STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Arizona Governor's Office of Economic Recovery	1700 West Washington Phoenix, AZ 85007

State Contact for the Education Stabilization Fund

Name: James Apperson

Position and Office: Director

Contact's Mailing Address: Suite 300, 1700 West Washington, Phoenix, AZ 85007

Telephone: 602-542-6402.

Fax:

E-mail address: Japperson@az.gov

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Janice K. Brewer, Governor	602-542-4331
Signature of Governor or Authorized Representative of the Governor: x Janice K. Brewer	Date: 3/17/10

Recommended Statement of Support from the Chief State School Officer *(Optional)*:
The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name):	Telephone:
Tom Horne	602-542-5460
Signature of the Chief State School Officer: X Tom Horne	Date: 3/17/10

Form Approved OMB Number: 1810-0695; Expiration Date: 05/31/2010

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see* Appendix D – Instructions for Part 2: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006	$ 3,463,982,300
FY 2009	$ 3,867,496,900
FY 2010*	$ 3,463,982,300
FY 2011*	$ 3,463,982,300

(* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

FY 2006	$ 987,239,500
FY 2009	$ 1,040,924,100
FY 2010*	$ 987,239,500
FY 2011*	$ 987,239,500

(* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**:

Attached in Appendix A.

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

☒ for elementary and secondary education.

☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name):	
Janice K. Brewer, Governor	
Signature: Janice K. Brewer	Date: 1-8-10

<u>If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:</u>

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

☐ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.

I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3]

Please respond (check only one):

[4] ☒ The State makes the data *publicly available* and updates the data *annually* on a website.

➔ Provide the State website where the data are provided by the State to the public[5] :

- **http://www.ade.az.gov/asd/hqp/AZ_CSPR_Part_I_FY2009.pdf**
  - Section 1.5.3 Poverty Quartiles and Metrics Used - Printed Page 46/Document Page 48
  - High Poverty (Elementary + Secondary) = (47,660 + 12,551) / (51,358 + 14,514) = 60,211 / 65,872 = 91.4%
  - Low Poverty = (Elementary + Secondary) = (48,337 + 23,142) / (49,710 +24,434) = 71,479 / 74,144 = 96.4%
- **http://www.ade.az.gov/asd/hqp/AZ_CSPR_Part_I_FY2008.pdf**
  - Section 1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified - Printed Page 43/Document Page 43
  - High Poverty (Elementary + Secondary) = (43,554 + 6,917) / (47,855 + 7,556) = 50,471 / 55,411 = 91.1%
  - Low Poverty = (Elementary + Secondary) = (54,607 + 17,954) / (56,278 + 18,675) = 72,561/ 74,953 = 96.8%
- **http://www.ade.az.gov/asd/hqp/AZ_CSPR_Part_I_FY2007.pdf**

- Section 1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified–Printed Page 36/Document Page 38
- High Poverty (Elementary + Secondary) = (33,976 + 6,287) / (36,863 + 6,659) = 40,263 / 43,522 = 92.5%
- Low Poverty = (Elementary + Secondary) = (34,979 + 8,481) / (35,811 + 8,820) = 43,460/ 44,631 = 97.4%

- **http://www.ade.az.gov/asd/hqp/AZ_CSPR_Part_I_FY2006.pdf**
  - Section 1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified – Printed Page 30/Document Page 30
  - High Poverty (Elementary + Secondary) = (6,798 + 1,663) / (8,184 + 1,834) = 8,461 / 10,018 = 84.5%
  - Low Poverty = (Elementary + Secondary) = (1,555 + 177) / (1,736 + 205) = 1,732/ 1,941 =89.2%
- **http://www.ade.az.gov/asd/hqp/AZ_CSPR_Part_I_FY2005.pdf**
  - Section 1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified – Printed Page 28/Document Page 29
  - High Poverty (Elementary + Secondary) = (13,485 + 6,849) / (14,056 + 7,562) = 20334 / 21618 = 94.1%
  - Low Poverty = (Elementary + Secondary) = (10,816 + 8,519) / (10,965 + 9,124) = 19,335/ 20,089 = 96.2%
- **http://www.ade.az.gov/asd/hqp/2007-08HQTRevisedStateEquityPlan.pdf**
  - Table 1a. Core Academic Classes Taught by HQT & Non-HQT in High and Low Poverty Schools by School Level - Printed Page 4/Document Page 4
  - High Poverty (Elementary + Secondary) = (43,554 + 6,917) / (47,855 + 7,556) = 50,471 / 55,411 = 91.1%
  - Low Poverty = (Elementary + Secondary) = (54,607 + 17,954) / (56,278 + 18,675) = 72,561 / 74,953 = 96.8%
  -

[6] ☐ The State makes the data *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Provide the State website where the most recently updated data are provided by the State to the public: [7] [8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).

Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?

[1]☒ Yes, the information is correct.

[2]☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:[3]

Please respond (check only one):

[4]☒ The State makes the information *publicly available* and updates the information *annually* on a website.

➔ Provide the State website where the information is provided by the State to the public:[5]
http://www.ade.az.gov/asd/hqp/EquityPlanUpdate-Jan2009.pdf

[6]☐ The State makes the information *publicly available* on a website but updates it *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[7]

[8]☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10]

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [12]

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated data are provided by the State to the public: [5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:[5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

[8] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[9] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[10]

[11] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public: [12]

[13] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[14] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.

Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates it *less than annually.*

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
[5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1) **Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.**

Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element

Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☐ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

☐ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1) Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.

Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?

[1] ☒ Yes, the status is correct.

[2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5]
http://www.azed.gov/standards/AIMS/TechnicalLegal/ArizonaAssessmentLetterJune_29_09.pdf

[6] ☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date.*

➔ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public: [7]

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2) Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.

Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

☒ Yes, the status is correct.

➔ [2] ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

Please respond (check one):

[4] ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the status is provided by the State to the public:[5]
http://www.azed.gov/standards/AIMS/TechnicalLegal/ArizonaAssessmentLetterJune_29_09.pdf

[6] ☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7]

[8] ☐ The State does not make the status information publicly available on a website.

➔ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the information is correct.

NOTE: The State's alternative assessment for students with disabilities (pending approval from the Department) is based on alternative academic achievement standards (AAS).

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

Please respond (check one):

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available: [5]

http://www.azed.gov/ess/SpecialProjects/aims-a/forms/EligibilityDeterminationForm.pdf

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available: [7]

[8] ☐ The State does not make the information publicly available on a website.

Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

[1]☒ Yes, this has been completed within the last two years.

NOTE: The State is finalizing studies being conducted on the impact of changes to items for the modified assessments. Results will be published no later than April 30, 2010 when the studies are complete under Technical and Legal Issues at **http://www.azed.gov/standards/**.

[2]☐ No, this has been completed, but it occurred more than two years ago.

[3]☐ No, this has never been completed.

Please respond (check one):

☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[5]
- ➔ For previous studies, the State publishes the results at **http://www.azed.gov/standards/** under the Technical and Legal Issues. The last study published was in 2005. The direct link to that study is provided below: **http://www.ade.az.gov/standards/AIMS/TechnicalLegal/AlignmentStudyResponse.pdf**

[6]☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7]

[8]☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient: [3]

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[5]
➔ Broken down by grade level starting on page 3 (AIMS data): **http://www.ade.az.gov/srcs/statereportcards/StateReportCard08-09.pdf**
➔ For 2008/2009 aggregates: **http://www.ade.az.gov/researchpolicy/AIMSResults/AIMS_Participation_Rates08-09.pdf**
➔ Aggregates posted annually at: **http://www.ade.az.gov/researchpolicy/AIMSResults/**

[6] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[7]

[8] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls , are correct?

[9] ☒ Yes, the data are correct.

[10] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11]

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13]
➔ Broken down by grade level starting on page 3 (AIMS data): **http://www.ade.az.gov/srcs/statereportcards/StateReportCard08-09.pdf**
➔ For 2008/2009 aggregates: **http://www.ade.az.gov/researchpolicy/AIMSResults/AIMS_Participation_Rates08-09.pdf**
➔ Aggregates posted annually at: **http://www.ade.az.gov/researchpolicy/AIMSResults/**

[14] ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15]

[16] ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.

Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

[1]☐ Yes, this was completed within the last two years.

[2]☐ No, this was completed more than two years ago.

[3]☒ No, this has never been completed.

NOTE: This year Spring 2010, the State is collecting additional information on the Student Answer Document on accommodations used by ELL students. This data will allow for additional studies.**Please respond (check one):**

[4]☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[5]
- ➔ All approved studies and annual Technical Reports concerning AIMS are posted at this site. As studies are completed and approved, they will be posted at this site. **http://www.azed.gov/standards/aims/technicallegal**

[6]☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the information is collected and publicly available:[7]

[8]☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.

Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?

[1] ☒ Yes, the information is correct.

[2] ☐ No, the information is not correct.

➔ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[3]

Please respond (check one): Is the State's current status available on the State's website?

[4] ☒ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the information is collected and publicly available:[5]
http://www.azleg.state.az.us/FormatDocument.asp?inDoc=/ars/15/00755.htm&Title=15&DocType=ARS

[6] ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the information is collected and publicly available:[7]

[8] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8) **Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.**

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls , are correct?

[1] ☒ Yes, the data are correct.

[2] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3]

Please respond (check one):

[4] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13]
➔ Broken down by grade level starting on page 3 (AIMS data): **http://www.ade.az.gov/srcs/statereportcards/StateReportCard08-09.pdf**
➔ For 2008/2009 aggregates: **http://www.ade.az.gov/researchpolicy/AIMSResults/AIMS_Participation_Rates08-09.pdf**
➔ Aggregates posted annually at: **http://www.ade.az.gov/researchpolicy/AIMSResults/**

[6] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[7]

[8] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts publicly available* on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8m.xls , are correct?

[9] ☒ Yes, the data are correct.

[10] ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:
[11]

Please respond (check one):

[12] ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:[13]
➔ Broken down by grade level starting on page 3 (AIMS data): **http://www.ade.az.gov/srcs/statereportcards/StateReportCard08-09.pdf**
➔ For 2008/2009 aggregates: **http://www.ade.az.gov/researchpolicy/AIMSResults/AIMS_Participation_Rates08-09.pdf**
➔ Aggregates posted annually at: **http://www.ade.az.gov/researchpolicy/AIMSResults/**

[14] ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the data are collected and publicly available:[15]

[16] ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).

Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?

☒ Yes, the State Report Card includes this information.

☐ No, the State Report Card does not include this information.

Please supply the following information:

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:
http://www.ade.az.gov/srcs/statereportcards/StateReportCard08-09.pdf

Indicator (c)(10)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the data are collected and publicly available:[5]

[6] ☒ The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Note: The State does currently collect and report this data at least annually, but does not include the numerator and denominator when reporting graduation rates.
- ➔ State graduation rates can be found at: **http://www.ade.az.gov/srcs/statereportcards/StateReportCard08-09.pdf**
- ➔ For graduation rates for each LEA and High School in the State, go to: **http://www10.ade.az.gov/ReportCard/Default.aspx**
- ➔ From here, click on "Districts" for LEAs (this includes Charter LEAs), or "Schools" for individual schools. After selecting an LEA, the graduation rate will be in the bottom left corner. After selecting an individual high school, click on the "PDF Report Card" at the top right corner to view graduation rate.

[7] ☐ No, the State does not collect these data.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher**

Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.
➔ Provide the State website where the data are collected and publicly available:[5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly

report the data) by September 30, 2011.

- ➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	**Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.**

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

[1] ☐ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.
➔ Provide the State website where the data are collected and publicly available:[5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

[7] ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

III. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	**Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.**

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[3]
- ➔ Gains by subgroup: **http://www.ade.az.gov/researchpolicy/AIMSResults/2009_GAINS.xls**
- ➔ Gains for Schools in Improvement by LEA (Spreadsheet shows only LEAs that contain schools in improvement): **http://www.ade.az.gov/researchpolicy/AIMSResults/Gains_for_SI_Schools.xls**
- ➔ Status update of Schools in Improvement: **http://www.ade.az.gov/azlearns/SchoolImprovement2009.xls**

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated data are provided by the State to the public: [5]

[6] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	**Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.**

Please respond (check one): Does the State collect these data?

[1] ☒ Yes, the State collects these data.

If Yes, please respond (check one):

[2] ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

- ➔ Provide the State website where the data are collected and publicly available:[3]
- ➔ Gains by subgroup: **http://www.ade.az.gov/researchpolicy/AIMSResults/2009_GAINS.xls**
- ➔ Gains for Schools in Improvement by LEA (Spreadsheet shows only LEAs that contain schools in improvement): **http://www.ade.az.gov/researchpolicy/AIMSResults/Gains_for_SI_Schools.xls**
- ➔ Status update of Schools in Improvement: **http://www.ade.az.gov/azlearns/SchoolImprovement2009.xls**

[4] ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated data are provided by the State to the public[5]

[6] ☐ The State does not make the data publicly available on a website.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect these data.

- ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1)	Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.

Please respond (check Yes or No): Does the State have a definition of "persistently lowest achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

[1] ☒ Yes, the State has a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ **ARIZONA Definition of Persistently Lowest Achieving Schools:**

Tier I. Any Title I school in improvement, corrective action, or restructuring that is:

1. Among the lowest-achieving 5 percent of Title I schools in improvement, corrective action, or restructuring
   Or
2. Is a high school that has not had a graduation rate of 60 percent or greater in any of the past three years.

Tier II. Any high school that is eligible for but did not receive Title I funds that is:

1. Among the lowest-achieving 5 percent of high schools
   Or
2. Has not had a graduation rate of 60 percent or greater in any of the past three years.

High schools are defined as schools serving grades 9-12.

Determining the lowest-achieving 5 percent. Arizona ranked schools using the Single Percentage Method defined in federal guidance using current year test results (p5). Arizona also ranked schools by progress achieved. Progress was measured as the average annual change in percent proficient over the past three years. A school's final ranking was determined by averaging the two ranks.

Exceptions. Schools identified as credit recovery were not included on the list. To be identified as credit recovery, a school had to have met the state Board's definition of an alternative school, and to have identified itself through its publicly posted mission statement on its school report card as a credit recovery school.

If Yes, please respond (check one):

[3] ☒ The State has made the definition *publicly available* on a website.

➔ Provide the State website where the definition is publicly available:[4]
➔ **http://www.ade.az.gov/azlearns/Definition_of_PLAS.pdf**

[5] ☐ The State does not make the definition publicly available on a website.

➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[6] ☐ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
http://www.ade.az.gov/azlearns/PLASchools2009Web.xls

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public:
[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(4)	**Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.**

Please respond (check one): Does the State collect this information?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5)	**Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

➔ [2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website. Provide the State website where the information is collected and publicly available:[3]

➔ **http://www.ade.az.gov/azlearns/PLASchools2009Web.xls**

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6)	**Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**

Please respond (check one): Does the State collect this information?

[1] ☐ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually.*

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:[5]

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7)	**Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.**

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]
NOTE: Arizona state law does **not** set a maximum number of charter schools permitted to operate. The SFSF Phase II application is posted locally, which contains this information, at:
http://az.gov/recovery/assets/docs/Arizona_SFSF_II_Application.pdf.
Statute on Arizona Charter Law:
http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00183.htm&Title=15&DocType=ARS

[4] ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public[5]:

[6] ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8)	Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.

Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?

[1] ☐ Yes, the data are correct.

[2] ☒ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:[3] There are currently 502 charter schools operating in Arizona. **http://asbcs.az.gov/parent_resources/default.asp**

Please respond (check one):

[4] ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the data are collected and publicly available:[5] **http://asbcs.az.gov/parent_resources/default.asp**

[6] ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [7]

[8] ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[3]
- ➔ **http://www.ade.state.az.us/researchpolicy/AIMSResults/**
- ➔ See "AIMS Gains for Charters"
- ➔ Sheet 1 aggregates the data, Sheet 2 shows gains for each charter
- ➔ Sort Column F to find Math vs Reading level student gains
- ➔

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

- ➔ Provide the State website where the information is collected and publicly available:[3]
- ➔ **http://www.ade.state.az.us/researchpolicy/AIMSResults/**
- ➔ See "AIMS Gains for Charters"
- ➔ Sheet 1 aggregates the data, Sheet 2 shows gains for each charter
- ➔ Sort Column F to find Math vs Reading level student gains

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
- ➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☐ The State does not make the information publicly available on a website.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

- ➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.

Please respond (check one): Does the State collect this information?

[1] ☒ Yes, the State collects this information.

If Yes, please respond (check one):

[2] ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:[3]

[4] ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public: [5]

[6] ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

[7] ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

Element	Collection (check if applies)	Public Reporting (check if applies)
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X
Indicator (c)(10)		X
Indicator (d)(4)	X	X
Indicator (d)(6)	X	X
Indicator (d)(11)		X
Indicator (d)(12)		X

3B. I ARIZONA DATA COLLECTION & PUBLIC REPORTING PLAN ASSURANCES (a), (c), AND (d)
State Plan for Collection of Teacher Evaluation Data
Descriptor (a)(1), Indicators (a)(3), (a)(4), and (a)(5)

Timeframe	Task	Indicator
January 4-March 1, 2010	Arizona Department of Education (ADE) plans to develop the LEA survey instrument to collect the following information: A. Frequency of each LEA teacher's evaluations B. Categories of performance ratings used in each LEA teacher evaluation system C. The percentage of the teacher evaluation based on student achievement outcomes or student growth data as an evaluation criteria D. The number and percentage of teachers rated at each performance level or rating E. The use of results of these systems in decisions regarding teacher development, compensation, promotion, retention, and removal As part of this activity ADE will also be responsible for budgetary analysis, training, outreach, follow-up, and posting survey data.	The survey will collect the information shown to the left that responds to the following indicators: A. Descriptor (a)(1) B. Descriptor (a)(1) C. Indicator (a)(3) D. Indicator (a)(4) E. Descriptor (a)(1)
April 5, 2010	Survey instrument will be made available for LEA submission.	This milestone applies to descriptor (a)(1) and indicators (a)(3)-(a)(5).
May 1 - September 30, 2010	Incorporated in the planned SLDS enhancement initiatives, the Arizona Education Data Warehouse (AEDW) collection mechanisms will be expanded to include collecting statewide teacher evaluation information for integration with alternatively certified educator, student level data and for LEA/statewide aggregation.	This milestone applies to descriptor (a)(1) and indicators (a)(3)-(a)(5).
May 21, 2010	The survey submission window will be closed and results will be automatically tabulated and reported on the statewide school/district report card system.	This milestone applies to descriptor (a)(1) and indicators (a)(3)-(a)(5).
October 29, 2010	Incorporate and render survey results into state/district web based public report card solution.	Indicator (a)(5)

September 30, 2010-June 30, 2011	Incorporate into the statewide/district/school web based public facing report card solution for semi-annual reporting of evaluation data at http://www10.ade.az.gov/ReportCard/Default.aspx.	Indicator (a)(5)

The progress of this data collection and reporting will be posted quarterly beginning with the 2nd quarter of 2010at: http://az.gov/recovery/agencies-governor.html. We will also work to post these updates on the Arizona Department of Education's website once their internal project portfolio management portal has been modified to allow for external viewing. There are no obstacles identified that would prevent this from being completed within the time frame. It is expected that there will not be any additional costs to implement this plan.

State Plan for Collection of Principal Evaluation Data
Descriptor (a)(2) and Indicators (a)(6) and (a)(7)

Timeframe	Task	Indicator
January 4-March 1, 2010	Arizona Department of Education (ADE) plans to develop the LEA survey instrument to collect the following information: A. Frequency of each LEA Principal evaluations B. Categories of performance ratings used in each LEA Principal evaluation system C. The percentage of principal evaluation based on student achievement outcomes or student growth data as an evaluation criteria D. The number and percentage of teachers rated at each performance level or rating E. The use of results of these systems in decisions regarding Principal development, compensation, promotion, retention, and removal As part of this activity ADE will also be responsible for budgetary analysis, training, outreach, follow-up, and posting survey data.	The survey will collect the information shown to the left that responds to the following indicators: A. Descriptor (a)(2) B. Descriptor (a)(2) C. Indicator (a)(6) D. Indicator (a)(7) E. Descriptor (a)(2)
April 5, 2010	Survey instrument will be made available for LEA submission.	This milestone applies to descriptor (a)(2) and indicators (a)(6)-(a)(7).
May 1 - September 30, 2010	Incorporated in the planned SLDS enhancement initiatives, the Arizona Education Data Warehouse (AEDW) collection mechanisms will be expanded to include collecting statewide principal evaluation information for integration with alternatively	This milestone applies to descriptor (a)(2) and indicators (a)(6)-(a)(7).

	certified educator, student level data and for LEA/statewide aggregation.	
May 21, 2010	The survey submission window will be closed and results will be automatically tabulated and reported on the statewide school/district report card system.	This milestone applies to descriptor (a)(2) and indicators (a)(6)-(a)(7).
October 29, 2010	Incorporate and render survey results into state/district web based public report card solution.	This milestone applies to descriptor (a)(2) and indicators (a)(6)-(a)(7).
September 30, 2010-June 30, 2011	Incorporate into the statewide/district/school web based public facing report card solution for semi-annual reporting of evaluation data at http://www10.ade.az.gov/ReportCard/Default.aspx.	This milestone applies to descriptor (a)(2) and indicators (a)(6)-(a)(7).

The progress of this data collection and reporting will be posted quarterly beginning with the 2nd quarter of 2010 at: http://az.gov/recovery/agencies-governor.html. We will also work to post these updates on the Arizona Department of Education's website once their internal project portfolio management portal has been modified to allow for external viewing. There are no obstacles identified that would prevent this from being completed within the time frame. It is expected that there will not be any additional costs to implement this plan.

State Plan for Indicator (c)(10):

Arizona currently collects and reports at least annually graduation rates at each level in the indicator, but does not include the numerator and denominator when reporting publicly.

In the next planned iteration and update of the state public school/district report card application, the graduation percentage's numerator and denominator will be published. The planned completion date is 12/01/2010. Because this information is already collected and the percentages are already published, there will be no additional costs or foreseeable obstacles in publishing this additional information.

State Plan for Indicator (d)(4):

At this time the state does not collect information regarding the implementation of intervention models as defined in the NFR, and therefore does not make this information publicly available. Identified LEA's will choose to implement one of the four intervention models in the 2010-2011 school year. Upon completion ADE will make this information public by the summer of 2011. There are no obstacles identified that would prevent this from being completed within the time frame. It is expected that there will not be any additional costs to implement this plan.

Prior to public release of school closures or restarts, and with ongoing technical assistance from ADE school improvement specialists, LEAs will:

- analyze the needs of each Tier I and Tier II school it commits to serve
- choose the most appropriate intervention model to implement
- must submit an LEA application for ADE approval

Upon approval, ADE will make public no later than Sept 30, 2010 LEA decisions regarding school closures and restarts

During the school year 2010-11, with technical assistance from ADE specialists, LEAs will:

- establish annual student achievement goals
- monitor progress towards these goals
- report quarterly progress to ADE
- complete yearly report that includes results of the implementation of the chosen intervention model

Upon submission of this yearly report, ADE will make public in the summer of 2011, the results of the implemented intervention.

The progress of this data collection and reporting will be posted quarterly beginning with the 2nd quarter of 2010 at: http://az.gov/recovery/agencies-governor.html.

State Plan for Indicator (d)(6):

At this time the state does not identify secondary schools that are eligible for but do not receive Title 1 funds and ADE does not identify schools that are persistently lowest achieving as determined by the definition in the NFR. At this time the state does not collect information regarding intervention models as defined in the NFR, and therefore does not make this information publicly available. Identified LEA's will choose to implement one of the four intervention models in the 2010-2011 school year. Upon completion ADE will make this information public by the summer of 2011. There are no obstacles identified that would prevent this from being completed within the time frame. It is expected that there will not be any additional costs to implement this plan.

Prior to public release of school closures or restarts, and with ongoing technical assistance from ADE school improvement specialists, LEAs will:

- analyze the needs of each Tier I and Tier II school it commits to serve
- choose the most appropriate intervention model to implement
- must submit an LEA application for ADE approval

Upon approval, ADE will make public no later than Sept 30, 2010 LEA decisions regarding school closures and restarts

During the school year 2010-11, with technical assistance from ADE specialists, LEAs will:

- establish annual student achievement goals
- monitor progress towards these goals
- report quarterly progress to ADE
- complete yearly report that includes results of the implementation of the chosen intervention model

Upon submission of this yearly report, ADE will make public in the summer of 2011, the results of the implemented intervention.

The progress of this data collection and reporting will be posted quarterly beginning with the 2nd quarter of 2010 at: http://az.gov/recovery/agencies-governor.html.

State Plan for Indicator (d)(11) and (d)(12):

The Arizona State Board for Charter Schools (ASBCS) collects the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years. ASBCS also records whether the charter schools that have closed were closed for financial, enrollment, academic or other reasons. The information is not currently available on a website.

Making the charter schools closure information available to the public and updating it annually on a website will require minimal effort and no cost. The process will include the following steps and timeline:

January, 2010 –
- Prepare current collection document to be posted on the Arizona State Board for Charter School's website and available in PDF format for public viewing.
- Work with the Arizona Department of Education to prepare posting the same information on the ADE's public-facing portal.

February, 2010 –
- Prepare the Closed Schools information on ASBCS Online to include reasons for closure so that public users will also have information on why a charter school closed or was closed.

March, 2010 –
- Post information on the ASBCS website, ADE website, and ASBCS Online in order to make information available to public users.
- Provide an announcement for the websites to alert public users to the availability of the charter schools closure information.

July, 2010 –

- Conduct first annual update of charter schools closure information on websites and through ASBCS Online.

The Arizona State Board for Charter Schools (ASBCS), an agency in the Department of Administration, is the primary authorizer of charter schools in Arizona and currently holds contracts with 355 entities authorized to operate a total of 458 school sites. Additionally, the ASBCS provides oversight of the 37 charter schools sponsored by the Arizona State Board of Education (SBE). The ASBCS collects the number and identity of charter schools that have closed within each of the last five years, including charters authorized by the State Board of Education (SBE). Due to the term of the contract (15 years), at this time, no charters have become eligible for reauthorization. However, starting in January, 2010, the ASBCS will begin the process of considering charters for reauthorization.

Because the ASBCS is the State's largest authorizer and has been collecting information regarding closed charter schools and the reasons for closure, the agency is the most appropriate one for assuming primary responsibility for development, execution, and oversight of the plan for making the information available to the public. The ASBCS hosts a website and is preparing to launch a publicly-accessible search capability with the agency's new database (ASBCS Online), accessed through the agency's website. The Arizona Department of Education (ADE) hosts a website which includes information on Arizona's charter schools and which many public users access. The ADE website would also have the information posted for public access. Once the steps in the plan have been executed, the information on charter schools that have closed and the reasons for the closure will be available to the public through websites in three locations.

There are no obstacles identified that would prevent this from being completed within the time frame. It is expected that there will not be any additional costs to implement this plan.

3B.II ARIZONA DATA COLLECTION & PUBLIC REPORTING PLAN

INDICATOR (b)(1)

COMPETES Element	Must be addressed in plan	Does not need to be addressed in plan
1		X
2		X
3		X
4		X
5		X
6		X
7		X
8	X	
9	X	
10	X	
11	X	
12	X	

3B.II ARIZONA DATA COLLECTION & PUBLIC REPORTING PLAN

State Plan for Indicator (b)(1)

Arizona's planned data collection expansion is an integral component of the overall SLDS enhancement strategy. Included in Appendix B of this application is "Outcome 1" from Arizona's SLDS overall strategy. This plan details the critical tasks and milestones associated with collecting Arizona's five missing America Competes Act data elements. The plan's aggressive implementation timeline has initial data being collected early 2011. The summary of Arizona's plan to collect these additional critical elements is shown below, and Outcome #1, Task #1.4 can be found in Appendix B.

8. A teacher identification system with the ability to match teachers to students
   The proposed budget for this element is $2 million, paid for by the SLDS grant.
   Milestones:
   a. 12/2009 – Submit SLDS Grant application
   b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
   c. 05/2010-07/2010 - Re-architect the existing system and data collection processes
   d. 09/2010 – Add new data elements to the system
   e. 11/1/2010 - Initial teacher/student link data to be collected.

9. Student level transcript information, including courses completed and grades received.
   The proposed budget for this element is $3 million, paid for by the SLDS grant.
   Milestones:
   a. 12/2009 – Submit SLDS Grant application
   b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
   c. 05/2010-07/2010 - Re-architect the existing system and data collection processes
   d. 09/2010 – Add new data elements to the system
   e. 02/01/2011 - Initial student level transcript information data will be collected

10. Student-level college readiness test scores
    The proposed budget for this element is $3 million, paid for by the SLDS grant.
    Milestones:
    a. 12/2009 – Submit SLDS Grant application
    b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
    c. 05/2010-07/2010 - Re-architect the existing system and data collection processes
    d. 09/2010 – Add new data elements to the system
    e. 07/01/2011 - Initial student level college readiness test scores will be collected.

11. Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework
    The proposed budget for this element is $3 million, paid for by the SLDS grant.
    Milestones:
    a. 12/2009 – Submit SLDS Grant application

b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
c. 05/2010-07/2010 - Re-architect the existing system and data collection processes
d. 09/01/2010 – Implementation plan/Student Clearinghouse integration will be functional
e. 09/30/2011 – Initial information regarding student transitions from secondary to postsecondary school will be collected.

12. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education

The proposed budget for this element is $1 million, paid for by the SLDS grant.

Milestones:

a. 12/2009 – Submit SLDS Grant application
b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
c. 05/2010-07/2010 - Re-architect the existing system and data collection processes
d. 09/01/2010 – Implementation plan/Student Clearinghouse integration will be functional
e. Subsequent data collection will be initially available by 09/30/2011.

The progress of this data collection and reporting will be posted quarterly beginning with the 2nd quarter of 2010 at: http://az.gov/recovery/agencies-governor.html. We will also work to post these updates on the Arizona Department of Education's website once their internal project portfolio management portal has been modified to allow for external viewing.

This data collecting will be done by the Arizona Department of Education, and is planned to be funded through the Statewide Longitudinal Data System grant. If Arizona is not awarded the grant, we will have to consider other funding sources such as: SFSF, RTTT, the State's General Fund, or other sources. Because this plan is already in place for the SLDS grant, we do not foresee any major obstacles in preventing this plan from being implemented.

3B.III ARIZONA DATA COLLECTION & PUBLIC REPORTING PLAN

State Plan for Indicator (b)(2)

In addition to the enhanced data collection capabilities, the expansion and enhancement plans for the existing AEDW includes working with a consortium of states to implement the Colorado (Arizona) Growth Model to the student level. "Outcome 2" shown in Appendix C shows the detailed steps in completing this indicator.

The proposed budget for this indicator is $4 million, paid for by the SLDS grant.

Milestones:

a. 12/2009 – Submit SLDS Grant application
b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
c. 05/2010 – 09/2010 – Implement the statistical component of the Colorado (Arizona) Growth Model
d. 08/2010 – 03/2011 – Implement adapted model for student-level growth
e. 05/2010-06/2011 Study Colorado (Arizona) Growth Model school-level data
f. 02/2011 – 07/2011 – Develop guides for parents, teachers, and principals

The progress of this data collection and reporting will be posted quarterly beginning with the 2nd quarter of 2010 at: http://az.gov/recovery/agencies-governor.html. We will also work to post these updates on the Arizona Department of Education's website once their internal project portfolio management portal has been modified to allow for external viewing.

This data collecting will be done by the Arizona Department of Education, and is planned to be funded through the Statewide Longitudinal Data System grant. If Arizona is not awarded the grant, we will have to consider other funding sources such as: SFSF, RTTT, the State's General Fund, or other sources. Because this plan is already in place for the SLDS grant, we do not foresee any major obstacles in preventing this plan from being implemented.

3B.IV ARIZONA DATA COLLECTION & PUBLIC REPORTING PLAN

State Plan for Indicator (b)(3)

Included in the growth model implementation and AEDW expansion strategy highlighted in "Outcome 2.1.2" (shown in Appendix C) is the development, implementation and operations of the processes and tools for providing and utility of student-level growth information to schools, teachers and parents.

The proposed budget for this indicator is $2 million, paid for by the SLDS grant.

Milestones:

a. 12/2009 – Submit SLDS Grant application
b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
c. 05/2010 – 09/2010 – Implement the statistical component of the Colorado (Arizona) Growth Model
d. 08/2010 – 03/2011 – Implement adapted model for student-level growth
e. 05/2010-06/2011 Study Colorado (Arizona) Growth Model school-level data
f. 02/2011 – 07/2011 – Develop guides for parents, teachers, and principals

The progress of this data collection and reporting will be posted quarterly beginning with the 2nd quarter of 2010 at: http://az.gov/recovery/agencies-governor.html. We will also work to post these updates on the Arizona Department of Education's website once their internal project portfolio management portal has been modified to allow for external viewing.

This data collecting will be done by the Arizona Department of Education, and is planned to be funded through the Statewide Longitudinal Data System grant. If Arizona is not awarded the grant, we will have to consider other funding sources such as: SFSF, RTTT, the State's General Fund, or other sources. Because this plan is already in place for the SLDS grant, we do not foresee any major obstacles in preventing this plan from being implemented.

3B.V DATA COLLECTION & PUBLIC REPORTING PLAN

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

Element	Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).	Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).
Indicator (c)(11)		X
Indicator (c)(12)		X

State Plan for Indicators (c)(11) AND (c)(12)

The current plans to expand and enhance the State Longitudinal Data System (SLDS) includes incorporating a State Data System Advisory Panel of the State Higher Education Officers issued draft on the desired capabilities of a state data system for post secondary education, including data elements needed for post secondary students from the systems of higher education organizations. For Arizona higher education organizations, these data can be fed directly to Arizona Education Data Warehouse (AEDW). Arizona Higher Education officials can define derived facts and measures to support their particular interests and issues relating to all or particular stages in the P-20 workforce transitions. This data collecting will be done by the Arizona Department of Education, and is planned to be funded through the Statewide Longitudinal Data System grant.

Included in Appendix B is "Outcome 1", where the implementation of the indicators (c)(11) and (c)(12) is detailed.

Indicator (c)(11)

Included in the State's plan is the ability to collect and report the number and percentage of students that graduate high school who enroll in an institution of higher education, public or private, in state or out of state, within 16 months of receiving a regular high school diploma. This information will be collected for the State, for each LEA in the State, for each High School, and for each student subgroup in each of these levels. This information will be incorporated into the statewide/district/school web based public facing report card solution for semi-annual reporting of evaluation data at http://www10.ade.az.gov/ReportCard/Default.aspx.

The proposed budget for this indicator is $2 million, paid for by the SLDS grant.

Milestones for this indicator include:

a. 12/2009 – Arizona submitted Statewide Longitudinal Data System Grant

b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
c. 05/2010-07/2010 - Re-architect the existing system and data collection processes
d. 09/2010 – Add new data elements to the system
e. 09/01/2010 – Student Clearinghouse integration – provides functionality
f. 03/30/2011 – ADE will perform an interim assessment of the process and adjust the systems and process as needed
g. 09/30/2011 –Required data collection will be initially available.

Indicator (c)(12)

Included in the State's plan is the ability to collect and report the number and percentage of students who complete one year's worth of college credit (applicable to a degree) within two years of enrollment. This information will be collected on the students listed above in indicator (c)(11) who enroll in a public institution of higher education in Arizona, but we hope to expand to other higher education institutions as well. This information will be collected for the State, for each LEA in the State, for each High School, and for each student subgroup in each of these levels. This information will be incorporated into the statewide/district/school web based public facing report card solution for semi-annual reporting of evaluation data at http://www10.ade.az.gov/ReportCard/Default.aspx.

The proposed budget for this indicator is $3 million, paid for by the SLDS grant.

Milestones for this indicator include:

a. 12/2009 – Arizona submitted Statewide Longitudinal Data System Grant
b. 03/2010 – Receive funding decision on SLDS Grant application (utilize SFSF – Government Services funds if not awarded)
c. 05/2010-07/2010 - Re-architect the existing system and data collection processes
d. 09/2010 – Add new data elements to the system
e. 09/01/2010 – Student Clearinghouse integration – provides functionality
f. 03/30/2011 – ADE will perform an interim assessment of the process and adjust the systems and process as needed
g. 09/30/2011 –Required data collection will be initially available.

The progress of this data collection and reporting will be posted quarterly beginning with the 2nd quarter of 2010 at: http://az.gov/recovery/agencies-governor.html. We will also work to post these updates on the Arizona Department of Education's website once their internal project portfolio management portal has been modified to allow for external viewing.

This data collecting will be done by the Arizona Department of Education, and is planned to be funded through the Statewide Longitudinal Data System grant. If Arizona is not awarded the grant, we will have to consider other funding sources such as: SFSF, RTTT, the State's General Fund, or other sources. Because this plan is already in place for the SLDS grant, we do not foresee any major obstacles in preventing this plan from being implemented.

PART 3C-- GENERAL REQUIREMENTS

(1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

a. The Governor and the Office of Economic Recovery relied on the Arizona Department of Education (ADE) and the Arizona State Charter School Board to review and verify the required data and other information on the indicators and descriptors needed for this application. It will be ADE's responsibility to implement the plans described in this document, provide annual updates of information to the public and keep the various stakeholder groups, the Governor's P-20 Council, and the Arizona State Legislature updated on the implementation and budget ramifications of these activities.

(2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

a. Privatization and securitization of personally identifiable is insured by leveraging:
    i. ADE's investment in an enterprise class identity management system (EduAccess),
    ii. ADE's existing rigorous data management processes, policies and infrastructure,
    iii. ADE's secure infrastructure that is logically and physically secured with a class 3 off-sight data center including incorporating maturing disaster recovery and continuity of operations best practices.
    iv. Arizona established governance body and structure including, amongst other responsibilities, oversight into evaluating authorized data users and quality data usage.

Appendix A

Part 2A

3. Additional Submission Requirements

a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

a. & b. Data sources to identify the levels of State support for elementary and secondary education and higher education:

1. Fiscal Year 2008 Appropriations Report; pp84, 160, 163-168, 395, Joint Legislative Budget Committee. This is the annual appropriations report published subsequent to the enactment of the state budget. The report reconciles individual agency budget items with statewide adjustments such as state employee pay increases, health insurance adjustments, and other legislative adjustments that are part of the appropriations bills. This report also contains actual expenditures for fiscal year 2006.
2. Fiscal Year 2010 Baseline Book; pp182-187, Joint Legislative Budget Committee. This publication contains actual expenditures for fiscal year 2008 and updated expenditure projections for fiscal year 2009.
3. Fiscal Year 2010 Appropriations Report; pp159-169, 404-406, Joint Legislative Budget Committee.
4. *Laws 2009, 4th Special Session, Chapter 2, Section 2.* Link: http://www.azleg.gov/legtext/49leg/4s/bills/sb1002s.pdf
5. *Internal Working Documents,* Governor's Office of Strategic Planning and Budgeting. These documents record the Governor's budget development.

Appendix B

Outcome 1: Expand Data Content Scope and Provide Instructional Support Tools and Technology

SUBTASK 1: EXPAND STUDENT DATA COLLECTION AND REDEVELOP DATA COLLECTION SYSTEMS

This subtask has a number of complex components. To successfully collect and integrate many new data elements will require redevelopment and re-architecture of the production systems that collect source data, as well as interagency and data delivery agreements. Each of the sub-activities within this subtask contains implicitly data agreements, cross-platform/cross-system technical and data architectures, security standards, and extensible data modeling.

1.1.1 Re-architect the existing and new data and the data collection processes. New data include student contact (home address, Guardian, last 4 SSN digits), immunization, curriculum and course completion, student-teacher link at a course and/or grade level, post secondary courses taken while a student is in high school, post secondary readiness (SAT, ACT, AP achievements), additional data as required by incorporation of student populations not included in the current student data systems.

1.1.2 Incorporate birth-preschool age children into the new student data system including children in Head Start programs, Early Childhood programs, preschools programs provided by public schools, some for a fee. The entities providing education for this age group will be included in the new master data management system, see Outcome 1.

1.1.3 Incorporate mobile students into the new student data system. This population includes children of migrant families (source data is in COESTAR and M6 systems), children of active military families (source data is in MIC3 system), students in detention and behavioral rehabilitation facilities (source data is in correction state agencies), interstate students the inclusion of which requires collaboration with Arizona adjacent states to establish data sharing.

1.1.4 Incorporate tribal students educated by BIA, BIE and other non public schools. The current data collection is partial and fragmented. Complete inclusion of tribal students in the new student data system is a top priority for the tribal authorities in Arizona.

NOTE: SEE TIMELINE IN APPENDIX D.

Appendix C

Outcome 2: Improve Student and School Performance Measures

SUBTASK 1: IMPLEMENT COLORADO GROWTH MODEL

The Colorado growth model (CGM) provides student and school level growth indicators. It uses the Colorado state standard assessment for academic performance data, along with Colorado-specific technology for data processing, storage, and display. To use the CGM, Arizona will need to adapt the model to the Arizona state standard assessment (AIMS) and ADE technology.

2.1.1 Implement the statistical component of CGM in the ADE SQL Server environment, test relative to AIMS and make necessary adaptation.

2.1.2 Implement adapted model for student-level growth, including design and development of processes and tools for providing student-level growth information to schools, teachers and parents.

2.1.3 Develop guides for parents, teachers, and principals on student-level growth; conduct teacher and parent workshops on interpretation and use of results.

2.1.4 Study CGM school-level growth formula and evaluate its adequacy for Arizona; explore criteria to determine the formula for Arizona implementation; design and develop processes and tools to implement and display the Arizona formula.

2.1.5 Conduct workshops for LEAs on interpretation and use of school-level growth results.

2.1.6 Analyze impact of school-level growth indicators on AYP and AZ LEARNS; modify AYP and AZ LEARNS or develop new school performance indicators.

SUBTASK 2: CREATE METRICS FOR STATE FISCAL STABILIZATION FUND

Metrics for SFSF compliance will be collected, vetted and published by ADE for statewide consolidation by the Arizona Department of Administration.

NOTE: SEE TIMELINE IN APPENDIX D.

Appendix D

TIMELINE:

Task #	Year 1	Year 2	Year 3	Start	End
1	**Expand Data Content Scope and Provide Instructional Support Tools**				
1.1	**Expand student data collection and redevelop data collection systems (inclusive of all subtasks under 1.1)**			5/10	4/13
	• Negotiate data collection processes with external organizations serving students under 1.1.2-1.1.4 and determine data availability and feasible exchange schedule • Define requirements and specifications for: existing data collections and all new items, data audits; data quality metrics and reports • Communicate all specifications to SMS Vendors, and LEAs, and other data submitting organizations	• Re-architect System - Data Base design; Data flow design; Data quality metrics; reports design; Infrastructure design • Development and Implementation in ADE and vendor SMS • Data conversion from current system to new system in ADE • Prepare Training material • Plan deployment and training with SMS vendors	• Deployment to LEAs including organizations serving students under 1.1.2-1.1.3 .		
1.1.1	**Re-architect the existing and new data and the data collection processes**			5/10	5/11
1.1.2	**Incorporate birth-preschool children into the new student data system**			3/11	4/12
1.1.3	**Incorporate mobile students into the new student data system**			3/11	4/12
1.1.4	**Incorporate tribal students**			5/10	3/13
1.3.3	**Examine and determine extensibility to post secondary students**			5/11	4/13
	•	• Set up a post secondary taskforce to examine extensibility	• Evaluate benefits for post secondary students • Determine post secondary rollout plan		

Task #	Year 1	Year 2	Year 3	Start	End
			.		
1.4	**Enhanced acquisition of LEA data**			5/10	4/13
	• Formalize the desired data acquisition processes • Organize and conduct impact assessment with LEAs and SMS vendors • Determine specifications of new data acquisition	• Develop new data acquisition processes for the new student data system • Enhancements of SMS by vendors • Prepare training material for LEA on new data sub-mission processes	• Implement enhancements at LEAs as integral part of 1.1 deployment • Conduct training to implementing LEA on new data submission processes		
1.4.1	**Determine impact of desired data acquisition processes**			5/10	4/11
1.4.2	**Design and develop new data acquisition processes**			2/11	3/12
1.4.3	**Provide data submission training to LEAs**			1/12	4/13
1.5	**Create/implement a statewide SMS option for LEAs**			5/10	4/13
	• Conduct cost benefit analysis and determine "buy or build" solution • If build, design blueprint based on specifications of new student data system resulting from 1.1 • If buy, define and conduct RFP and software selection	• If build, develop: data capture and audit front end to the new state student data base; data querying and reporting tools; user guides, training material • If buy, vendor to develop data delivery to new student data system as specified in 1.4 • Plan rollout to interested LEAs	• Implement system and access for interested LEAs • Train interested LEAs .		
1.5.1	**Determine whether to buy or build and implement an SMS solution**			5/10	1/11
1.5.2	**Develop user data querying and reporting capabilities**			5/12	4/13
1.5.3	**Create statewide training mechanism for the new SMS system**			7/11	6/12
1.6	**Expand school staff data**			5/10	4/13
	• Confirm business and data requirements and define data elements	• Design and develop new system: online data	• Implement system • Conduct		

Task #	Year 1	Year 2	Year 3	Start	End
	and data quality metrics and reports specifications • Communicate specifications to LEAs and their software vendors • Determine data collection and process specifications with organizations providing pathways	capture, batch data file acquisition from LEAs and pathway orgs, database, querying and reporting tools • Design and develop data conversion from existing systems • Create user guides & training material • Plan rollout	workshops on new system to ADE staff, LEAs and pathway organizations		
1.6.1	**Design a new school staff system**			7/10	9/11
1.6.2	**Provide internal and external training support for the new system**			4/11	1/12
1.7	**Implement education entity master data management**			9/11	6/12
1.7.1	**Create master data management structures**			5/10	4/13
	• Complete data model for entities involved in education • Confirm data model with affected agencies and organizations • Design database • Design data capture interface • Determine feasibility and process of conversion from current system to the new system • Communicate new data model to LEAs and other entities involved in education	• Develop and implement a new system • Populate new master data structures with existing data by a mix of audited automated and manual conversions	• Verify that all systems using education entity IDs are congruent with the new Master Data Management database.		
1.7.2	**Expand EduAccess data security/identity management**			5/10	4/13
	• Install EduAccess infrastructure • develop a fully fledged system (currently a pilot version services AEDW users)	• Develop federated identity and authentication management • Determine criteria for trust worthiness of external partners	• Select trust worthy partners and implement federated management with them		

Task #	Year 1	Year 2	Year 3	Start	End
	including granting a user access to multiple specific entities • Migrate current user accounts to new account structure	• Train ADE developers to convert existing ADE systems to be accessed via EduAccess and execute conversions			
1.8	**Restructure education financial data**			5/10	4/13
	• Confirm new data items and their data sources to be collected • Design collection processes for new data • Determine functionality of current financial systems by reverse engineering and confirm business requirements • Develop conceptual design of new funding/ payments processes, in particular state equalization funding processes driven by student membership and attendance, in conjunction with 1.1. • Confirm design with School Finance division	• Design a new system based on the conceptual processes design • Develop a new system	• Pilot run new financial processes in parallel with existing processes • Obtain user confirmation • Implement new financial systems		
1.8.1	**Confirm data availability from additional funding sources**			7/10	2/11
1.8.2	**Redesign existing financial systems**			2/11	2/12
2	**Improve Student and School Performance Measures**			2/11	4/13
2.1	**Implement Colorado Growth Model**			5/10	4/13
	• Establish a task force of District Accountability professionals to assist	• Develop Growth data system • Develop guides for parents, teachers,	• Conduct teacher workshops and parent workshop on		

Task #	Year 1	Year 2	Year 3	Start	End
	in implementation and adaptation • Implement the CGM software & process in ADE SQL Server Environment • Conduct test run of the model on AZ AIMS data history(FY 2005 onward), evaluate results and apply adaptations if needed • Communicate results to LEAs • Design a Growth data system for computing and providing student growth information to schools, teachers and parents	principals • Conduct teacher workshops and parent workshop on interpretation and usage of results • Apply CGM school level growth formula to Arizona and evaluate results • Formulate school level growth measure for Arizona • Implement school level growth component with online visual rendering • Develop school growth guides • Analyze impact on current AYP, AZ LEARNS indicators and Determine needed changes	interpretation and usage of results • Conduct workshops for LEAs on school growth and usage of results • Obtain legislature approval for new AZ LEARNS indicator) • Develop and implement new performance Indicators • Develop guides for LEAs; Conduct workshops for LEAs		
2.1.1	**Implement the statistical component of CGM**			5/10	9/10
2.1.2	**Implement adapted model for student-level growth**			8/10	3/11
2.1.3	**Develop guides for parents, teachers, and principals**			2/11	7/11
2.1.4	**Study CGM school-level growth formula**			5/10	6/11
2.1.5	**Conduct workshops for LEAs**			3/11	4/13
2.1.6	**Analyze impact of school-level growth indicators**			6/11	4/13
2.2	**Create metrics for state fiscal stabilization fund**			2/11	9/11
3	**Expand the Data Warehouse**			5/10	4/13
	• Establish an Arizona post secondary data advisory group to define post secondary data and measures requirements	• Identify new/ modified data elements in the new student data system; Modify or develop ETL to	• Determine what data to incorporate in the AEDW for new systems/ components:		

Task #	Year 1	Year 2	Year 3	Start	End
	• Determine tools and schedules of data transportation from post secondary systems to ADEW • Develop ETL for new post secondary dimension and fact tables • Develop derived facts and measures for post secondary data • Develop user guide and training material • Conduct training	include these data in AEDW; modify student related measures as necessary. • Determine data to be incorporate in the AEDW for the new systems/ components: AZ SAFE, ECAP, Student Growth, Master Data Management • Develop ETL, derived facts and measures • Re-associate existing measures with the new education entities dimensions and hierarchy • Develop user guide and training material • Conduct training	School Growth, School Staff, Financial systems • Develop ETL, derived facts and measures • Revise existing measures of school funding to include new sources • Develop user guide and training material • Conduct training		
3.1	**Revise AEDW data transformations**			5/10	4/13
3.2	**Incorporate new data from outcomes 1 & 2**			1/11	4/13
3.3	**Incorporate post secondary student data**			1/11	1/12
3.4	**Enhance AEDW portal**			3/11	9/12
4	**Establish Data Governance, Training and Communications Organizations**				
4.1	**Create data governance organization and processes**			5/10	4/13
	• Establish data governance board • Establish technology governance support group • Devise and approve subject matter priority for guideline issuance • Analyze subject matters, define and	• Analyze subject matters, define and issue guidelines according to priority schedule • Augment ADE technology support center staff	• Analyze subject matters, define and issue guidelines according to priority schedule		

Task #	Year 1	Year 2	Year 3	Start	End
	issue guidelines according to priority schedule				
4.1.1	**Establish a data governance board**			5/10	7/10
4.1.2	**Establish ADE technology governance support group**			6/10	9/10
4.2	**Create data training and communications organization**			5/10	4/13
	• Establish training and communication group • Devise a master plan for training and communications need of outcomes 1-3 • Explore collaboration opportunities with LEAs and regional organizations to establish regional training teams, trained by the central team • Establish regional training teams • Implement an extensible training system • Prepare multimedia material and deliver training as needed by outcomes 1,2,3 subtasks	• Acquire Knowledge Base software for ADE technology support center • Implement initial content derived from systems development documentation • Update training master plan to include deliveries by regional training teams • Prepare multimedia material and deliver system scheduled training as needed by outcomes 1,2,3 subtasks	• Prepare multimedia material and deliver system scheduled training as needed by outcomes 1,2,3 subtasks .		
4.2.1	**Establish a training and communication group**			5/10	2/11
4.2.2	**Develop a training system**			6/10	4/11
5	**Expand technology infrastructure**				
5.1	**Provide technology tools, infrastructure and support for new systems**			5/10	4/13
	• Acquire and install HW/SW and tools to support implementation of new systems/ components: EduAccess, AEDW, Student Growth • Acquire and install auxiliary	• Acquire and install HW/SW to support implementation of new systems: Student data, central SMS, School Growth, AEDW, Financial, Master data management	• Acquire and install HW/SW to support implementation of new systems/ components: AEDW • Acquire personal computers for		

Task #	Year 1	Year 2	Year 3	Start	End
	infrastructure components • Acquire personal computers for developers under this project • Acquire and install staging servers for production environment	• Acquire and install HW/SW for upgrading response time: internet bandwidth, firewall upgrade, server cluster for high utilization databases, high speed data storage • Acquire personal computers for developers under this project • Add production applications to staging server	developers under this project • Add remaining production applications to staging server		
5.1.1	**Provide solution for new system front ends**			5/10	9/11
5.1.2	**Provide backend hardware and software to support landing zone**			6/11	9/12
5.1.3	**Acquire technical implementation expertise**			5/10	1/11
5.2	**Expand ADE technology infrastructure to provide sustainability**			5/10	4/13
	Acquire and implement a new load balancing devices	Acquire and install backup data center for year 2 project components	Expand backup data center for year 3 project components		
5.2.1	**Implement infrastructure management tools**			6/10	2/11
5.2.2	**Create a backup data center for disaster recovery and business continuity**			5/11	9/12
5.2.3	**Review and improve LEA bandwidth capacity**			5/10	5/13
5.3	**Provide training and communications technology**			5/10	4/11
	• Acquire and install training server • Expand web conferencing system capacity • Acquire mobile computing equipment for mobile training	•			
5.3.1	**Provide tools for remote electronic training and communications**			5/10	5/13
5.3.2	**Acquire laptops and equipped carts for trainers and classrooms**			1/11	1/12

Task #	Year 1	Year 2	Year 3	Start	End
5.4	**Provide training, communication and support center tools**			5/10	4/13
	• Acquire and install tools for creating e-learning courses • Select and install Knowledge Base software • Select and install training management software • Acquire and install ticketing system for support center/ ops/network ops • Expand streaming media server for e-learning	• Acquire and implement software for tracking usage of training system • Acquire and implement application and database monitoring software	• Augment support center to support new systems and technology users		
5.4.1	**Expand support center for technology and application systems**			9/10	1/12
5.4.2	**Implement click stream website usage tracking software**			2/11	5/12
5.4.3	**Implement training management software**			2/11	4/13
5.4.4	**Implement knowledge base software**			1/10	9/10

State Fiscal Stabilization Phase II

When submitting the Phase II application, please provide the indicator or descriptor the State has amended.

Indicator/Descriptor	Date Amended
Indicator (a)(1)	2-12-10, 2-17-10
Indicator (a)(2)	2-03-10
Descriptor (a)(1)	3-08-10
Indicator (a)(3)	3-08-10
Indicator (a)(4)	3-08-10
Indicator (a)(5)	3-08-10
Descriptor (a)(2)	3-08-10
Indicator (a)(6)	3-08-10
Indicator (a)(7)	3-08-10
Indicator (b)(1)	2-25-10, 3-09-10, 3-15-10
Indicator (b)(2)	3-09-10, 3-15-10
Indicator (b)(3)	3-09-10, 3-15-10
Indicator (c)(3)	2-12-10
Indicator (c)(4)	2-12-10, 3-08-10
Indicator (c)(5)	3-09-10
Indicator (c)(6)	2-12-10
Indicator (c)(8)	3-09-10
Indicator (c)(10)	2-12-10, 2-22-10
Indicator (c)(11)	2-22-10, 3-09-10, 3-15-10
Indicator (c)(12)	2-22-10, 3-09-10, 3-15-10
Indicator (d)(1)	1-30-10, 2-05-10, 2-19-10, 3-08-10, 3-15-10
Indicator (d)(2)	1-30-10, 2-05-10, 2-19-10, 3-08-10, 3-15-10
Descriptor (d)(1)	3-09-10
Indicator (d)(3)	3-09-10
Indicator (d)(4)	3-09-10, 3-17-10
Indicator (d)(5)	3-09-10
Indicator (d)(6)	3-09-10,3-17-10
Indicator (d)(9)	3-08-10
Indicator (d)(10)	3-08-10
Indicator (d)(11)	2-26-10
Indicator (d)(12)	2-26-10