

RACE TO THE TOP

Arizona Report

Year 1: 2012



U.S. Department of Education
Washington, DC 20202

June 2013

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided \$4.35 billion for the Race to the Top fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 2 competition. Also in 2011, the Department made nine awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Additionally, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and careers.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, LEAs, and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs) take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.²

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).³

¹ The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

² Participating LEAs are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must sub-grant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

³ More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

Executive Summary

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports.⁴ The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 1 report for Phase 3 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately December 2011 through December 2012.

State's education reform agenda⁵

Arizona crafted its Race to the Top plan to serve as a roadmap to improve Arizona's education system and ensure that students are well prepared for the 21st century. After Phase 2 of Race to the Top, Arizona Governor Janice Brewer charged the P-20 Coordinating Council (Council) with determining how the major reform initiatives in the State's Phase 2 application could be implemented. Over several months the Council's Work Group met to transition the Race to the Top proposal into a viable Arizona education reform plan that could meet Race to the Top's benchmarks. The Work Group set the vision, goals and initiatives based on the Phase 2 application and drafted a strategic plan for implementation.

Guiding the Work Group's work was an urgent need to prepare students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics (STEM). To that end, Governor Brewer also asked Science Foundation Arizona (SFAz) to create an Arizona STEM Network (Network) to unify and align resources around STEM education and more rapidly meet the demands of college and 21st century careers. Composed of leaders in Arizona's education, business and policy, Network strategically leverages individual, disparate efforts around STEM education and moves them toward a common agenda that will accelerate improved student outcomes. The Network created the Arizona STEM Network Business Plan, which drew upon input from across Arizona's 15 counties and involved more than 800 participants from education, business and government. This collaboration and vision formed the foundation for the State's Phase 3 plan.

Supporting the successful implementation of the Common Core State Standards (CCSS) is central to the State's Race to the Top Phase 3 plan. In determining how to focus the Phase 3 plan, the Governor's Office of Education Innovation (GOEI) led a group in evaluating progress, identifying gaps, targeting current needs and agreeing upon priorities. The process revealed the following priorities:

- Providing regional education centers with additional support so that they can help facilitate the transition to college- and career-ready standards and assessments.
- Rolling out the CCSS, and ensuring that the roll out was well-aligned with STEM activities already under development.
- Providing educators with assistance in understanding and acting upon the data that they are provided.

The State's Race to the Top Phase 3 work focuses on transitioning to the CCSS and integrating STEM teaching and learning with CCSS, especially in rural and Native American areas, by providing support and assistance to participating LEAs, efficiently monitoring LEA plan implementation, widely disseminating and replicating effective practices statewide, and intervening when necessary to achieve State goals.

State Year 1 summary

Accomplishments

In Year 1, Arizona put the organizational structures in place to execute its Race to the Top Phase 3 grant, including leadership at each of five regional education centers and the Collaborative Education Partnership (CEP) group composed of leaders from ADE, GOEI and the regional education centers. The Arizona Department of Education (ADE) created the State's Scope of Work and assisted LEAs in developing their scopes of work and corresponding budgets. ADE's Standards Unit integrated its Race to the Top work plan with a preexisting CCSS transition plan, which now includes the input and support of five regional education centers. ADE worked closely with superintendents in five lead LEAs to operationalize the regional education centers and begin planning for professional development during Years 2-4 of the grant period. Finally, ADE trained LEAs on the student-teacher-course connection process and began the process with eight pilot LEAs in anticipation of statewide implementation in school year (SY) 2012-2013.

Challenges

While Arizona has spent considerable effort planning its CCSS transition work and coordinating with the new regional education centers, it was unable to create the processes to gather data on the availability and quality of CCSS resources and the effectiveness of the regional education centers. These data points are central to understanding the scope and impact of the State's efforts. Arizona is also challenged by its geographic distances and the number and diversity of its LEAs. As the regional centers accelerate their work in Years 2-4 of the grant period it will be important that LEA and educator supports keep this diversity in mind.

⁴Additional State-specific data on progress against annual performance measures and goals reported in the Year 1 APRs can be found on the Race to the Top APR at www.rtt-apr.us.

⁵This section reflects counts of schools and students reported in the State's Phase 3 application.

State Success Factors

Building State capacity to support LEAs

Arizona's Race to the Top Phase 3 plan seeks to ensure that students are well prepared for college and careers, and emphasizes three interwoven areas: STEM education, rural outreach, and Native American needs. Currently, Arizona has an education reform plan and a separate business plan for its STEM Network. Both plans seek to achieve the shared goal of better preparing students for life beyond high school in the new economy. In order to build capacity, the State aims to: provide support and assistance to LEAs to implement Race to the Top plans; expand web-based tools; and, establish regional education centers for innovation and reform.

To oversee and execute its Race to the Top plan Arizona established several key partnerships: the CEP group, composed of individuals from the GOEI, ADE and the regional education centers; Expect More Arizona; and the Public Engagement Task Force. The CEP group, composed of 20 to 25 individuals, is focused on standards transition work and holds monthly high-level meetings to discuss implementation and set common strategy and messaging across the State, regional education centers and LEAs.

ADE has established Steering Committees for each of the major projects in the State's Scope of Work: standards transition and accessing and using data systems. Each Steering Committee includes the Deputy Superintendent, the Race to the Top Project Director, and project-specific unit leadership. The State's Race to the Top projects each have a corresponding "30-60-90 day" plan that provides greater detail about tasks, timelines, and responsible parties. The Steering Committee tracks these plans using a green, yellow, red coding system. The rating relates to timeliness and some measures of quality, though ADE teams are still refining those metrics.

The Race to the Top Project Director worked closely with participating LEAs throughout Year 1 to develop and finalize LEA scopes of work. LEAs selected from a menu of CCSS transition activities including professional development for various subjects and personnel, and creation of curricular materials.

Regional education centers

After the Race to the Top Phase 2 process, Arizona's GOEI collaborated with ADE to continue the regional education center work. Using funds from the Department's State Fiscal Stabilization Fund program, GOEI and ADE staff traveled the State to gather information about LEA needs and to outline the purpose of the regional education center structure. Representing five geographic zones in the State, the dialogue resulted in the idea of regional education centers as a key implementation mechanism for supporting school and LEA personnel in the transition to enhanced standards and rigorous assessments. This dialogue, taking place prior to the State's Phase 3 award, and put Arizona in a prime position to operationalize the regional education centers.

Under Race to the Top Phase 3, ADE and GOEI worked closely with county superintendents to establish the five regional education centers in advance of SY 2012-2013. Together, these three groups developed a Scope of Work framework document that set common goals and objectives for executing the State's Race to the Top Phase 3 plan. The Race to the Top Project Director finalized participating LEA allocations and initial scopes of work in April 2012.

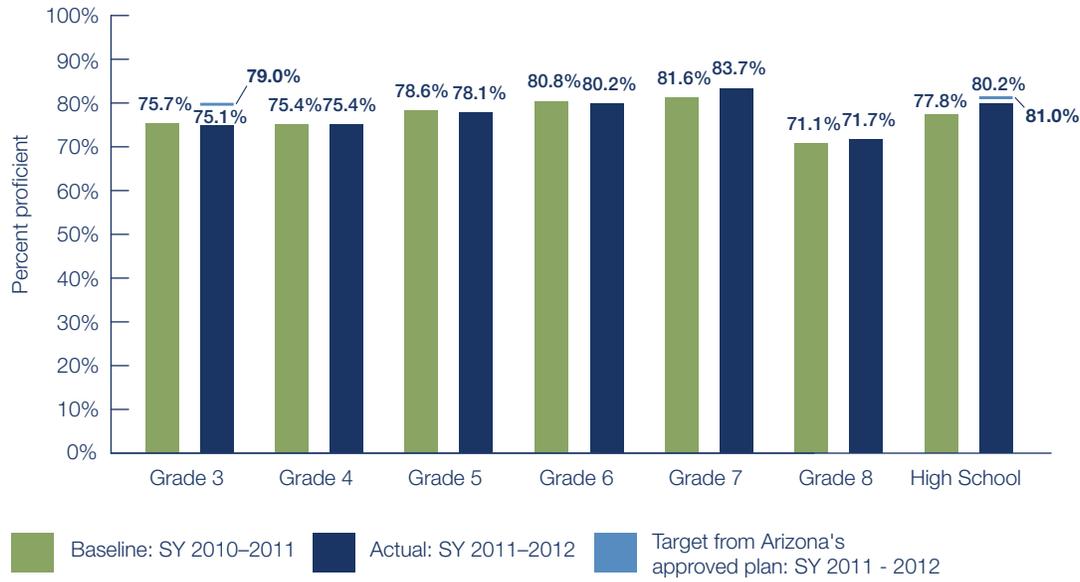
In May 2012, each region designated a lead county educational service agency (ESA) to house the regional education center. Each lead ESA has also designated a mathematics and English language arts (ELA) content expert to be the regional education center's point of contact for the State and for participating LEAs. These content experts are a mix of newly hired individuals and existing staff that now work full-time to support the regional education center. The Standards Unit within ADE coordinates with the regional education centers to determine the best way to disseminate training and resources.

Governor's Office for Education Innovation

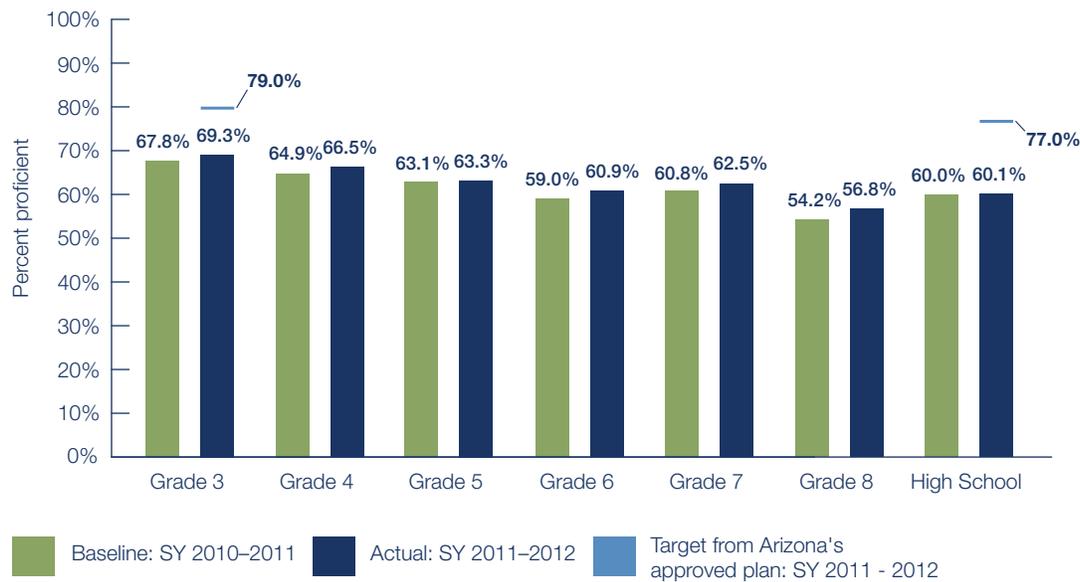
Following the awarding of Arizona's Phase 3 Race to the Top grant, ADE and GOEI executed an inter-governmental service agreement (ISA) for the duration of the grant to execute jointly the State's Race to the Top Scope of Work and support LEAs in implementation. While ADE leads the transition effort with LEAs and produces professional development (see *Standards and Assessments* section below), GOEI has taken on two other aspects of the State's Race to the Top work: communication and community engagement on Arizona Common Core Standards (ACCS); and developing and releasing beta versions of the Arizona Ready Report Card, statewide and for each LEA. With a contractor, ADE and GOEI jointly released Arizona Ready Report Cards in August 2012, available at <http://www.arizonaready.com/content/index.html>. The website includes pre-kindergarten, elementary, junior high, high school, postsecondary, and workforce data dashboards for the public to access and manipulate. For GOEI and the Arizona Ready Council, the Arizona Ready Education Report Card will become the reference point for progress as the State implements ACCS.

State Success Factors

Student Proficiency on Arizona's ELA Assessment



Student Proficiency on Arizona's Mathematics Assessment



Preliminary SY 2011-2012 data reported as of: September 17, 2012.

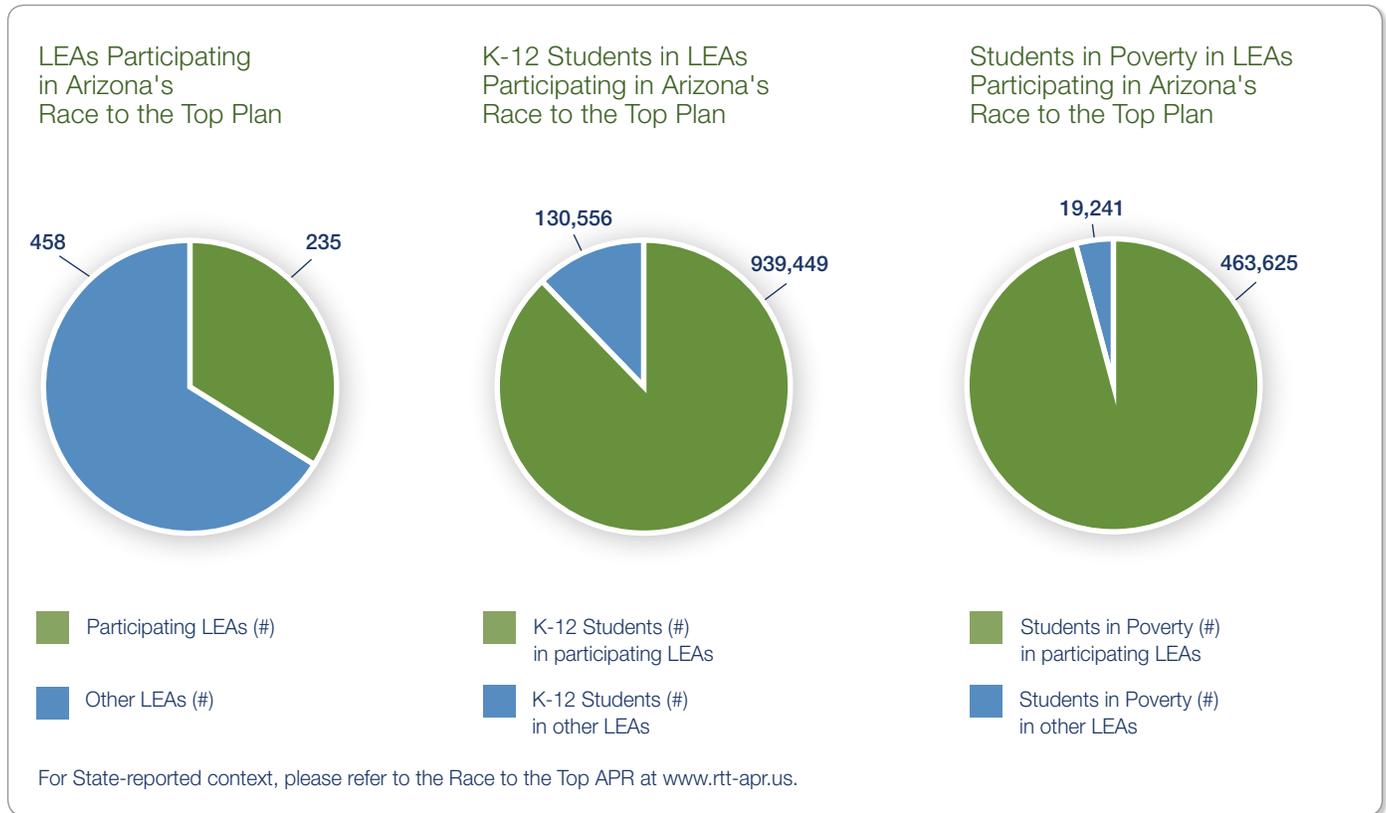
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

LEA participation

Arizona reported 245 participating LEAs as of June 30, 2012. This represents 88 percent of the State's kindergarten through twelfth grade (K-12) students and 97% percent of its students in poverty.



Successes, challenges, and lessons learned

ADE has put in place key partnerships and processes to ensure that the State implements its Race to the Top plan according to plan. Though relatively new, the CEP has created a foundation for broad stakeholder awareness and involvement. The CEP has great potential as it keeps county superintendents and their leadership teams involved in the State's implementation planning and helps ensure that the regional education centers become a viable structure to support LEA work. As the State's Race to the Top work proceeds, it will be important that ADE and GOEI collaborate in developing a plan for performance management, as indicated in the State's Scope of Work. ADE is in the beginning phases of shifting the agency's performance management culture toward creating and tracking metrics to measure timeliness and quality of implementation for Race to the Top and other projects.

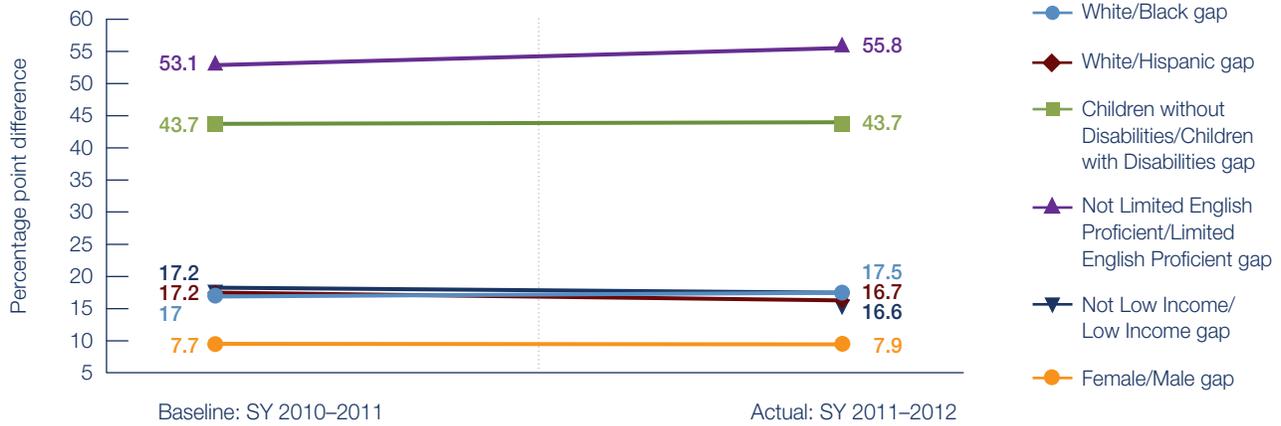
GOEI has decided not to move forward with a performance management contract procurement based on feedback from ADE. The State's Scope of Work indicated that this contract would be

finalized by July 2012. ADE believes it is developing processes to meet the performance management need, and the State will submit an amendment request to reflect the changed approach.

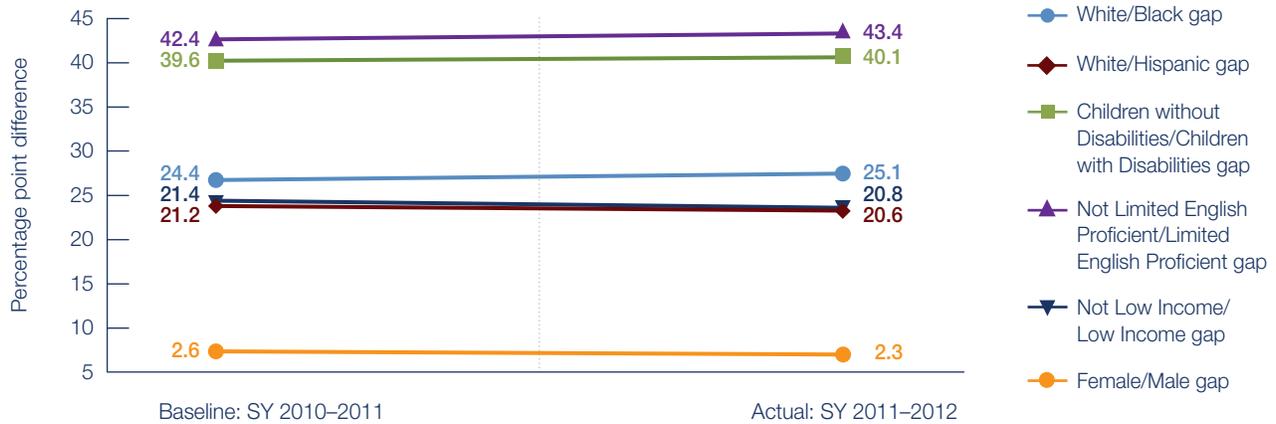
The State has been unable to provide data for the performance measure targets it set at the start of the grant period for SY 2011-2012. The State created measures and set targets in hopes of using existing State structures to collect the data needed for the performance measures. For example, the State indicated it had an eLearning platform in place that would allow it to count how many high-quality instructional items were available, and set a target for how many would be available as of May 2012, however, the State was unable to collect this data because it did not have the tools in place at the regional level to rate the quality of the items. In addition, the State did not have surveys developed or processes in place to distribute surveys measuring the effectiveness of professional development provided by ADE and the regional education centers. The State should prioritize this aspect of its performance management work in Year 2 as the performance measures will provide valuable data about implementation and the success of the State's Phase 3 work.

State Success Factors

Achievement Gap on Arizona's ELA Assessment



Achievement Gap on Arizona's Mathematics Assessment



Preliminary SY 2011-2012 data reported as of: September 17, 2012.

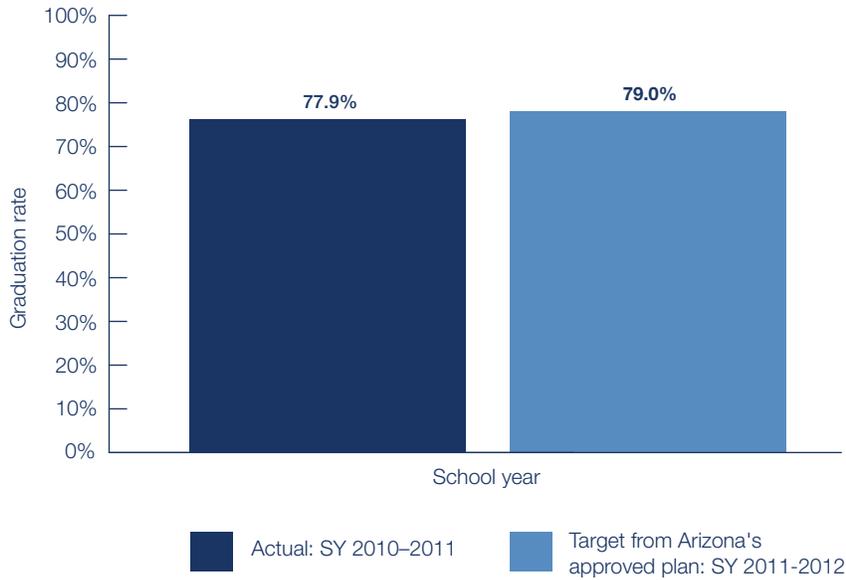
NOTE: Over the last two years, a number of States have adopted new assessments and/or cut scores.

Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA and mathematics assessments. Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups. If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

High School Graduation Rates



Preliminary SY 2011-2012 data reported as of: August 8, 2012.

NOTE: The Department has transitioned to the four-year regulatory cohort graduation rate. Additionally, the Department has transitioned from five to seven racial and ethnic groups used for reporting data. For graduation rates, States will report on the seven racial and ethnic groups for the SY 2010-2011 data.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in Race to the Top States.

Supporting the transition to college- and career-ready standards and high-quality assessments

The Arizona State Board of Education adopted the ACCS on June 28, 2010. Arizona is a governing State of the Partnership for Assessment of Readiness for College and Careers (PARCC). Arizona recognizes that effective transition towards implementing the ACCS is a critical, foundational element of the State's education reform plan. In Year 1, the State rolled out the ACCS, engaged in robust planning at the State level, and collaborated with county superintendents to establish regional education centers.

Within ADE, a cross-divisional workgroup, composed of leadership from the Standards Unit and the Highly Effective Teachers and Leaders Division, and ADE leadership, provides planning and project management for the State's ACCS transition work. The cross-divisional workgroup spent much of Year 1 engaged in adding greater depth and detail to the ACCS Strategic Plan and aligning its 30-60-90-day tactical plans to the Strategic Plan. The Strategic Plan serves as the primary driver of the State's ACCS transition work, focusing on three aspects of the transition work: developing professional development; identifying, developing and evaluating CCSS-aligned instructional resources; and, evaluating fidelity of implementation in participating LEAs. Most recently, the workgroup developed a Common Core Funding Matrix to assist LEAs in identifying resources to support local implementation efforts.

As of September 2012, the State had established the leadership structures and collaborative partnerships to execute their Strategic Plan for ACCS transition. The project-specific Steering Committee meetings, focused on the three aforementioned aspects of the transition work, provide an opportunity for ACCS transition activities to be presented and coordinated with other agency work, such as the spring 2013 educator evaluation system pilot.

Also in Year 1, the Standards Unit at ADE worked with its information technology office and the regional education centers to develop a data collection system and process to gather ACCS implementation data from LEAs. These processes allow the State to gather the data defined in the State's Race to the Top performance measures, which were selected to measure the impact of the State's professional development and perception of the regional centers. However, the State has not yet implemented these processes at the LEA level and is not yet collecting this data.

Role of regional education centers in ACCS transition

The regional education center structure is central to Arizona's Race to the Top ACCS transition plan. The Standards Unit spent much of Year 1 developing a "collaborative infrastructure" to support the regional education centers as conduits for professional development, instructional resource identification, and efforts related to evaluating LEA fidelity of implementation. To build capacity, each regional education center identified two to three individuals in ELA and mathematics to form a Regional Implementation Support Team (RIST). ADE worked closely with the 10-15 member RIST to provide leadership in designing and delivering professional development and deploying it through their cadre of master educators (see below "Dissemination of resources and professional development"). The Standards Unit is also working closely with the regional education centers in creating and deploying the metrics and data collection processes to understand the impact of ADE's professional development and trainings on the ACCS and related instructional shifts.

Communications and community outreach

ADE works closely with the Arizona Public Engagement Task Force (the Task Force), led by the *Expect More Arizona* stakeholder group, to coordinate the State's public-facing communication related to the ACCS transition. The Task Force includes business, education and policy leaders in Arizona who have committed to assisting ADE and GOEI with engaging the general public and increasing awareness of ACCS. In Year 1, ADE, GOEI and the Task Force worked to establish common expectations and messaging to ensure consistency between education stakeholders and the general public.

GOEI included two questions on ACCS in a statewide survey on public issues to gauge the impact of the public-facing ACCS communications strategy. The State reports that as of October 2012, 46 percent of those surveyed were aware of the new standards and of those who were aware, 61 percent supported the new standards.

Dissemination of resources and professional development

ADE is using Race to the Top Phase 3 as an opportunity to leverage and expand existing ACCS training systems and professional development. Under the preexisting plan, ADE trained 70 percent of the educator workforce through their cadre of master educators.

Standards and Assessments

Master educators were selected through a rigorous criteria- and skills-based review. They are part-time and full-time staff released from their schools to be trained as trainers on the ACCS generally, ACCS instructional shifts, and the Educators Evaluating Quality Instructional Products rubric (EQuIP rubric), and to deliver these trainings within their LEAs.

In the first phase of the State's plan, ADE master educators provided educators in their LEAs with an introduction to ACCS and deconstructed the standards to help educators align them to instructional units. These trainings occurred on a demand-driven, rolling basis through SY 2011-2012 and into SY 2012-2013 to accommodate LEAs' training needs. The master educators might begin training with a group of curriculum specialists from a number of schools within an LEA, and then these curriculum specialists might take the training and skills back to their home schools and tailor the training to local needs. The Standards Unit at ADE tracked the number of educators the master educators reached in their initial training at participating LEAs.

In fall 2012, master educators began the second phase of the ACCS professional development plan to focus on the instructional shift required by ACCS, including problem solving, real world applications, and critical thinking. It has been during this phase of the training process that ADE learned the importance of the EQuIP rubric. ADE is in the process of developing professional development with the RISTs that integrates STEM with ELA, mathematics, science, and social studies. The last phase of the ACCS strategic plan focuses on instructional resources and will not begin until spring 2013.

Successes, challenges, and lessons learned

In Year 1, ADE successfully transitioned existing work into their Race to the Top Phase 3 plan and took the time to develop comprehensive planning documents to guide the work and ensure alignment with regional- and LEA-level work. While the regional education center structure is new to Arizona, the State's Race to the Top plan has centered efforts on the ACCS transition. Through their 30-60-90-day plans, ADE is gaining new expertise in project management and ensuring milestones are met.

The selection of high-quality educators to serve as master educators indicates a commitment to building LEA capacity to implement ACCS. The cadre of master educators will be crucial in executing the State's ambitious plan to train educators on the instructional shifts and build regional education centers, LEA, and school-level capacity to make the standards transition. As the RISTs become operational and are able to contribute to creating professional development content, the RIST and master educator structure has the potential to increase capacity of the State to gather data about fidelity of implementation through classroom observations in the future. As described above, to date the State has been unable to gather and report on the implementation data described in its performance measures.

As the State begins efforts to support LEAs in transitioning to and implementing new standards, the State has been challenged by its geographic distances and the diversity and number of LEAs. Though there are 235 participating LEAs, the State has over 600 LEAs when each charter and small rural LEA is taken into account. In this context, ensuring standards transition work occurs with fidelity is a challenge.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Accessing and using State data

Arizona's Race to the Top Phase 3 data systems work centers on collecting LEAs' student, teacher, and course data in a central depository to support connections across these data fields. Once complete, this data infrastructure will allow the State, LEAs, and stakeholders to access actionable data about student performance

and teacher effectiveness. Prior to Race to the Top, ADE worked closely with a vendor to procure the necessary equipment and develop the storage and delivery mechanisms.

During spring 2012, ADE worked with the State vendor to establish specifications and create guidance for the student-teacher-course connection process to support LEAs. LEAs begin by mapping their course offerings and then upload their student and teacher data

Data Systems to Support Instruction

through a School Report Manager system. Once the final student-teacher-course connections are formed and submitted to ADE, the process is considered complete. Arizona LEAs are going through this process for the first time during SY 2012-2013. ADE started the process with eight LEAs as a pilot beginning in May 2012. These LEAs remain a few steps ahead of the rest of the State and provide feedback to ADE on challenges, lessons learned and ways to improve the process. With trainings completed over summer 2012, Arizona LEAs are in the process of gathering their student-teacher-course connection data and preparing them to upload to the State.

To assist LEAs in the course mapping and uploading process, ADE provided online resources including FAQs, training webinars, and a “click-by-click” streaming video. ADE also hosted bimonthly open webinars to answer questions from the field. The State provided a common statewide course-mapping tool to streamline the process for LEAs that may have been doing this for the first time. The tool ties locally defined course titles to the National Center for Education Statistics School Codes for Exchange of Data (NCES SCED) for pre-secondary and secondary courses, which has been particularly useful for Arizona’s many small and rural LEAs.

ADE worked closely with five of the State’s largest student information system vendors to ensure that local data extracts were compatible with the State’s system. This collaboration early on has smoothed the process for up to 85 percent of the State’s LEAs. To reach smaller, charter LEAs without formal student information systems, ADE is working with the Arizona Charter School Association to develop alternative methods to provide this data.

Successes, challenges, and lessons learned

The student-teacher-course connection work has been well planned with designated benchmarks for LEAs to reach. ADE successfully procured the State-level data infrastructure necessary to support the project rolled out training throughout spring and summer 2012 so LEAs would have sufficient time to prepare the data. As LEAs began the process in fall 2012, however, ADE learned that it took LEAs longer than anticipated to submit “clean” data. As such, the State has adjusted its internal goals for completion and anticipates 100 percent of LEAs making final submissions by the end of SY 2012-2013. The State initially called for submissions to be complete by December 2012. As of January 2013, the State reports that 60 percent of the State’s LEAs submitted final certified reports.

Though the State had to re-set its goals for completion, ADE created successful methods for monitoring LEA technical challenges and assistance needs, and developing solutions. Throughout SY 2012-2013, ADE will monitor ADE staff communication with LEAs, and the number and type of error messages the system generates; these data points are used to inform ADE whether additional adjustments to the process are needed.

The course mapping process revealed LEAs’ antiquated systems and limited capacity to complete the requested work. In response, ADE technology staff provided LEA-specific feedback on test submissions and numerous opportunities for LEA staff to ask questions, in addition to providing personalized supports for LEAs based on their individual needs. This individualized support is particularly important in Arizona with hundreds of small and rural LEAs. While the work is progressing well, the rolling and staggered timelines across the State’s LEAs may pose a risk for timely completion by the end of SY 2012-2013, making the State’s supports all the more important.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

State’s STEM initiatives

Arizona’s STEM work for Race to the Top Phase 3 will begin in Year 2 as planned. It is integrated into the State’s Phase 3 professional development plan for ACCS transition and focuses on integrating STEM into ELA and mathematics, as well as science and social studies. ADE will begin working more closely with SFAz and the Network to develop and execute professional development through the regional education centers, master educators, and the train-the-trainer corps. Prior to Race to the Top, SFAz developed a STEM immersion matrix to assist LEAs in determining to what extent

STEM is integrated into their schools. As ADE rolls out STEM integration professional development in Year 2, SFAz and the Network will collaborate more closely with LEAs while they begin to use the STEM immersion matrix.

Colorado plans to support LEAs as they implement educator evaluation systems that meet the requirements of SB 10-191 in SY 2013-2014. The State will finalize the teacher and principal evaluation rubrics, user guides, decision matrix, weighting guidance, inter-rater reliability processes, and training materials based on pilot feedback. Additionally, the State will develop model evaluation tools for other licensed personnel.

Looking Ahead to Year 2

In Year 2, Arizona will build on its Year 1 foundation of operationalizing regional education centers and increasing the rigor and depth of ACCS trainings. ADE's Standards Unit will continue to offer professional development in the second phase of their ACCS transition plan, which focuses on the EQuIP rubric, effective instructional practices, and lesson design. In Year 2, ADE and the regional education centers will begin the third phase of its ACCS transition plan, which will focus on integrating ACCS with STEM, response to intervention, and career and technical education. ADE, in collaboration with the regional education centers, will deploy its data collection processes to gather data on the impact of its ACCS professional development work. With ADE's goal of 50 percent of educators implementing ACCS by the end of SY 2012-2013, these metrics aim to capture the extent to which educators changed their instructional practices.

In addition to continuing its professional development work, ADE will work with LEAs to develop and share instructional materials through a technology-based system. Educators will be able to rate these ACCS-aligned resources for their usefulness in the classroom.

GOEI will continue to collaborate with ADE and Arizona's education stakeholder groups to increase public awareness and support of ACCS. As LEAs make the transition to ACCS in Year 2, these groups will become instrumental in supporting local efforts to support and sustain the transition.

All Arizona LEAs will complete their student-teacher-course connection data submissions to the State system in Year 2. ADE will revise the student-teacher-course data collection processes to make it a sustainable system going forward and develop reporting dashboards.

Budget

For the State's expenditures through June 30, 2012, please see the Race to the Top APR at www.rtt-apr.us.

For State budget information, see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see <http://www2.ed.gov/programs/racetothetop/amendments/index.html>.)

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and

subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a \$97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The final State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) ELA and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, States, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs,

or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate

full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must sub grant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must sub grant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.parcconline.org/>.)

Persistently lowest-achieving schools: As determined by the State, (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation

systems for teachers and principals that: (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the ISU, the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.k12.wa.us/SMARTER/default.aspx>.)

The **State Scope of Work:** A detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement: For the purposes of this report, student achievement (a) for tested grades and subjects is (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."