6% for 2007. The remaining funds under Leadership and Customer Service are administrative in nature and represent only 1.6% of the department's entire budget.

2006	General Funds	Other Appropriated Funds	Other Non Appropriated Funds	Federal Funds	Total	% of Total
FTE's	171.9	43	89.4	292.8	597.1	
Leadership	\$2,151.6	\$874.7	\$3,613.8	\$17,122.1	\$23,762.2	0.49%
School Support	\$3,305,071.5	\$46,081.0	\$577,845.8	\$459,165.2	\$4,388,163.5	90.15%
Accountability	\$31,639.5	\$4,485.9	\$26,942.0	\$338,850.4	\$401,917.8	8.26%
Customer Service	\$3,666.7	\$773.0	\$2,045.4	\$46,896.8	\$53,381.9	1.10%
Total	\$3,342,529.3	\$52,214.6	\$610,447.0	\$862,034.5	\$4,867,225.4	100.00%
% Of Total	68.68%	1.07%	12.54%	17.71%	100%	

Note: dollars in thousands.

2007	General Funds	Other Appropriated Funds	Other Non Appropriated Funds	Federal Funds	Total	% of Total
FTE's	186.9	43	92.4	292.8	615.1	
Leadership	\$5,818.3	\$874.7	\$3,204.3	\$17,122.1	\$27,019.3	.50%
School Support	\$3,781,580.6	\$53,589.9	\$528,653.4	\$459,165.2	\$4,822,989.1	90.80%
Accountability	\$41,039.0	\$4,474.4	\$19,016.3	\$338,850.4	\$403,380.1	7.60%
Customer Service	\$9,226.3	\$773.0	\$1,614.1	\$46,896.9	\$58,510.2	1.10%
Total	\$3,837,664.2	\$59,712.0	\$552,488.1	\$862,034.5	\$5,311,898.8	100%
% Of Total	72.25%	1.12%	10.40%	16.23%	100%	

Note: dollars in thousands.

The majority of the requested increase for 2007 is for state aid.

## FY 2007- FY 2011 Projections By Goal

Goal 1: Leadership:						
"Provide <b>leadership</b> by initiating and advancing improvements to public education."						
(dollars in thousands) (calculated in nominal/constant dollars)	FY07	FY08	FY09	FY10	FY11	
Full Time Equivalent (FTE)	33.6	33.6	33.6	33.6	33.6	33.6
General Funds	\$5,818.3	\$5,818.3	\$5,818.3	\$5,818.3	\$5,818.3	\$5,818.3
Other Appropriated Funds	\$874.7	\$874.7	\$874.7	\$874.7	\$874.7	\$874.7
Other Non Appropriated Funds	\$3,204.3	\$3,204.3	\$3,204.3	\$3,204.3	\$3,204.3	\$3,204.3
Federal Funds	\$17,122.1	\$17,122.1	\$17,122.1	\$17,122.1	\$17,122.1	\$17,122.1
TOTAL FUNDS	\$27,019.3	\$27,019.3	\$27,019.3	\$27,019.3	\$27,019.3	\$27,019.3

Goal 2: School Support					
"Offer <b><u>support</u></b> and assistance to public schools and providers for exemplary performance."					
(dollars in thousands) (calculated in nominal/constant dollars)	FY07	FY08	FY09	FY10	FY11
Full Time Equivalent (FTE)	280.6	280.6	280.6	280.6	280.6
General Funds	\$3,781,580.6	\$3,781,580.6	\$3,781,580.6	\$3,781,580.6	\$3,781,580.6
Other Appropriated Funds	\$53,589.9	\$53,589.9	\$53,589.9	\$53,589.9	\$53,589.9
Other Non Appropriated Funds	\$528,653.4	\$528,653.4	\$528,653.4	\$528,653.4	\$528,653.4
Federal Funds	\$459,165.2	\$459,165.2	\$459,165.2	\$459,165.2	\$459,165.2
TOTAL FUNDS	\$4,822,989.1	\$4,822,989.1	\$4,822,989.1	\$4,822,989.1	\$4,822,989.1

Goal 3: Accountability					
"Ensure maximum <b><u>academic and financial accountability</u></b> in public education."					
(dollars in thousands) (calculated in nominal/constant dollars)	FY07	FY08	FY09	FY10	FY11
Full Time Equivalent (FTE)	223.9	223.9	223.9	223.9	223.9
General Funds	\$41,039.0	\$41,039.0	\$41,039.0	\$41,039.0	\$41,039.0
Other Appropriated Funds	\$4,474.4	\$4,474.4	\$4,474.4	\$4,474.4	\$4,474.4
Other Non Appropriated Funds	\$19,016.3	\$19,016.3	\$19,016.3	\$19,016.3	\$19,016.3
Federal Funds	\$338,850.4	\$338,850.4	\$338,850.4	\$338,850.4	\$338,850.4
TOTAL FUNDS	\$403,380.1	\$403,380.1	\$403,380.1	\$403,380.1	\$403,380.1

Goal 4: Customer Service					
"Deliver high quality <b><u>customer service.</u></b> "					
(dollars in thousands) (calculated in nominal/constant dollars)	FY07	FY08	FY09	FY10	FY11
Full Time Equivalent (FTE)	77	77	77	77	77
General Funds	\$9,226.3	\$9,226.3	\$9,226.3	\$9,226.3	\$9,226.3
Other Appropriated Funds	\$773.0	\$773.0	\$773.0	\$773.0	\$773.0
Other Non Appropriated Funds	\$1,614.1	\$1,614.1	\$1,614.1	\$1,614.1	\$1,614.1
Federal Funds	\$46,896.9	\$46,896.9	\$46,896.9	\$46,896.9	\$46,896.9
TOTAL FUNDS	\$58,510.2	\$58,510.2	\$58,510.2	\$58,510.2	\$58,510.2