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Appendix A: P-20 and Task Force Members

P-20 Coordinating Council Members

EXECUTIVE ORDER DESIGNATIONS	NAME/TITLE
Council Chair	Dr. Carol Peck
Arizona Superintendent of Public Instruction (or designee)	Tom Horne Superintendent of Public Instruction
Early Childhood Development and Health Board	J. Elliott Hibbs Executive Director
Arizona State Board of Education	Vince Yanez Executive Director
Arizona State Board of Charter Schools	Deanna Rowe Executive Director
Arizona School Facilities Board	John Arnold Executive Director
County School Superintendent	Dr. Linda Arzoumanian Pima County School Superintendent
Arizona Community College Council	Dr. Michael Kearns Chancellor Mohave Community College
Arizona Board of Regents	Joel Sideman Executive Director
Joint Technological Education District	Dr. Marv Lamer Superintendent Valley Academy for Career & Technology Education
Arizona Commission for Postsecondary Education	Dr. April Osborn Executive Director
Arizona Tribal Representative	Dr. Pauline Begay Apache County School Superintendent
Business/Citizen Member	Dr. Carol Peck President and CEO Rodel Charitable Foundation of Arizona
Business/Citizen Member	Lisa Keegan Former Arizona Superintendent of Public Instruction Education Consultant
Business/Citizen Member	Dr. Jim Zaharis Vice President, Education Greater Phoenix Leadership
Business/Citizen Member	Lavelle McCoy President McCoy Motors
Business/Citizen Member	Colleen M. Niccum Director Community & Government Relations Raytheon

P-20 COORDINATING COUNCIL
STANDARDS AND ASSESSMENTS TASK FORCE
MEMBERSHIP

Chair:

Jack Lunsford
President and CEO
WESTMARC

Sarah Baird
Teacher
Kyrene School District

Chester Crandell
Superintendent
Northern Arizona Vocational Institute of
Technology

Barbara Hickman
Assistant Superintendent
Flagstaff Unified School District

Stephanie Jacobson
Associate Executive Director for Academic and
Student Affairs
Arizona Board of Regents

Cheryl Lebo
Deputy Associate Superintendent
Arizona Department of Education

Dr. Karen Nicodemus
President Emeritus
Cochise Community College

Edward Munoz
Director, Government Relations
Raytheon

Dr. Linda O'Dell
Gila County School Superintendent

Joe O'Reilly
Director of Student Achievement Support
Mesa Public Schools

Jim Pitofsky
Education Director
Arizona Community Foundation

Bob Rice
President
Arizona School Boards Association

Dr. Jim Rice
Superintendent
Alhambra Elementary School District

Debra Slagle
Superintendent
Westwind Children's Services

Karen Woodhouse
Deputy Director
First Things First

Dr. David Young
Sr. Vice President for Academic Affairs
Arizona State University

P-20 COORDINATING COUNCIL
STATEWIDE DATA LONGITUDINAL DATA SYSTEMS TASK FORCE
MEMBERSHIP

Chair:

Cathleen Barton
U.S. Education Manager
Intel Corporation

Dan Anderson
Assistant Executive Director for Institutional
Analysis
Arizona Board of Regents

Susan Carlson
Executive Director
Arizona Business & Education Coalition

Alex Duran
Director of Research and Assessment
Sunnyside Unified School District

Fred Estrella
Chief Information technology Officer
Northern Arizona University

Dr. Sybil Francis
Executive Director
Center for the Future of Arizona

Rebecca Gau
Vice President of Research and School Quality
Arizona Charter School Association

Don Houde
Deputy Associate Superintendent
Arizona Department of Education

Darrel Huish
Chief Information Officer
Maricopa Community College District

Paul Neuman
Vice President of Information Technology
Services
Arizona Western College

Michele Norin
Chief Information Officer
University of Arizona

Brian Owin
Director of Federal programs and Student
Assessment
Litchfield Elementary School District

Debra Poulson
Principal
Deer Valley Unified School District

Orlenda Roberts
Pinal County School Superintendent

Adrian Sannier
University Technology Officer
Arizona State University

P-20 COORDINATING COUNCIL
SUPPORTING STRUGGLING SCHOOLS TASK FORCE
MEMBERSHIP

Chair:

Marc Osborn
Deputy Director of Government
and Public Affairs
R&R Partners

Dr. Nicholas Clement
Superintendent
Flowing Wells Unified School District

Dr. Renee T. Clift
Professor of Teaching & learning and Socio
Cultural Learning
University of Arizona

Bernie Cohn
Director of School Improvement
Sunnyside Unified School District

Kathy Hrabluk
Deputy Associate Superintendent
Arizona Department of Education

Cassandra Larsen
Director
Governor's Office of Children, Youth and
Families

Andrew Morrill
Vice-President
Arizona Education Association

Janice Palmer
Director of Governmental Relations
Arizona School Boards Association

Dr. Ron Richards
Superintendent
Pendergast Elementary School District

Mary Ann Penczar
Director
Academy Adventures

Deanna Rowe
Executive Director
Arizona State Board for Charter Schools

Christopher Smith
Manager, Government & Regulation Affairs
Cox Cable

Tom Tyree
Yuma County School Superintendent

Sheryl Wells
Teacher
Flagstaff Unified School District

Jerry Wissink
CEO
BHHS Legacy Foundation

P-20 COORDINATING COUNCIL
GREAT TEACHERS GREAT LEADERS TASK FORCE
MEMBERSHIP

Chair:

Dave Howell
Director of Governmental Relations
Wells Fargo

Jan Amator
Deputy Associate Superintendent
Arizona Department of Education

Kristin Jordison
Regional Vice President
Mosaic Education Charter

Dr. Karen Butterfield
Deputy Associate Superintendent
Arizona Department of Education

Dr. Janet Johnson
Chair of Education
Rio Salado College

Tim Carter
Yavapai County School Superintendent

Dr. Daniel Kain
Dean of the College of Education
Northern Arizona University

Dr. Meredith Curley
Dean of the College of Education
University of Phoenix

Dr. Mari Koerner
Dean of the College of Education
Arizona State University

Dr. Frank Davidson
Superintendent
Casa Grande Elementary School District

Lydia Lee
Vice President & Regional Manager
JP Morgan Chase

Thomas Davison
Teacher
BASIS Charter School

Rick Myers
Chief Operating Officer
Critical Path Institute

Dr. Ron Dickson
Superintendent
Laveen Elementary School District

Dee Navarro
School Board Member
Prescott Unified School District

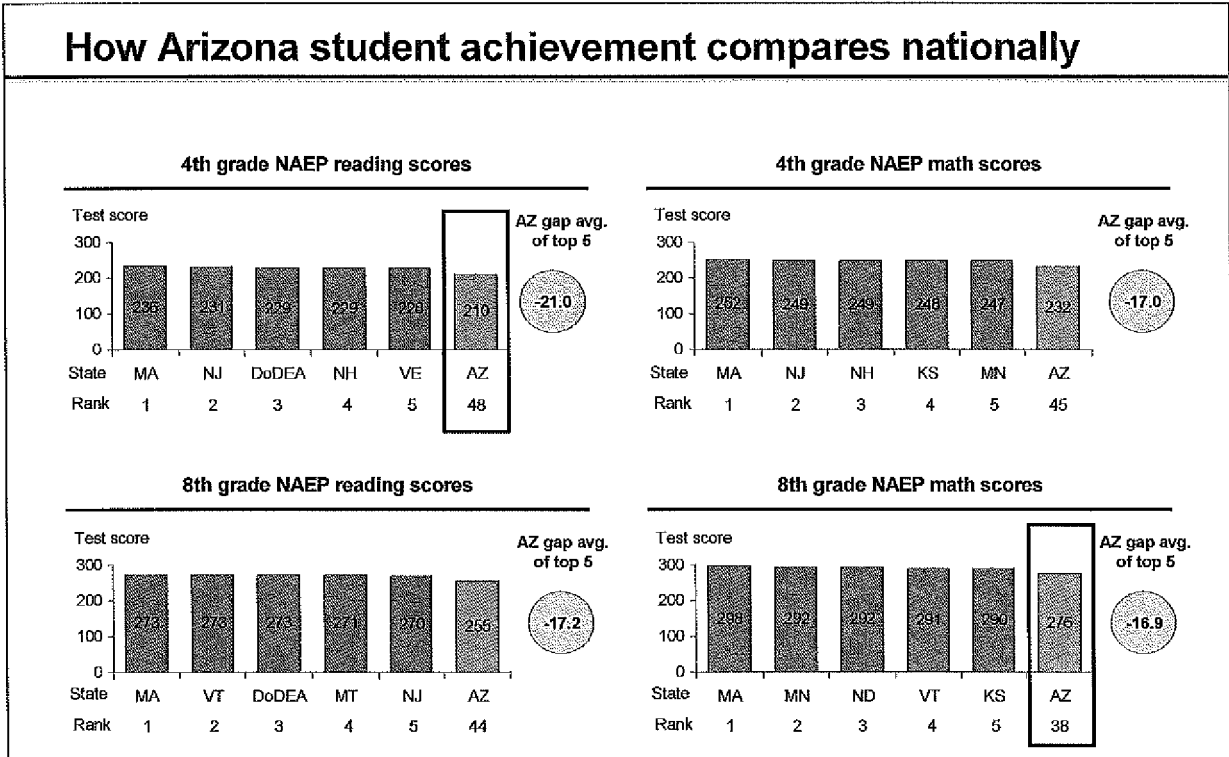
Pearl Chang Esau
Executive Director – Phoenix Region
Teach for America

Wendy Reeck
Principal
Tempe Elementary School District

Dr. Anthony Griffith
Teacher
Alhambra Elementary School District

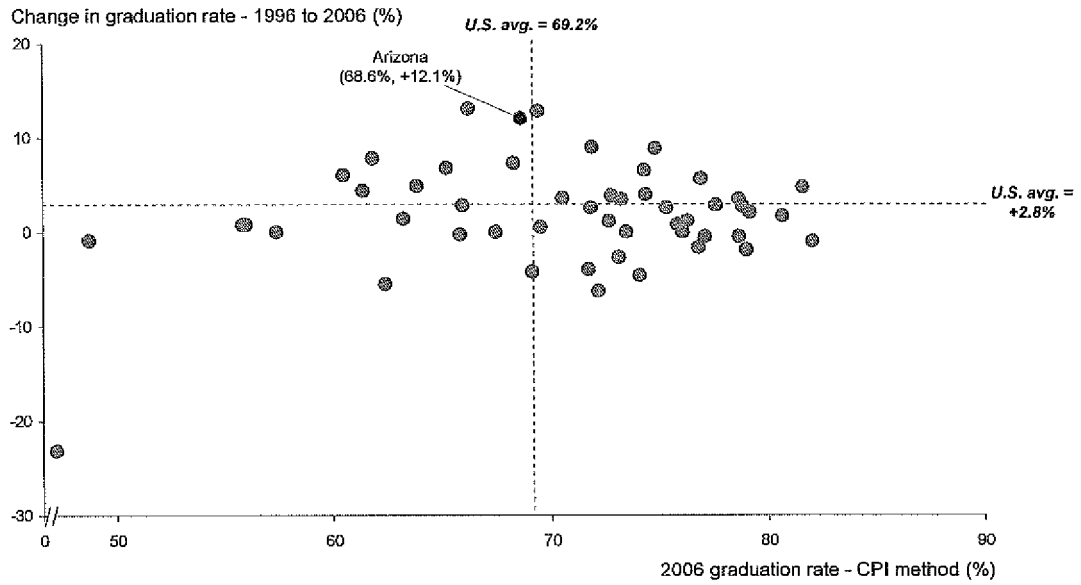
John Wright
President
Arizona Education Association

Appendix B: How Arizona Student Achievement Compares Nationally



Appendix C: How Arizona's Graduation Rate Compares Nationally

How Arizona's graduation rate compares nationally



Source: EPE Research Center at <http://www.edweek.org/rc/2007/06/07/edcounts.html>

Appendix D: LEA Memorandum of Understanding

I. PARTICIPATING LEA MEMORANDUM OF UNDERSTANDING (Appendix D in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)

Background for Memorandum of Understanding

Participating LEAs (as defined in this notice) in a State's Race to the Top plans are required to enter into a Memorandum of Understanding (MOU) or other binding agreement with the State that specifies the scope of the work being implemented by the participating LEA (as defined in this notice).

To support States in working efficiently with LEAs to determine which LEAs will participate in the State's Race to the Top application, the U.S. Department of Education has produced a model MOU, which is attached. This model MOU may serve as a template for States; however, States are not required to use it. They may use a different document that includes the key features noted below and in the model, and they should consult with their State and local attorneys on what is most appropriate for their State that includes, at a minimum, these key elements.

The purpose of the model MOU is to help to specify a relationship that is specific to Race to the Top and is not meant to detail all typical aspects of State/LEA grant management or administration. At a minimum, a strong MOU should include the following, each of which is described in detail below: (i) terms and conditions; (ii) a scope of work; and, (iii) signatures.

(i) Terms and conditions: Each participating LEA (as defined in this notice) should sign a standard set of terms and conditions that includes, at a minimum, key roles and responsibilities of the State and the LEA; State recourse for LEA non-performance; and assurances that make clear what the participating LEA (as defined in this notice) is agreeing to do.

(ii) Scope of work: MOUs should include a scope of work (included in the model MOU as Exhibit I) that is completed by each participating LEA (as defined in this notice). The scope of work must be signed and dated by an authorized LEA and State official. In the interest of time and with respect for the effort it will take for LEAs to develop detailed work plans, the scope of work submitted by LEAs and States as part of their Race to the Top applications may be preliminary. Preliminary scopes of work should include the portions of the State's proposed reform plans that the LEA is agreeing to implement. (Note that in order to participate in a State's Race to the Top application an LEA must agree to implement all or significant portions of the State's reform plans.)

If a State is awarded a Race to the Top grant, the participating LEAs (as defined in this notice) will have up to 90 days to complete final scopes of work (which could be attached to the model MOU as Exhibit II), which must contain detailed work plans that are consistent with the preliminary scope of work and with the State's grant application, and should include the participating LEA's (as defined in this notice) specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures.

(iii) Signatures: The signatures demonstrate (a) an acknowledgement of the relationship between the LEA and the State, and (b) the strength of the participating LEA's (as defined in this notice) commitment.

- With respect to the relationship between the LEA and the State, the State's counter-signature on the MOU indicates that the LEA's commitment is consistent with the requirement that a participating LEA (as defined in this notice) implement all or significant portions of the State's plans.
- The strength of the participating LEA's (as defined in this notice) commitment will be demonstrated by the signatures of the LEA superintendent (or an equivalent authorized signatory), the president of the local school board (or equivalent, if applicable) and the local teachers' association or union leader (if applicable).

Please note the following with regard to the State's Race to the Top application:

- In its application, the State need only provide an example of the State's standard Participating LEA MOU; it does not have to provide copies of every MOU signed by its participating LEAs (as defined in this notice). If, however, States and LEAs have made any changes to the State's standard MOU, the State must provide description of the changes that were made. Please note that the Department may, at any time, request copies of all MOUs between the State and its participating LEAs.
- Please see criterion (A)(1)(ii) and (A)(1)(iii), and the evidence requested in the application, for more information and ways in which States will be asked to summarize information about the LEA MOUs.

Participating LEA Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is entered into by and between the Arizona Governor’s Office of Economic Recovery and _____ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the LEA plan as identified in Exhibit I (Preliminary Scope of Work) and Exhibit II (Final Scope of Work, to be completed within 90 days of any grant award) of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State’s Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA’s portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
- 3) Provide feedback on the LEA’s status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - **REQUIRED:**

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local Teachers' Association or Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - REQUIRED:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

Appendix E: LEA Scope of Work

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth and link it to both principals' and individual teachers' evaluations		
(ii) Design and implement evaluation systems that incorporate student growth as a significant factor (both at the individual and group level)		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

For the Participating LEA

For the State

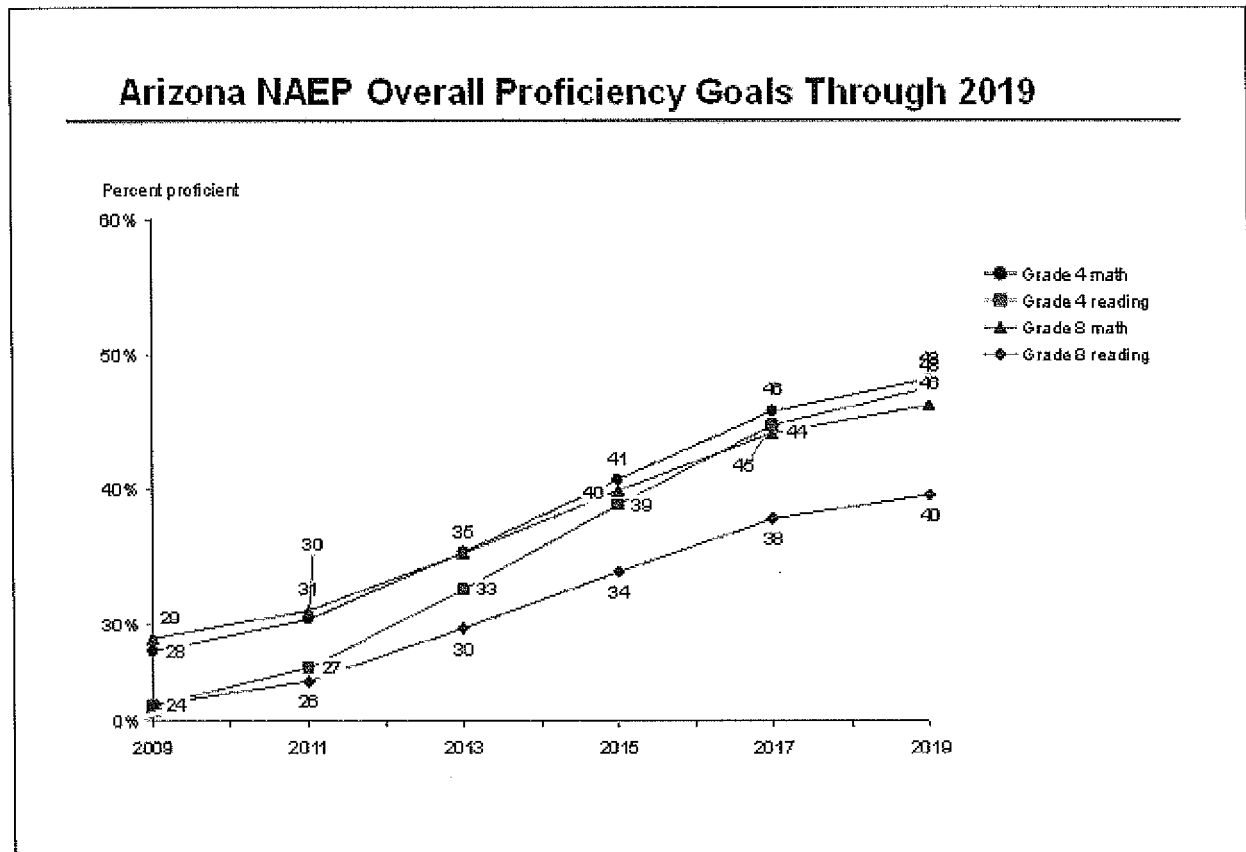
Authorized LEA Signature/Date

Authorized State Signature/Date

Print Name/Title

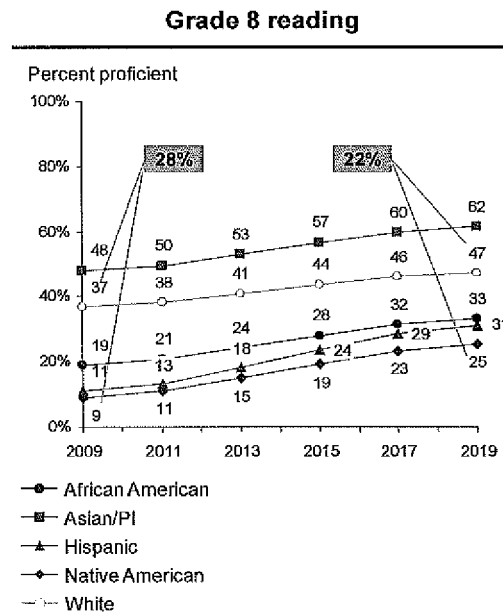
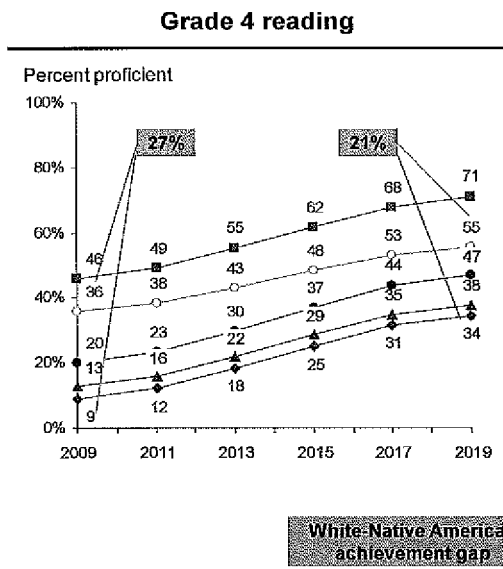
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Appendix F: Arizona NAEP Overall Proficiency Goals Through 2019

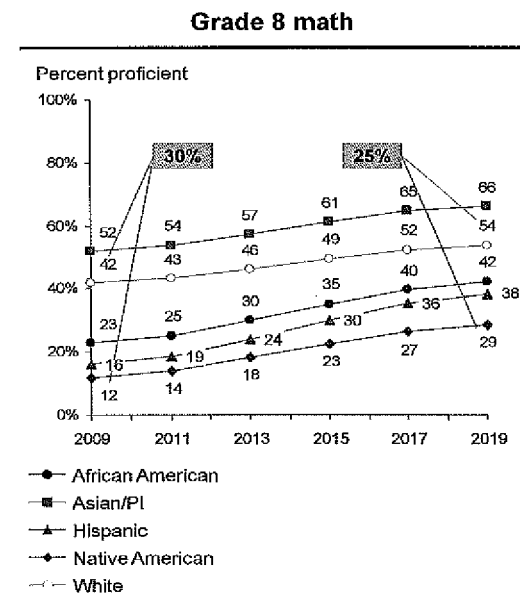
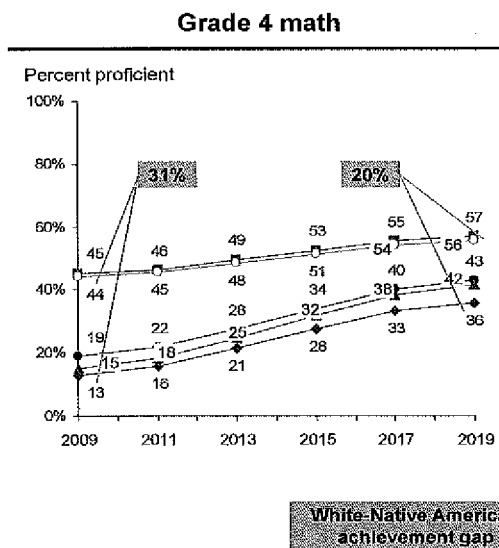


Appendix G: Ethnic Subgroup Goals

Ethnic subgroup goals target achievement gap closure (I)

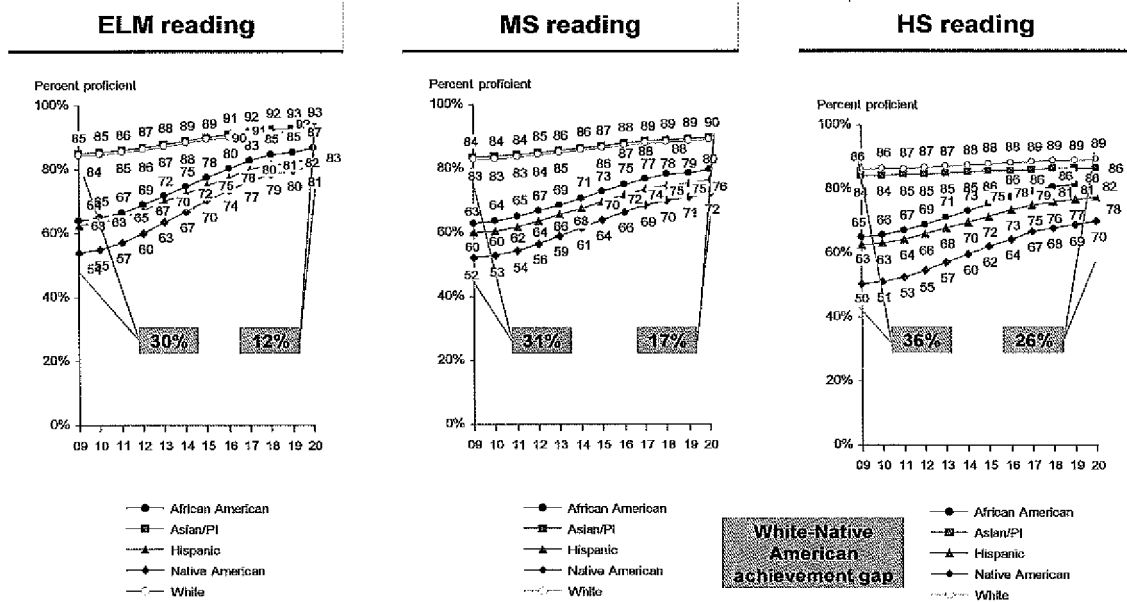


Ethnic subgroup goals target achievement gap closure (II)



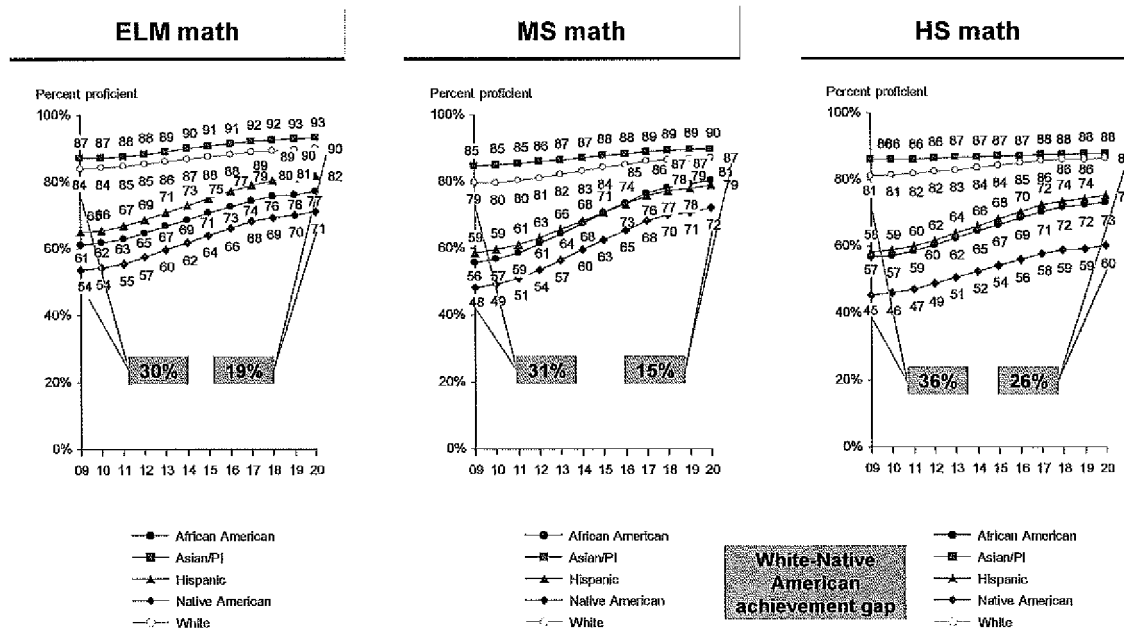
Ethnic subgroup goals target achievement gap closure (I)

AIMS reading proficiency goals through 2020



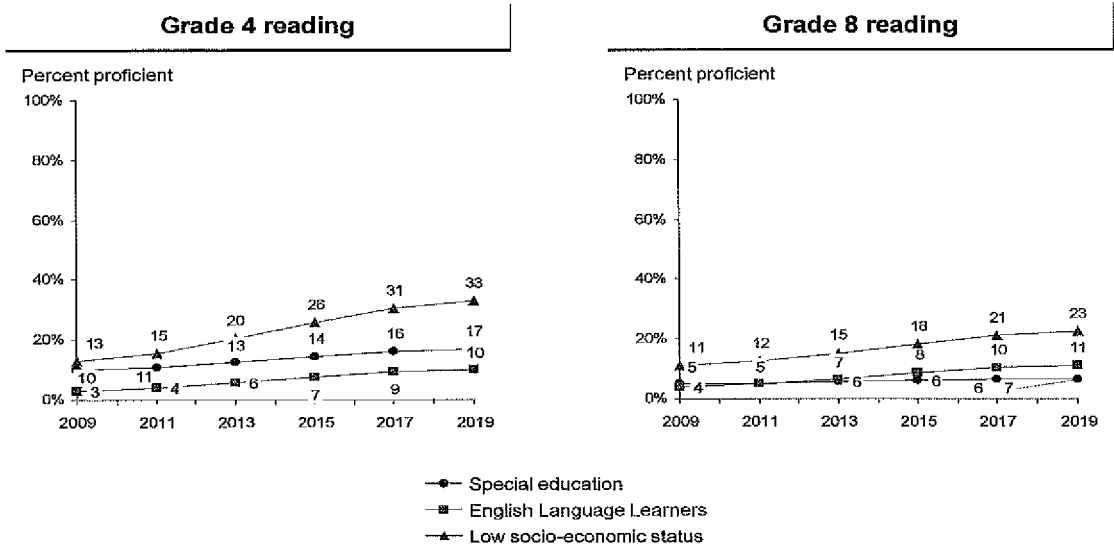
Ethnic subgroup goals target achievement gap closure (II)

AIMS math proficiency goals through 2020

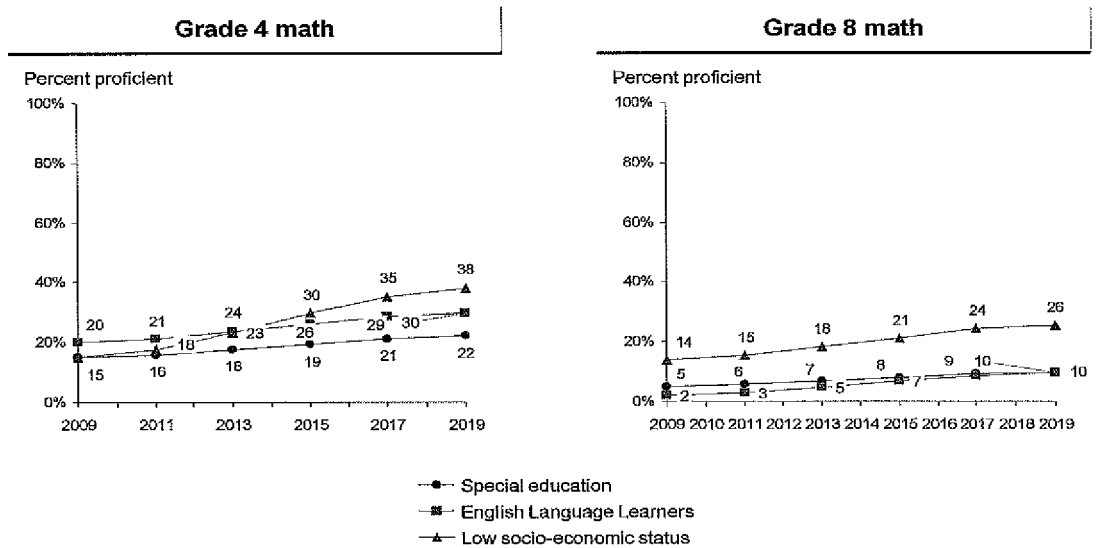


Appendix H: Serviced-Need Student Goals

Serviced-need student reading goals reflect realistic challenges

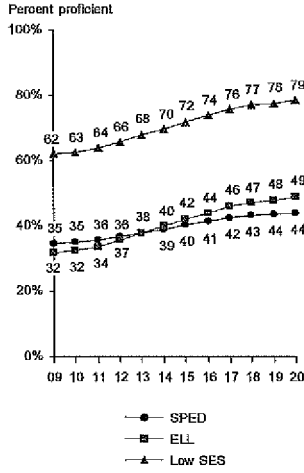


Serviced-need student math goals reflect realistic challenges

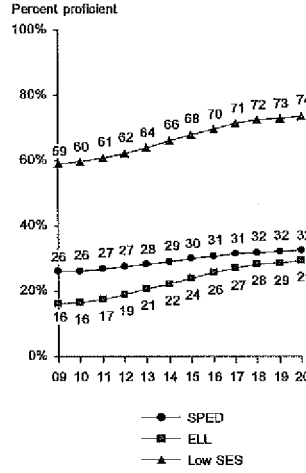


Serviced-need student reading goals reflect realistic challenges

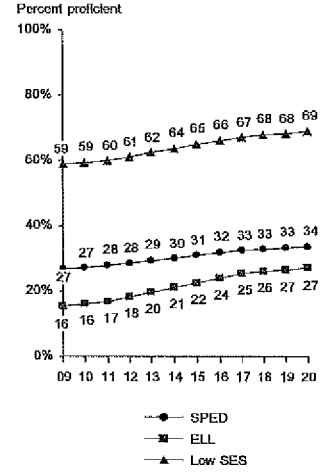
ELM reading



MS reading

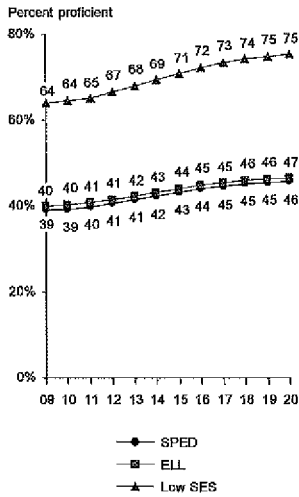


HS reading

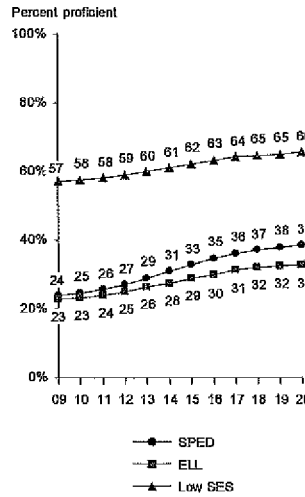


Serviced-need student math goals reflect realistic challenges

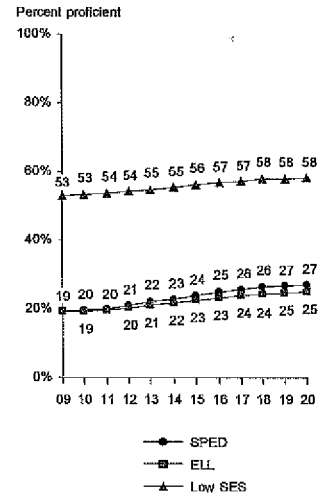
ELM math



MS math

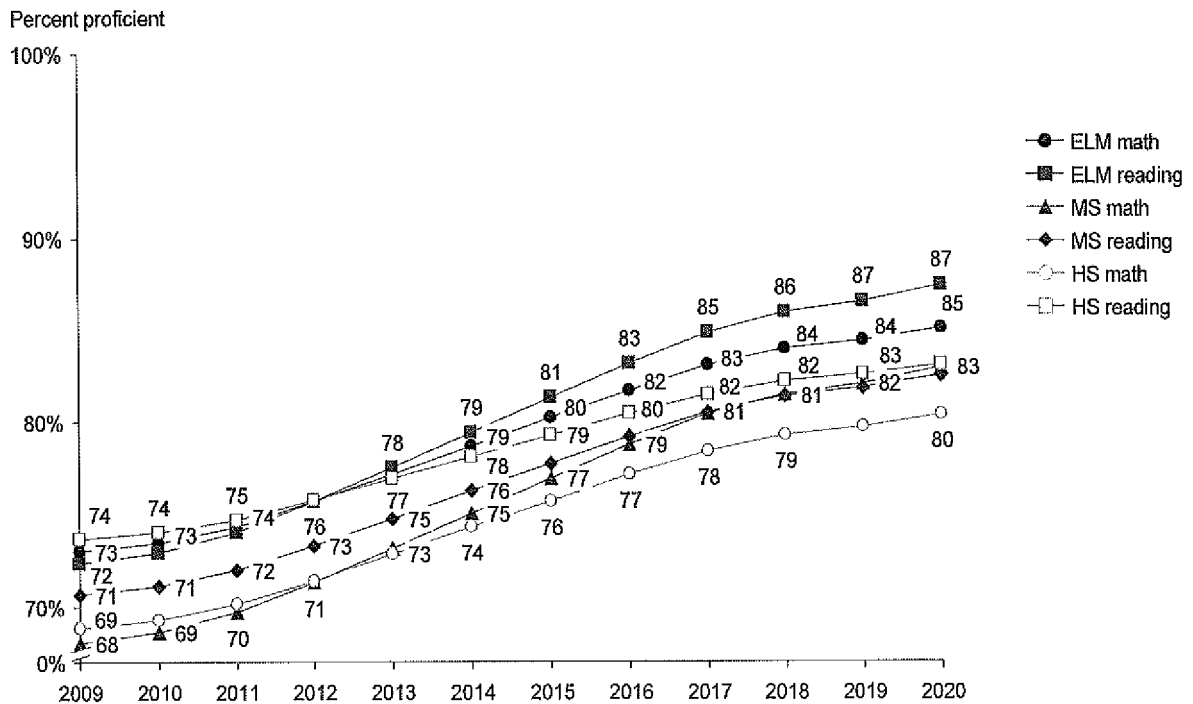


HS math



Appendix I: Arizona AIMS Overall Proficiency Goals Through 2020

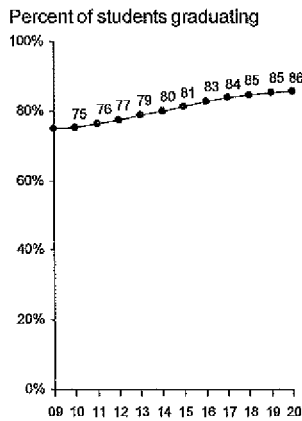
Arizona AIMS overall proficiency goals through 2020



Appendix J: Arizona High School Graduation Rate Targets 2009-2020

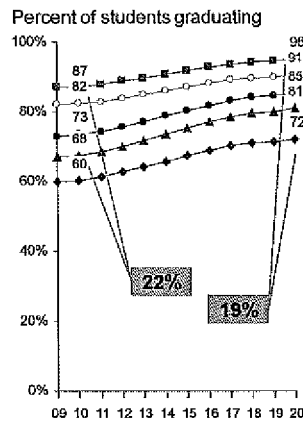
Arizona high school graduation rate targets 2009-2020

Overall



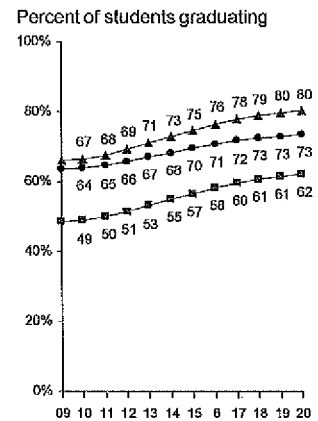
White - Native American achievement gap

Ethnic subgroups



- African American
- Asian/PI
- ▲ Hispanic
- ◆ Native American
- White

Serviced-need subgroups



- Special education
- English Language Learners
- ▲ Low socio-economic status

Appendix K: Detailed Table for (A)(1) Participating LEAs

Detailed Table for (A)(1)																				
This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix.																				
Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion												
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Signl. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(2)	(C)(2)(a)	(C)(2)(b)	(C)(2)(c)	(C)(2)(d)	(D)(2)(a)	(D)(2)(b)	(D)(2)(c)	(D)(2)(d)	(D)(2)(e)	(D)(2)(f)	(D)(2)(g)	(D)(2)(h)
Name of LEA here				Y/ N/NA	Y/ N/NA	Y/ N/NA	Yes/ No	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA	Y/ N/NA
Academy Del Sol, Inc	1	60	38	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Arizona	1	420	312	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Excellence	2	208	12	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy of Math and Science	1	325	220	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy with Community Partners	1	238	156	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Accelerated Learning Charter School	1	80	48	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
ACCLAIM Academy	1	553	432	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Acorn Montessori Charter	2	491	257	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Advanced Education Services, Inc	1	198	0	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Agua Fria Union HS	4	7599	2165	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Agulla Elementary	1	211	182	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ahwatukee Foothills Prep	1	414	110	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AIBT Non-profit Charter HS	1	425	334	Y	NA	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ajo Unified	2	606	376	Y	N	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes No	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA	Y NA
Alkamel O’Otham Pee Posh Charter	2	196	166	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alhambra Elementary	15	20773	15906	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alhambra Education Partnerships	1	129	108	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Allsport Academy	1	101	11	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Alta Vista Public Charter HS	1	555	549	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Altar Valley Elementary	2	950	771	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ambassador Academy	1	37	0	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amphitheater	20	19891	7688	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Antelope Union HS	1	392	240	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Apache Junction Unified	8	7742	3665	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Apache Trail Public Charter HS	1	327	265	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aprender Tucson/Southside Comm	1	340	296	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Academy of Leadership	3	217	172	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Academy of Sci and Tech	1	169	58	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
ARIZONA Call-A-Teen Youth Resources	1	220	199	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes No NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	Y N NA	
Arizona Connections Academy	1	1123	638	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Conservatory for Arts and Academics	2	405	109	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona School for the Arts	1	432	0	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Upgrade Academy	1	67	55	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arizona Virtual Academy	1	5697	3165	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arlington Elementary	1	336	248	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ash Fork Joint Unified	3	382	345	Y	NA	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avondale Elementary District	8	8775	4691	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Ball Charter Schools - Dobson	1	744	170	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Ball Charter Schools - Hearn	1	667	251	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Compass School	1	51	23	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Dept of Juvenile Corr	5	1795	0	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ Montessori Charter School at Anthem	1	189	24	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
AZ SIA Tech	2	942	137	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Balsz Elementary	5	4397	3020	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
BASIS Scottsdale	1	662	0	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
BASIS Tucson	1	673	0	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N	Y/ N	Y/ N	Yes No	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	
Beaver Creek	1	506	307	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Bell Canyon Charter School, Inc.	1	330	209	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Bicentennial Union HS	1	179	114	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Bisbee Unified	3	1106	623	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Blue Ridge Unified	5	3235	1471	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Blueprint Education	3	661	196	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Bowie Unified	2	109	74	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Bradley Academy of Excellence	1	234	109	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Buckeye Elementary	7	5711	3357	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Buckeye Union HS	4	4116	1621	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Bullhead City Elementary	7	4605	3100	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Camp Verde Unified	4	1922	1144	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Carmen Transitional School, Glendale	1	197	70	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Carmen Transitional School, Surprise	1	651	184	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Carpe Diem Collegiate HS	1	277	121	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Cartwright Elementary	20	26600	17308	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Casa Grande Elementary	12	10811	5429	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Casa Grande Union HIS	5	4793	2375	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Catalina Foothills USD	8	5477	298	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Cave Creek Unified	9	6873	449	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
CAVIT	9	3194	0	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Center for Academic Success	5	1056	658	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Center for Creative Education	2	88	29	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Cesar Chavez Learning Community, Inc	2	197	75	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Challenge Charter School	1	782	141	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Chandler Prep—Great Hearts Academies	1	552	37	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Chandler Unified School	41	46010	10433	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Chester Newton Montessori	1	139	86	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Chino Unified	8	4497	3450	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Chino Valley	5	3206	1703	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Choice Academy, Inc	1	223	57	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Choice Ed – Dear and Hard of Hearing	2	74	73	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Choice Ed - Learning Crossroads	2	260	178	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Choice Ed - Sequoia Charter	4	1000	789	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Choice Ed - Sequoia Village	1	240	178	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Civano Community School	2	109	9	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clarkdale-Jerome Elementary	1	499	229	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cochise Community Devlp Corp	1	343	51	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Colorado River Union HS	2	3061	1412	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concho Elementary	1	250	211	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Concordia Charter School	1	46	39	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Continental Elementary	1	643	165	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coolidge Unified	7	6825	3094	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cortez Park Charter Middle School, Inc.	1	208	120	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cottonwood-Oak Creek	5	2766	1640	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Country Gardens Charter	1	458	235	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
CPLC Community Schools	3	429	313	Y	NA	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crane Elementary	11	7716	5224	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Creighton	10	10141	8652	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crestview College Preparatory Public	1	427	335	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crown Charter School	1	521	100	Y	NA	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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									Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA
Name of LEA here				Y/N/NA	Y/N/NA	Y/N/NA	Yes/No	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Deer Valley Charter Schools	1	295	0	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Deer Valley Unified	38	43787	9558	N	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Desert Heights (Partnership with Parents)	1	554	307	N	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Desert Hills Public Charter HS	1	822	279	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Destiny Schools	1	306	237	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Discovery Plus Academy	1	143	65	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Duncan Unified	2	561	246	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Dysart Unified	24	32773	12878	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
EAGLE College Prep	1	245	161	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
East Mesa Charter Elementary School, Inc.	1	650	201	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
East Valley Institute of Technology	37	26450	0	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
E-Cademe High School	1	686	441	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Edkey - Redwood Academy	1	98	77	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Edkey - Sequoia Pathfinder	1	90	10	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Edkey - Sequoia Ranch	5	693	662	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
EdOptions High School	1	30	10	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Educational Opportunity Charter HS	1	105	99	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
EduPreneurship, Inc	1	165	65	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
E-Institute Charter Schools	4	516	100	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
El Dorado Public Charter High School	1	442	305	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
El Pueblo Integral - Teaching and Learning Collaborative	1	110	0	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elfrida Elementary	1	170	112	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Esperanza Community Congregational Acad	1	116	1	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Estrella Public Charter High School	1	874	743	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flagstaff Unified	19	13750	4959	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Florence Crittenton Services	1	457	330	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Florence Unified	10	10416	5020	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Flowing Wells	10	6933	3972	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fountain Hills Unified	4	2653	294	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fowler Elementary	7	6212	4556	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin Phonetic School	1	500	217	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fredonia - Moccasin Unified	2	364	199	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ft Thomas Unified	4	608	333	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ganado Unified	4	2039	1755	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes No	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	
GEM Charter	1	89	17	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gila Bend Unified School District	2	611	382	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gila County Regional School District	3	338	189	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gila Preparatory Academy	2	138	24	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilbert Arts Academy Elementary	1	166	67	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilbert Unified	42	45756	9400	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glendale Elementary	17	19406	14115	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glendale Prep—Great Hearts Academies	1	265	16	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glendale Union HS	10	18357	7421	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Globe Unified School District	3	2216	1218	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Graham County School	1	128	29	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Canyon Prep Academy	1	38	16	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Canyon USD	2	352	143	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hasan Middle	1	180	60	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hasan Preparatory and Leadership	1	59	0	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hackberry Elementary	1	64	55	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Happy Valley School	1	706	142	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ NA	Y/ NA	Y/ NA	Yes/ No	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	
Haven Montessori	1	16	3	Y	NA	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Hayden-Winkelman	3	471	270	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Heber-Overgaard Unified	4	697	379	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Heritage Elementary School	2	1193	487	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Higley Unified	10	14100	3704	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hillside Elementary	1	30	0	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Holbrook Unified	5	2450	1586	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Humboldt Unified	10	8154	2588	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hyder Elementary	1	156	147	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Charter Elementary at Camelback, Inc.	1	332	234	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Charter Elementary at Desert West, Inc.	1	771	598	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Elementary at Tempe, Inc.	1	397	187	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at East Mesa, Inc.	1	94	33	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Imagine Middle at Surprise, Inc.	1	357	37	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Indian Oasis-Baboquivari Unified	3	1069	852	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Isaac Elementary School District	14	11106	10054	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/NA	Y/NA	Y/NA	Yes/No	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	Y/NA	
J.O. Combs Unified	6	5220	1915	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
James Sandoval Preparatory HS	1	243	185	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Jefferson Academy of Adv Learning	1	178	174	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Joseph City Unified	3	591	176	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Juniper Tree Academy	1	555	251	Y	NA	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Kachina Country Day School	2	214	0	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Kayenta	4	2636	2034	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Kestrel Schools	1	114	44	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Kingman Academy of Learning	4	1626	339	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Kingman Unified	10	9533	4986	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Kyrene	26	21161	4578	Y	N	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
La Paloma Academy	2	1368	987	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Lake Havasu Unified	11	7944	3523	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Laveen	6	6831	3915	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
LEAD Charter Schools	4	816	243	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Legacy Education Group	1	223	102	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Legacy Schools	1	322	205	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Legacy Traditional School	2	1072	0	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA		
Liberty Arts Academy Elementary	1	168	89	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Liberty Elementary	5	4410	2424	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Liberty Traditional Charter	1	590	378	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Litchfield Elementary	13	12457	3936	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Littlefield Unified	2	657	221	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Littleton ESD	7	8039	4852	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Madison School District	8	7104	2683	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Mammoth - San Manuel Unified	4	1451	911	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Marana Unified	18	15533	4815	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Maricopa County Regional SD	4	2580	2473	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Maricopa Unified	9	8824	3144	Y	N	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Mary C. O'Brien Accommodation SD	2	297	279	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Masada Charter	1	459	322	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Math and Science Success Academy	1	97	73	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Maya Public Charter High School	1	1178	895	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
McNeal School District	1	69	40	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Mesa Arts Academy	1	235	185	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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Name of LEA here				Y/ NA	N/ NA	Y/ NA	Yes No	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA
Mesa Prep—Great Hearts Academics	1	285	14	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mesa Unified	91	90316	41010	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Metropolitan Arts Institute	1	241	0	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mexicayofl Academy	1	178	140	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miami Unified	5	1544	847	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Midtown Primary	1	144	98	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milestones Charter School	1	369	0	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mingus Springs Charter	1	222	119	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mingus Union HS	2	1413	0	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mission Charter Schools	2	214	106	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mobile Elementary	1	35	21	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mohave Accl Elementary School	2	234	167	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mohave Accl Learning Center	1	599	351	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mohave Valley Elementary	4	2496	1413	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Montezuma Middle School	1	49	45	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mountain English Spanish Academy	1	55	50	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mountain School, Inc	1	201	0	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Sign. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		(B)(2)	(C)(2)(i)	(C)(2)(ii)	(C)(2)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)	(D)(2)(v)	(D)(2)(vi)	(D)(2)(vii)	(D)(2)(viii)	(D)(2)(ix)	(D)(2)(x)	(D)(2)(xi)	(D)(2)(xii)	(D)(2)(xiii)	(D)(2)(xiv)	(D)(2)(xv)	(D)(2)(xvi)	(D)(2)(xvii)	(D)(2)(xviii)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
MultiDimensional Literacy Corp	1	225	141	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Murphy Elementary	4	3551	3026	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Naco Elementary District	1	319	260	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nadaburg Unified	2	1158	368	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Destiny Leadership	1	16	16	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Horizon School for the Performing Arts	1	207	151	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Visions Academy	3	115	27	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New World Educational Center	1	282	228	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Noah Webster Basic School	1	1484	451	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nogales Unified	10	6706	5003	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northeast Arizona Tech Institute Vocational	8	4058	0	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Northern Arizona Academy	2	242	178	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Odyssey Prep Academy	1	423	0	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Opportunities for Youth, Inc.	1	78	74	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Oracle Elementary	2	697	312	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Osborn Elementary	6	5079	3735	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pace Preparatory Academy, Inc	2	200	123	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Page Unified	4	3540	1968	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Painted Desert Demonstration Proj	1	93	65	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palo Verde Elementary	1	587	336	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paloma School District	1	90	83	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Palominas Elementary	3	1333	571	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pan American Charter	1	401	381	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paradise Valley Unified	47	40993	10343	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paragon Management	2	1524	297	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paragon Science Academy (para ED Corp)	1	377	40	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Park View Middle School	1	185	81	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parker Unified	6	2228	1483	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Patagonia Elementary	1	93	63	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Patagonia Montessori Elementary	1	23	11	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Patagonia Union HS	1	105	49	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Patninnua Charter School Foundation	1	713	526	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pathways ICM Charter	1	101	48	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Payson Unified	7	3353	1707	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Pendergast	15	12372	9901	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peoria Accelerated Public Charter HS	1	965	925	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peoria Unified	40	45644	14570	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Advantage Charter	1	758	645	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Collegiate Academy	1	67	63	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Core—Great Hearts Academies	2	232	135	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Elementary	15	11171	9930	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Phoenix Union HS	16	33374	18335	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Picacho ESD	1	262	243	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pillar Charter School, Inc	1	43	29	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pima Accommodation SD	2	1249	0	Y	NA	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pima County Board of Supervisors	1	228	211	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pima Unified	3	871	313	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pine Strawberry Elementary	1	192	77	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pinon Unified	3	1608	1282	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pomerene Elementary	1	156	0	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
PPEP & Affiliates	11	9383	4385	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Precision Academy Systems	1	992	501	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N	Y/ N	Y/ N	Yes/ No	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N
Premier Charter High School	1	559	358	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prescott Valley Charter School	1	238	175	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Presidio School	1	389	257	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Primavera Technical Learning Center	2	10539	2889	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Quartzsite	2	334	221	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Queen Creek Unified	7	6709	1542	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ray Unified	3	687	311	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Red Mesa Unified School District	5	1249	215	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Red Rock Elementary	1	291	50	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Research Based Education Corp	1	65	62	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Riverside Elementary	2	1137	717	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roosevelt School District	21	16332	12361	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Rosefield Charter Elementary	1	874	209	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Round Valley Unified	4	1714	680	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sacaton Elementary	2	573	333	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Saddle Mountain Unified	4	1948	947	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Safford Unified	6	3855	1540	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes No	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA	Y/ NA
Sahuarita Unified	6	5879	1505	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Salome Consolidated Elementary	1	154	119	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San River Pima-Maricopa Community	2	493	115	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Carlos Unified	5	1592	1196	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Fernando Elementary	1	27	9	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Tan Montessori School Inc.	1	89	0	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sanders Unified	3	1322	951	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Santa Cruz Valley Unified	6	4350	2987	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Santa Cruz Valley Union HS	4	586	419	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Satori Charter School	1	182	0	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scottsdale Prep—Great Hearts Academies	1	384	11	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scottsdale Unified	31	32316	6683	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sedona Oak Creek	4	1628	603	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Show Low Unified	8	3117	1642	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sierra Vista Charter School, Inc.	1	1942	760	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sierra Vista Unified District	9	8428	2919	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Skyline Gila River, LLC	1	141	141	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		(B)(2)	(C)(2)(i)	(C)(2)(ii)	(C)(2)(iii)	(C)(2)(iv)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)	(D)(2)(v)	(D)(2)(vi)	(D)(2)(vii)	(D)(2)(viii)	(D)(2)(ix)	(D)(2)(x)	(D)(2)(xi)	(D)(2)(xii)	(D)(2)(xiii)	(D)(2)(xiv)	(D)(2)(xv)	(D)(2)(xvi)	(D)(2)(xvii)	(D)(2)(xviii)	(D)(2)(xix)	(D)(2)(xx)							
Name of LEA here				Y/ N	Y/ N	Y/ N	Yes/ No	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N	Y/ N							
Skyline Schools, Inc	3	759	356	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
Skyview Public Charter HS	1	154	59	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y					
Snowflake Unified	7	3648	1601	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Solomon Elementary	1	237	116	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
Somerton	6	3192	2569	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Sonoita Elementary	1	153	34	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Sonoran Science Academy- Ahwatukee	1	86	27	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Sonoran Science Academy- Broadway	1	320	134	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Sonoran Science Academy-Davis Monthan	1	118	41	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Sonoran Science Academy-Phoenix	1	257	167	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sonoran Science Academy-Tucson,	1	772	175	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Pointe Elementary	1	392	361	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Pointe Junior High School	1	274	252	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Pointe Public Charter HS	1	1084	1074	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Ridge Public Charter HS	1	496	381	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions	Preliminary Scope of Work – Participation in each applicable Plan Criterion																		
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supp. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		Yes	No	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)	(D)(2)(v)	(D)(2)(vi)	(D)(3)(i)	(D)(3)(ii)	(D)(3)(iii)	(D)(3)(iv)	(D)(3)(v)	
																										Y
Name of LEA here				Y	Y	N	Yes	No	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
St. John's Unified	4	1154	516	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Starshine Academy	3	66	35	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Success School	1	841	590	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Summit Public Charter HS	1	825	524	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Sun Valley Public Charter HS	1	329	293	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Sunnyside Charter Montessori	1	69	35	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Superior School	1	155	119	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Tanque Verde Unified	4	1765	170	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Telesis Center for Learning	2	428	209	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Tempe Accelerated Public Charter HS	1	702	457	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Tempe Elementary	24	15369	10499	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Tempe Union HS	8	15544	3158	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Tertulia: A Learning Community	2	154	132	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Thatcher Unified	4	1515	629	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
TLC Charter Schools, Inc	1	109	82	Y	NA	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Tolleson Elementary	4	3919	2556	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Tolleson Union HS	6	11806	4582	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Toltec Elementary	2	1938	1042	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		(B)(2)	(C)(2)(a)	(C)(2)(b)	(C)(2)(c)	(C)(2)(d)	(C)(2)(e)	(D)(2)(a)	(D)(2)(b)	(D)(2)(c)	(D)(2)(d)	(D)(2)(e)	(D)(2)(f)	(D)(2)(g)	(D)(2)(h)	(D)(2)(i)	(D)(2)(j)	(D)(2)(k)	(D)(2)(l)	(D)(2)(m)	(D)(2)(n)	(D)(2)(o)	(D)(2)(p)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Tonto Basin	1	82	60	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Topock Elementary	1	200	43	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tucson Country Day School	1	641	0	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tucson International Academy	4	340	269	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tucson Small School Proj- City HS	1	219	89	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tucson Unified	125	73699	35048	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tucson Preparatory School	1	266	149	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tucson Youth Development/ ACE	2	375	216	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Union Elementary	3	2663	1887	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
University Public Schools, Inc	2	241	0	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vail Academy and High School	1	157	21	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vail School District	14	9811	2072	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Academy	1	812	39	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Academy of Career and Tech Training	6	1866	0	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley of the Sun Waldorf	1	232	29	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Valley Union HS	1	186	122	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vector School District	1	71	50	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Ventana Academic Charter	1	176	0	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ventana Prep—Great Hearts Academies	1	335	12	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vicki A. Romero High School	1	452	452	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Visions Unlimited Academy	1	84	64	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vista Grove Prep Acad Elementary	1	172	119	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vista Grove Prep Acad Middle	1	37	20	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washington Elementary	32	32266	21513	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wenden	1	109	108	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Gilbert Charter Elementary School, Inc.	1	151	45	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Gilbert Charter Middle School, Inc.	1	122	56	Y	N	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Phoenix High School	1	1230	1217	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Valley Arts and Tech	1	298	190	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westwind Middle School Academy	1	83	44	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westwind Prep Academy	1	354	228	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Valley Arts and Tech	1	298	213	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Whiteriver Unified	5	2867	2112	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wickenburg Unified	5	2053	904	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supr. (or equivalent)	President of Local school board (if applicable)	President of Local Teachers Union (if applicable)		(D)(2)	(D)(3)	(D)(3)(a)	(D)(3)(b)	(D)(3)(c)	(D)(3)(d)	(D)(3)(e)	(D)(3)(f)	(D)(3)(g)	(D)(3)(h)	(D)(3)(i)	(D)(3)(j)	(D)(3)(k)	(D)(3)(l)	(D)(3)(m)	(D)(3)(n)	(D)(3)(o)	(D)(3)(p)	
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Wildcat Sch/Secondary School	1	185	130	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wilson Elementary	2	1737	1496	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Window Rock Unified	7	3233	2116	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Winslow Unified	5	2841	1628	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yavapai County Accommodation	1	143	42	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Young Elementary	2	65	55	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yuma Elementary	18	12399	8127	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Yuma Union High School District	6	12927	8583	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Appendix L: Letters of Support/Commitment



The Honorable Jan Brewer
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Brewer,

Members of the Arizona Education Network recently met with your Special Assistant, Deb Duvall to discuss Arizona's *Race to the Top* Application. We were impressed with Arizona's plans for all four areas: Standards and Assessments, Statewide Longitudinal Data Systems, Great Teachers – Great Leaders and Supporting Struggling Schools. The Arizona plan represents a shift from simple accountability to making sure Arizona students achieve at the highest levels.

Arizona has already embarked on the path laid out by *Race to the Top*. Programs like Career Ladder, Proposition 301 performance based bonuses and options for school choice in traditional school systems and among charters schools make Arizona uniquely competitive for a *Race for the Top Grant*. We were particularly pleased to see that Arizona has already joined 48 other states to formulate common standards that are pegged to international standards. Education in our state needs to meet the educational standards necessary to compete on a global playing field – and these high standards will ensure that our students will be ready. The tracking component for both teacher and student achievement will ensure that resources are used effectively and the funds received from the *RTTT* grant will enable Arizona to modernize our computer systems to make this a reality.

We will be discussing the *Race to the Top* among our parent and community membership. Please let us know if we can aid your application in any way. We look forward to good news on Arizona's application in April.

Sincerely,

(b)(6)

Ann-Eve Pedersen
President
Arizona Education Network
4729 E. Sunrise Drive #210
Tucson, AZ 85718
anneve@arizonaeducationnetwork.com
(520) 326-3199
www.arizonaeducationnetwork.com



January 8, 2010

Honorable Jan Brewer
Governor
State of Arizona
1700 W. Washington
Phoenix, Arizona 85007

Dear Governor,

Arizona's three CEO leadership groups, Flagstaff Forty, Greater Phoenix Leadership and Southern Arizona Leadership Council, have been, and remain, committed to finding solutions to reform and strengthen our education system. We seek to close the achievement gap, utilize and sustain the best ideas that help all students succeed across the P-20 education continuum. Nothing is more important to the vitality of our State and Nation than a strong, competitive public education system.

We have been working diligently with our education, government, and philanthropic leaders over the past decade to help achieve this goal. Much has been accomplished; much remains to be achieved to reach our goal of a top education system, with high achievement for all by 2020.

We believe the Race to the Top has provided us with an outstanding proposal that merges and sustains our best current reforms and integrates new best practices. This will provide a comprehensive system that builds upon Arizona's unique demographics, our nation leading charter school movement and our eight-year history of a State collaborative P-20 effort. That effort has connected early education, K-12 and post-secondary education. We have built a great team, knocked down many of the education silos and laid the groundwork for this proposal to be fully implemented in our State.

We agree with the four pillars; 1) Standards and Assessments, 2) Great Teachers/Great Leaders, 3) Supporting Struggling Schools, and a 4) Statewide Longitudinal Data Systems, set forth in the Race to the Top proposal, as the critical areas that must be implemented and linked in order for success to occur.

We fully support the proposal; the reforms contained therein, and will work to insure its full implementation.

We have appreciated the opportunity to help develop this proposal and hopeful it will be awarded to the State of Arizona.

Respectfully,

(b)(6)

Tom Franz, President
Greater Phoenix Leadership

(b)(6)

J.R. Murray, Chairman
Flagstaff Forty

(b)(6)

Ron Shoopman, President
Southern Arizona Leadership Council

Appendix M: AZLEARNS Intervention School Fact Sheet

2004

<u>School</u>	<u>District</u>	<u>County</u>
Lattie Coor	Avondale Elementary District	Maricopa
Many Farms Elementary School	Chinle Unified District	Apache
El Mirage School	Dysart Unified District	Maricopa
Arizona Desert Elementary	Gadsden Elementary District	Yuma
Gila Bend Elementary	Gila Bend Unified District	Maricopa
Baboquivari Middle School	Indian Oasis-Baboquivari Unified	Pima
Pinon Elementary School	Pinon Unified District	Navajo
Ignacio Conchos School	Roosevelt Elementary District	Maricopa
Craycroft Elementary School	Sunnyside Unified District	Pima
Van Buskirk Elementary School	Tucson Unified District	Pima

2005

<u>School</u>	<u>District</u>	<u>County</u>
Baboquivari High School	Indian Oasis-Baboquivari Unified	Pima
Baboquivari Middle School	Indian Oasis-Baboquivari Unified	Pima
Indian Oasis Intermediate School	Indian Oasis-Baboquivari Unified	Pima
Ignacio Conchos School	Roosevelt Elementary District	Maricopa

2006

<u>School</u>	<u>District</u>	<u>County</u>
Baboquivari Middle School	Indian Oasis-Baboquivari Unified	Pima
Indian Oasis Intermediate School	Indian Oasis-Baboquivari Unified	Pima
Omega Academy	OMEGA SCHOOLS d.b.a. Omega Acad	Maricopa
Renaissance Academy - John Reeder Campus	Renaissance Educational Consort	Navajo
Salt River High School	Salt River Pima-Maricopa Commu	Maricopa
Rice School	San Carlos Unified District	Gila
Naylor Middle School	Tucson Unified District	Pima
Union Elementary School	Union Elementary District	Maricopa

2007

<u>School</u>	<u>District</u>	<u>County</u>
Western Valley Middle School	Fowler Elementary District	Maricopa
Southwest Jr. High School	Gadsden Elementary District	Yuma
Baboquivari Middle School	Indian Oasis-Baboquivari Unified	Pima
Indian Oasis Intermediate School	Indian Oasis-Baboquivari Unified	Pima
Dr. Charles A. Bejarano Elementary School	Miami Unified District	Gila
Brooks Academy	Roosevelt Elementary District	Maricopa
Cesar E Chavez Community School	Roosevelt Elementary District	Maricopa
Sierra Vista Elementary School	Roosevelt Elementary District	Maricopa
T G Barr School	Roosevelt Elementary District	Maricopa
Salt River High School	Salt River Pima-Maricopa Commu	Maricopa
Rice School	San Carlos Unified District	Gila
San Carlos Intermediate	San Carlos Unified District	Gila

Naylor Middle School
Union Elementary School
Andalucía Middle School

Tucson Unified District
Union Elementary District
Alhambra Elementary District

Pima
Maricopa
Maricopa

2008

School

Andalucia Middle School
Western Valley Middle School
Southwest Jr. High School
Baboquivari Middle School
Indian Oasis Middle School
Dr. Charles A. Bejarano Elementary School
Brooks Academy
Cesar E Chavez Community School
Sierra Vista Elementary School
T G Barr
Rice School
San Carlos Intermediate
Naylor Middle School
Union Elementary School

District

Alhambra Elementary District
Fowler Elementary District
Gadsden Elementary District
Indian Oasis-Baboquivari Unified
Indian Oasis-Baboquivari Unified
Miami Unified District
Roosevelt Elementary District
Roosevelt Elementary District
Roosevelt Elementary District
Roosevelt Elementary District
San Carlos Unified District
San Carlos Unified District
Tucson Unified District
Union Elementary District

County

Maricopa
Maricopa
Yuma
Pima
Pima
Gila
Maricopa
Maricopa
Maricopa
Maricopa
Gila
Gila
Pima
Maricopa

2009

School

White Cone High School
Machan Elementary School
Thompson Ranch Elementary
Fort Thomas Elementary School
Western Valley Middle School
San Luis Middle School
Southwest Junior High
Dr. Charles A. Bejarano Elementary
Peach Springs School
Pinon Elementary School
Pinon Middle School
Sacaton Elementary School
Sacaton Middle School
Rice School
San Carlos Intermediate School
San Carlos Junior High School
Hohokam Middle School
Naylor Middle School
Shaw Butte School
Seven Mile School
Whiteriver Elementary School

District

Cedar Unified District
Creighton Elementary District
Dysart Unified District
Fort Thomas Unified District
Fowler Elementary District
Gadsden Elementary District
Gadsden Elementary District
Miami Unified District
Peach Springs Unified District
Pinon Unified District
Pinon Unified District
Sacaton Elementary District
Sacaton Elementary District
San Carlos Unified District
San Carlos Unified District
San Carlos Unified District
Tucson Unified District
Tucson Unified District
Washington Elementary District
Whiteriver Unified District
Whiteriver Unified District

County

Navajo
Maricopa
Maricopa
Graham
Maricopa
Yuma
Yuma
Gila
Mohave
Navajo
Navajo
Pinal
Pinal
Gila
Gila
Gila
Pima
Pima
Maricopa
Navajo
Navajo

AZLearns Intervention School Fact Sheet (continued)

Totals at the beginning of 2009

43 unique Failing Schools since inception of AZ LEARNS

21 current Failing Schools

9 Turnaround Principals cumulative (only 2 currently)

29 current Instructional Coaches

9 schools exited the first year 2004

Lattie Coor, Many Farms, Duncan, Arizona Desert, Gila Bend, Craycroft, Van Buskirk, El Mirage, Pinon

2 schools exited the second year 2005

Baboquivari High, Ignacio

0 schools exited the third year 2006

1 schools exited the fourth year 2007 and 1 school closed its doors (charter)

Omega Academy and Renaissance respectively

2 school exited the fifth year 2008

Indian Oasis Intermediate, Salt River

2 schools will exit this year 2009

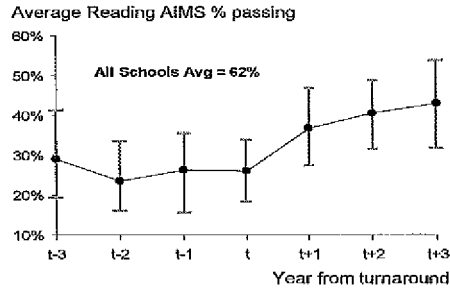
Indian Oasis Intermediate & Union Junior High

Appendix N: The Effects of Turnaround Efforts on AIMS Passing Rates

The effects of turnaround efforts on AIMS passing rates (I)

Sample size of 17 schools with turnaround dates of 2004-06

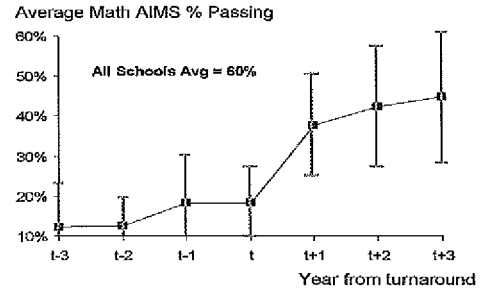
Effect on AIMS Reading passing rates



y/y change (%) -5 3 0 **11** 4 2

AIMS Reading Standard Deviation

Effect on AIMS Math passing rates



y/y change (%) 0 6 0 **19** 5 2

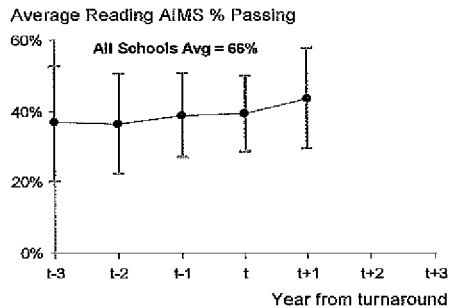
AIMS Math Standard Deviation

Note: Sample size includes 17 schools that have a full range of 3 years prior and 3 years after turnaround year
Source: Distribution of AIMS scores among failing AZ schools, Data Warehouse

The effects of turnaround efforts on AIMS passing rates (II)

Sample size of 33 schools with turnaround dates of 2007-08

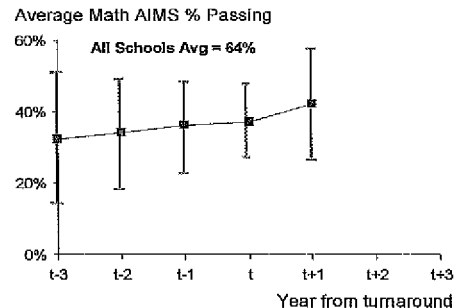
Effect on AIMS Reading passing rates



y/y change (%) -1 2 1 **4** N/A N/A

AIMS Reading Standard Deviation

Effect on AIMS Math passing rates



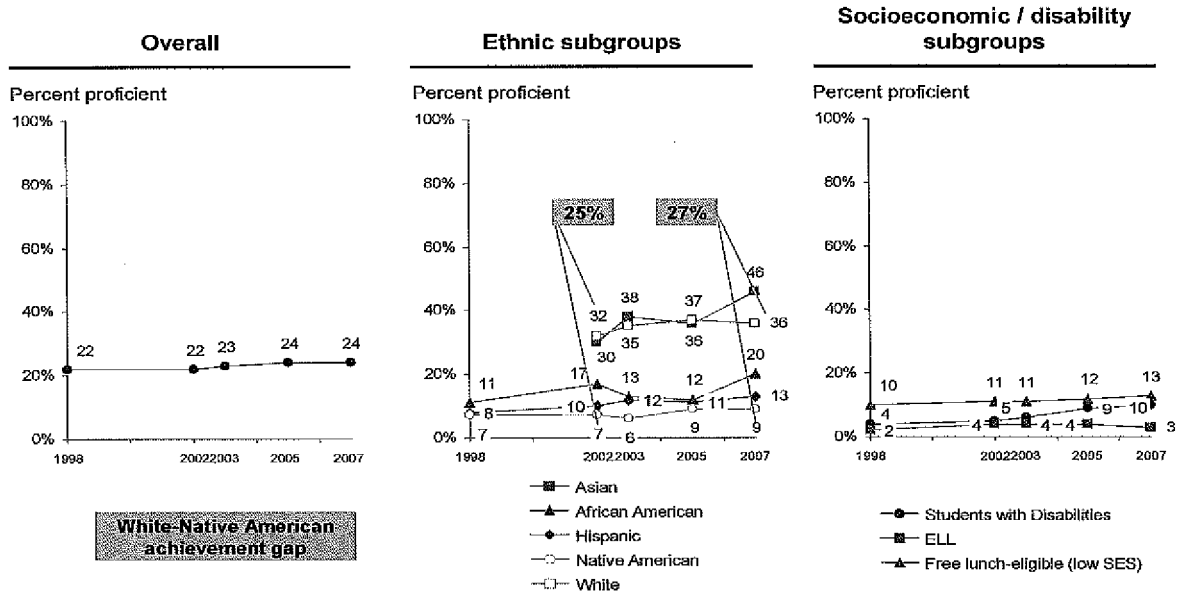
y/y change (%) 2 2 1 **5** N/A N/A

AIMS Math Standard Deviation

Note: Sample size includes 33 schools that do not have a full range of 3 years prior and 3 years after turnaround year
Source: Distribution of AIMS scores among failing AZ schools

Appendix O: Arizona NAEP Grade 4 Reading Proficiency 1998-2007

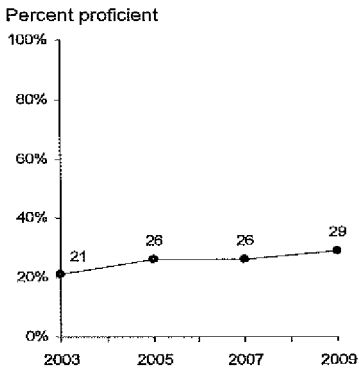
Arizona NAEP grade 4 reading proficiency 1998-2007



Appendix P: Additional Arizona NAEP Results

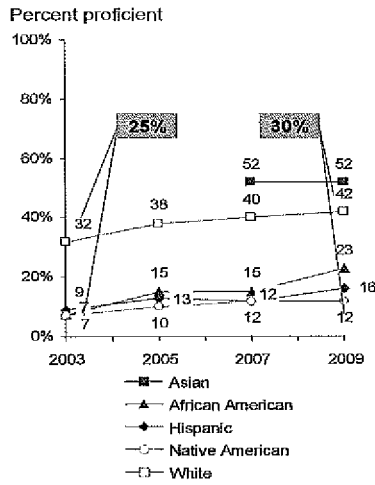
Arizona NAEP grade 8 math proficiency 2003-2009

Overall

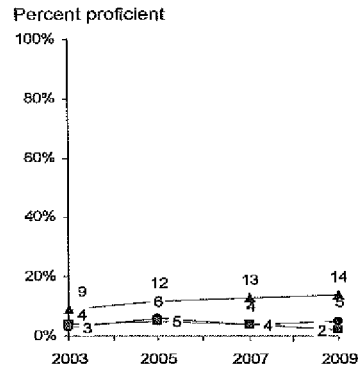


White-Native American achievement gap

Ethnic subgroups



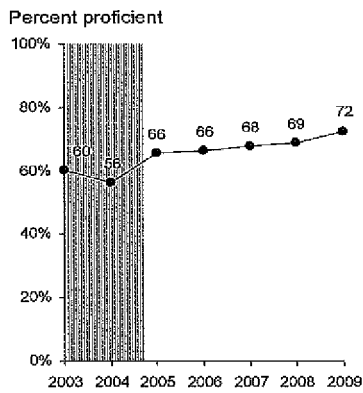
Socioeconomic / disability subgroups



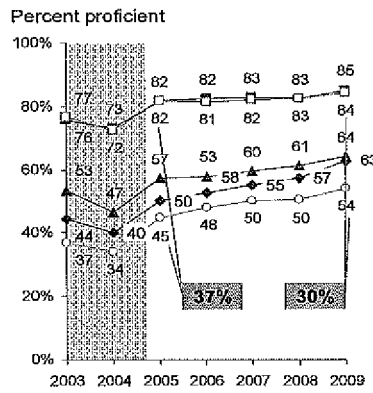
Appendix Q: Arizona AIMS Elementary Reading Performance 2003-2009

Arizona AIMS elementary reading performance 2003-2009

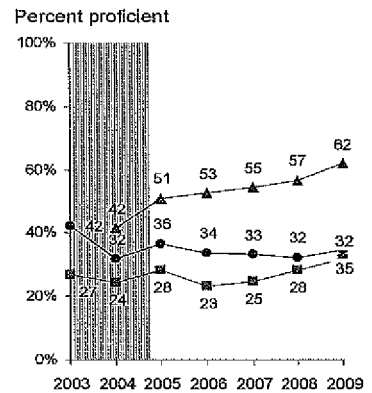
Overall



Ethnic subgroups



Socioeconomic / disability subgroups



Period before significant changes to proficiency standards

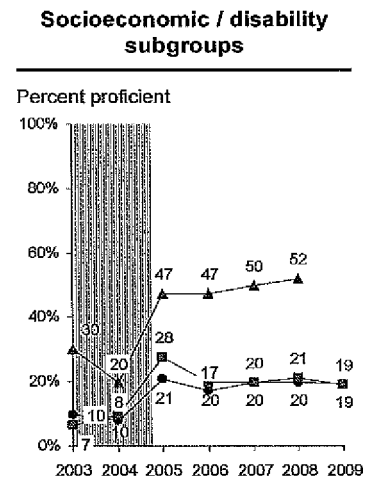
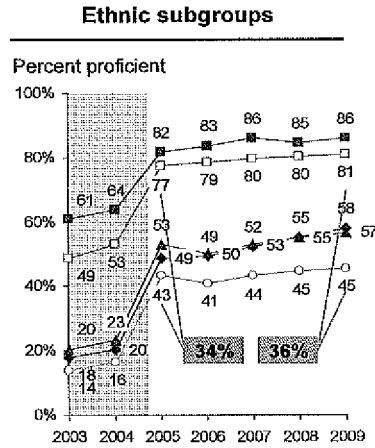
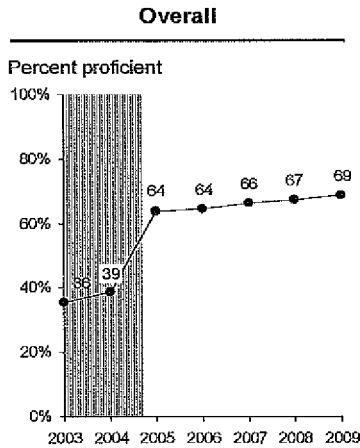
White-Native American achievement gap

- Asian
- African American
- Hispanic
- Native American
- White

- SPED
- ELL
- Low SES

Appendix R: Arizona AIMS High School Math Performance 2003-2009

Arizona AIMS high school math performance 2003-2009



Period before significant changes to proficiency standards

White-Native American achievement gap

- Asian
- ▲ African American
- ◆ Hispanic
- Native American
- White

- SPED
- ELL
- ▲ Low SES

Appendix S: Arizona Race to the Top Acronym Glossary

ABCTE – American Board for Certification of Teacher Excellence

ACSA – Arizona Charter Schools Association

ADE – Arizona Department of Education

ADM – Average Daily Membership, i.e., per-pupil funds

ADP – American Diploma Project

AEDW – Arizona Education Data Warehouse, the State’s repository of longitudinal student data

AIMS – Arizona Instrument to Measure Standards, the State’s summative assessment for ESEA reporting purposes

AIMS A – Alternate AIMS administered to special education students

AP – Advanced Placement, including AP Incentive Program and AP Incentive Grant

ARS – Arizona Revised Statute

ASBCS – Arizona State Board for Charter Schools

ASU – Arizona State University

AZ LEADS – Arizona’s statewide mentoring program

AZ LEARNS – Arizona’s state accountability system

AZ READS – Arizona’s statewide initiative to develop elementary reading skills

AZCSIP – Arizona Charter School Incentive Program

AZRTI – Arizona Response to Intervention, the State’s framework for a multi-tiered system of support

BCG – Boston Consulting Group

BIE – Bureau of Indian Education

CACG – College Access Challenge Grant

CCR – College- and career-readiness

CCRPI – College and Career Ready Policy Institute

CCSSO – Council of Chief State School Officers

CGM – Colorado Growth Model

CLAC – Career Ladder Advisory Committee

CPI – Cumulative Promotion Index

ECAP – Education Career Action Plan

ELL – English Language Learners

EPE – Editorial Projects in Education, as in the EPE Research Center

ESEA – Elementary and Secondary Education Act

ESL – English as a Second Language

FTE – Full-Time Equivalent (for personnel purposes)

HQT – Highly Qualified Teacher

IDEAL - Integrated Data to Enhance Arizona Learning; a Web portal built in conjunction by ADE and ASU

JAG – Jobs for Arizona’s Graduates

LEA – Local Education Agency

LEP – Limited English Proficiency

MAC-Ro – Math Achievement Club by Rodel

MOU – Memorandum of Understanding

NADPI – Native American Dropout Prevention Institute

NAEP – National Assessment of Educational Progress

NAU – Northern Arizona University, also NAUTeach, an alternative path program at NAU

NBC – National Board Certification, also NBCT as in National Board Certified Teacher

NGA – National Governors Association

OER – Arizona Governor’s Office of Economic Recovery

OSPB – Arizona Governor’s Office of Strategic Planning and Budgeting

P-20 – Pre-school through higher education, also the Arizona Governor’s P-20 Coordinating Council

PBC – Performance-based compensation, also the Arizona Performance Based Compensation Task Force (PBC Task Force)

PD – Professional development

RFP – Request For Proposal

SAIS – Student Accountability Information System, as in the SAIS ID that each student has been given in Arizona

SBE – Arizona State Board of Education

SEI – Structured English Immersion, specifically SEI Models, a statewide initiative to accelerate English language acquisition

SFAZ – Science Foundation of Arizona

SIS – Student Information System

SLDS – Statewide Longitudinal Data Systems, also the SLDS grant from the Federal government

SOW – Scope of Work

SSN – Social Security Number

STEM – Science, Technology, Engineering and Mathematics

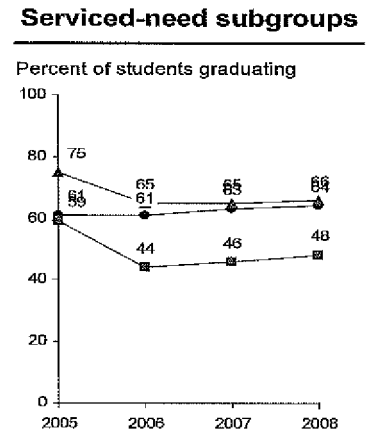
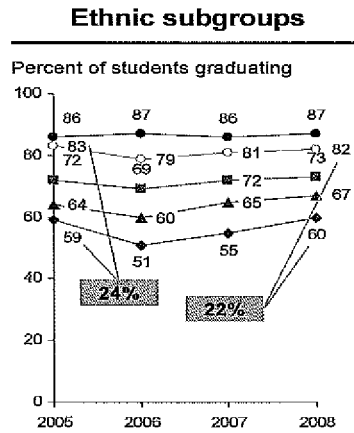
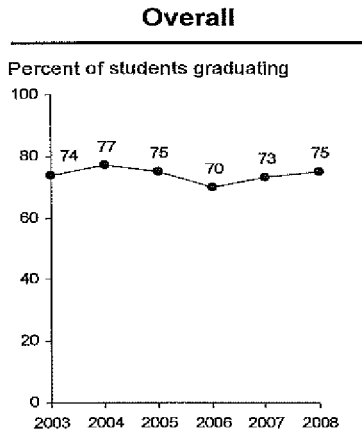
T-PREP – Initiative by ASU, NAU and the University of Arizona to monitor, assess and support teacher candidates

TFA – Teach For America

TTT – Arizona Transition to Teaching program; also, Troops to Teachers

Appendix T: Arizona High School Graduation Rates 2003-2008

Arizona high school graduation rates 2003-2008



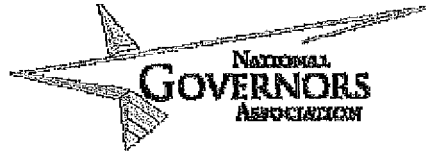
White-Native American achievement gap

- Asian
- African American
- ▲ Hispanic
- ◆ Native American
- White

- Special education
- English Language Learners
- ▲ Low socio-economic status

Appendix U: Common Core Documents

Executive Summary



The Common Core State Standards Initiative is a significant and historic opportunity for states to collectively develop and adopt a core set of academic standards in mathematics and English language arts. Forty-eight states and three territories have joined the Common Core State Standards Initiative. The initiative is being jointly led by the NGA Center for Best Practices and the Council of Chief State School Officers in partnership with Achieve, ACT, and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college- and career-ready standards and ensures these standards are evidence- and research-based and internationally benchmarked to top-performing countries.

Why is this initiative important?

Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels. All students must be prepared to compete with not only their American peers in the next state, but with students from around the world. If all 51 states and territories adopt the common core state standards, this initiative will affect 45.1 million students which is about 91 percent of the student population (Source: SchoolDataDirect.org; 2007).

Why is a common core of state standards good for students?

These standards will help prepare students with the knowledge and skills they need to succeed in college and careers and to be prepared to compete globally. Additionally, expectations for students will be consistent across all states and territories; this consistency will support students transitioning between states. Also, clearer standards will help students better understand what is expected of them and allow for more self-directed learning.

Why is a common core of state standards good for parents?

A common core of state standards will help parents understand what is expected of students and for college and work success. This understanding of what is expected of students will provide parents the opportunities to meaningfully engage in their children's education.

Why is a common core of state standards good for educators?

A common core of state standards will allow for more focused pre-service and professional development. Additionally, a common core will help assure that what is taught is aligned with assessments including formative, summative, and benchmarking. Also, educators will have the opportunity to tailor curriculum and teaching methods and promote the sharing of best practices.

Why is a common core of state standards good for states?

A common core of state standards will clearly articulate to parents, teachers, and the general public expectations for students. Shared standards will also help states better evaluate policy changes and identify best practices and needs for students and educators.

What is being produced and when?

A draft of the common core of state standards in mathematics and English language arts is available for public comment on www.corestandards.org. They are expected to be validated in November 2009. Additionally, in the winter of 2009/2010, the draft standards for grades K-12 will be released.

What does the process look like?

One of the first official steps in the Common Core State Standards Initiative was for CCSSO and the NGA Center to form a National Policy Forum which met initially in January 2009. This forum is intended as a way to establish a shared understanding of the scope and elements of the common core state standards initiative and coordinate implementation and adoption.

The Standards Development Work Group is currently engaged in determining and writing the college and career readiness standards in mathematics and English language arts. This group is composed of content experts from Achieve, ACT, and the College Board. The Work Group's deliberations will be confidential throughout the process. States and national education organizations will have an opportunity to review and provide evidence-based feedback on the draft documents throughout the process.

Also, as a step in the standards development process, CCSSO and the NGA Center are overseeing the work of a Feedback Group. The role of this Feedback Group is to provide information backed by research to inform the standards development process by offering expert input on draft documents.

The final step in the development of these standards is the creation of an expert Validation Committee comprised of national and international experts on standards and in the content areas. This group will review the process and substance of the common core state standards to ensure they are research and evidence-based and will validate state adoption of the common core standards. Members of the committee will be nominated by governors and chiefs of the participating states and selected by a group of four governors and four chiefs.

What will the common core standards look like?

The common core state standards will be fewer, clearer, and higher. They will articulate to parents, teachers, and the general public expectations for what students will know and be able to do grade by grade and when they graduate from high school. The standards will be internationally benchmarked, evidence- and research-based, and ready for states to adopt.

What happens after the common core standards are developed?

Adoption of the common core state standards is voluntary for states; states choosing to align their standards to the common core state standards have agreed the common core will represent at least 85 percent of the state's standards in mathematics and English language arts. Additionally, there is an obvious role for assessment; some states will voluntarily come together to develop new, innovative, common assessments.

What happens after states adopt common core standards?

The common core state standards are the first step in transforming our education system. For systemic change to occur educators must be supported (e.g., time, resources, professional development) in changing classroom practice based on the standards. Instructional materials and assessments that align to the standards and measure and support student progress will need to be developed.

How can my organization get involved?

- Visit the Common Core State Standards Web site at www.corestandards.org
- Subscribe to Common Core State Standards updates at www.ccsso.org or the NGA newsletter at john-nganews@talk.nga.org
- Write a statement of support for the initiative and send it to commonstandards@ccsso.org and webmaster@nga.org

Memorandum of Agreement

The Council of Chief State School Officers and The National Governors Association Center for Best Practices

Common Core Standards Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
 - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
 - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

Appendix V: Assessment Consortium MOUs

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding (“MOU”) is entered into by and between the Balanced Assessment Consortium and Arizona. The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development.**

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments.** Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to continuously improve teaching and learning.** Assessment *as, of,* and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.
- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.
- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) **Assessment and accountability systems are designed to improve the quality of learning and schooling.** Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) **Assessment and accountability systems use multiple measures to evaluate students and schools.**

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) New technologies enable greater assessment quality and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

State and Local Roles within a Consortium

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.
- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.

- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to

design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the “on-demand” examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students’ assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers’ understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students’ progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium’s work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.
- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaureate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.


In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

- 1) Each participating SEA in the Consortium will appoint a key contact person.
- 2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.
- 3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**SEA Superintendent/- Participating State
Chief/Commissioner (or equivalent authorized signatory)**

	January 5, 2010
_____ Signature	_____ Date
Tom Horne	Superintendent of Public Instruction
_____ Print Name	_____ Title

Please email this signed page to
Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

*sent on 1-6-09 - 9:55 am
scanned & e-mailed
lu*

Assessment Consortium Memorandum of Agreement

Assessment Consortium Memorandum of Agreement

This Memorandum of Agreement (“MOA”) is entered into by and between the following States: Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Minnesota, North Carolina, Ohio, Pennsylvania, Virginia, and Arizona. (collectively the “Participating States” or “Assessment Consortium”).

1. Purpose. The purpose of this MOA is to form a coalition of states with a shared vision for common assessments that are internationally-benchmarked; build toward college and career readiness by the time of high school graduation; measure a common core of standards for K-12 pursuant to the National Governors Association Center for Best Practices Memorandum of Understanding (“Common Core Standards”); utilize technology for efficiency of delivery and scoring; and are cost effective. An outcome of this shared vision will be a proposal for the federal Race to the Top Assessment Competition in 2010 to develop and implement common, high-quality assessments aligned with the Common Core Standards.

2. Lead State. The Participating States agree that Florida shall be designated as the Lead State, and Florida accepts the designation. The Lead State shall manage the work process under this MOA and competitively bid, when determined by the Assessment Consortium, for all services and commodities required to achieve the objectives of this MOA.. In particular, the Lead State shall:

a. Direct and oversee meetings of the Assessment Consortium and set the agendas.

b. Pursuant to the laws of the Lead State, procure any necessary goods and services needed to carry out the intent of this MOA, using the most reasonable form of competitive solicitation and by quotes if no competitive solicitation is required.

c. Although the Lead State shall manage and administer the primary contracts, each Participating State shall be a party to any multi-state agreement, by direct execution or by addendum,. However, each Participating State shall be responsible for enforcing their portion of the work on any multi-state contract. In addition, the Lead State shall not be responsible for any of the contractual obligations of a Participating State.

d. Coordinate, assist, and task the Management Entity as may be reasonably necessary.

e. Serve as liaison with the U.S. Department of Education, and all other third parties on behalf of the Assessment Consortium.

f. The Lead State may resign by notifying the Participating States at least 30 days in advance by written notice. A majority of the Participating States will then appoint a new Lead State.

g. The Participating States may remove the Lead State and appoint a new Lead State by vote of a majority of the Participating States. Upon the resignation or removal of the Lead State, all contracts and other rights and obligations of the Lead State shall be assigned to the new Lead State.

3. Management Entity. Services of a Management Entity will be procured and utilized to assist the Consortium in conducting its work. A majority vote of the Assessment Consortium is required to award a contract to the Management Entity.

The Management Entity shall perform the following services:

a. Assist the Lead State in coordinating and running the Assessment Consortium meetings, including acting as a facilitator at the meetings.

b. Perform research and draft reports necessary for developing Requests for Proposals for goods and services.

c. Assist the Lead State in procuring goods and services as agreed upon by Participating States.

d. Provide advice and grant-writing services to the Assessment Consortium to assist them in developing the proposal for the Race to the Top Assessment Competition.

e. Perform any other activities and services that are reasonably requested by the Lead State or any Participating State in order to achieve the purposes of this MOA.

4. Scope of Work and Responsibilities of the Participating States. Each Participating State in the Assessment Consortium shall adopt the Common Core Standards which were developed to be internationally benchmarked and to build toward college and career readiness by the time of high school graduation. The Assessment Consortium shall, if funded by Race to the Top Assessment Competition funds, develop common, high-quality assessments which are aligned with the Common Core Standards, utilize technology for efficiency of delivery and scoring, result in a common definition of proficiency, and are cost effective. In order to achieve these deliverables, the Assessment Consortium and the individual Participating States shall perform the following activities.

a. Each Participating State will adopt the Common Core Standards using their state-approved standards-adoption process.

b. The Assessment Consortium will meet to define the process for procuring the services of a Management Entity by April 30, 2010

c. The Assessment Consortium will develop and submit a proposal for funding through the Race to the Top Assessment Competition by June 2010 or the due date established by the U.S. Department of Education.

d. The Assessment Consortium will meet, with the assistance of a Management Entity, to review the status of each Participating State's Common Core Standards adoption by August 2, 2010.

e. The Assessment Consortium will develop a plan by December 10, 2010, for sharing of test items and tasks aligned with the Common Core Standards for use in Participating States' LEAs for formative and interim assessment purposes.

5. Meetings and Quorum. Meetings may be called by the Lead State or a majority of the Participating States. Meetings may either be in person or by conference call. Written notice of the meeting shall be sent to all Participating States at least 48 hours in advance, by email, facsimile, or certified mail.

a. A Quorum for any meeting shall consist of designated representatives from at least two-thirds of the Participating States. An individual state may appear by phone and be counted as part of the Quorum. Each Participating State shall have one vote.

b. All actions or decisions of the Assessment Consortium shall, unless otherwise designated elsewhere in this MOA, require a majority vote to pass.

c. Actions and decisions of the Assessment Consortium may also be taken by written directive executed by a majority of the Participating States without a formal meeting.

d. Notwithstanding the above, any amendment to this MOA shall require a unanimous vote of the Participating States.

6. Exam Results. Each Participating State shall own their respective assessment results and any other documentation which are developed as a result of any particular state assessment. All Participating States shall jointly own all deliverables produced as a result of this MOA, and shall have the right to utilize all deliverables and documents produced under this MOA for the benefit of their respective state, subject to all state and federal confidentiality laws and regulations.

7. Termination and Withdrawal of Parties.

a. This MOA may be terminated by agreement of all the Participating States.

b. Any Participating State may withdraw from this MOA upon thirty days written notice to all Participating States. In addition, any Participating State may immediately withdraw from this MOA upon notice of a loss of state funding to support the assessment work. A notice specifying the reasons for immediate termination shall be sent as soon as possible after the termination to the Participating States.

c. A withdrawn Participating State may only participate in a contract or agreement it executed prior to its withdrawal from the Assessment Consortium and this MOA.

d. A Participating State may have their rights hereunder terminated in the event it fails to perform or comply with any of its material covenants or obligations contained in this MOA, and such failure is not remedied and cured in all material respects within fifteen (15) days after the date written notice of such failure is delivered to the Participating State by the Lead State. A termination for default under this provision shall effectively terminate all contracts and agreements entered into by the terminated Participating State which have been procured through this MOA. Upon demand by the Lead State, the terminated Participating State shall provide written proof that such agreements have been terminated. However, the determination of default must be made by a majority of the Participating States before the Lead State is authorized to take any action against a defaulting Participating State.

8. Confidential Information. The Participating States warrant they shall not disclose to any third party any personally identifiable information about any student, without the written consent of the Participating State that owns the data. This applies to information which came from any record or report used by the Assessment Consortium or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The term “educational record” shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).

9. Expenses. It is the intent of the Participating States to seek funding from various third parties for the development of the common, high quality assessments and other shared deliverables under this MOA, and for the cost of a Management Entity. However, prior to obtaining such funds, the Participating States agree that they shall equally share these expenses. Decisions on whether to incur a shared expense and the amount to incur shall be decided by a majority vote of the Assessment Consortium. Notwithstanding the above, the Participating States also agree that they shall individually pay for any state specific expenses, including travel and the costs related to any state’s use of an assessment.

10. Miscellaneous Provisions.

a. Rules of Interpretation. The Participating States waive application of the principle of contract construction that ambiguities are to be construed against a contract’s drafter, and agree that this MOA is a joint product of all Participating States.

b. Assignment. No Participating State may assign any of its rights or obligations hereunder without the prior written consent of the Assessment Consortium.

c. Additional Documentation. Each Participating State agrees to take such action and to execute and deliver all documents necessary to carry out the terms and conditions of this MOA.

d. Invalidity and Severability. In the event that any provision of this Contract shall be held to be invalid, such provision shall be null and void. The validity of the remaining provisions of the MOA shall not in any way be affected thereby

e. Counterparts. This Contract maybe executed in multiple counterparts, each of which shall be deemed to be an original and all of which shall constitute one contract, notwithstanding that all parties are not signatories to the original or the same counterpart, or that signature pages from different counterparts are combined, and the signature of any party to any counterpart shall be deemed to be a signature too and may be appended to any other counterpart.

f. Authority to Execute. Each Participating State warrants that it has the authority to enter into this MOA, and the party executing hereunder has the full authority to bind that state.

IN WITNESS WHEREOF, the Participating States have, through their duly authorized representative, executed this Memorandum of Agreement, which shall be effective, as of the last signature date below.

STATE OF ARKANSAS

By: _____

Name: _____

Title: _____

Date: _____

STATE OF FLORIDA

By: _____

Name: _____

Title: _____

Date: _____

STATE OF INDIANA

By: _____

Name: _____

Title: _____

Date: _____

STATE OF COLORADO

By: _____

Name: _____

Title: _____

Date: _____

STATE OF ILLINOIS

By: _____

Name: _____

Title: _____

Date: _____

STATE OF LOUISIANA

By: _____

Name: _____

Title: _____

Date: _____

COMMONWEALTH OF MASSACHUSETTS

By: _____

Name: _____

Title: _____

Date: _____

STATE OF MINNESOTA

By: _____

Name: _____

Title: _____

Date: _____

STATE OF NORTH CAROLINA

By: _____

Name: _____

Title: _____

Date: _____

STATE OF OHIO

By: _____

Name: _____

Title: _____

Date: _____

COMMONWEALTH OF PENNSYLVANIA

By: _____

Name: _____

Title: _____

Date: _____

COMMONWEALTH OF VIRGINIA

By: _____

Name: _____

Title: _____

Date: _____

STATE OF ARIZONA

By: Tom Horne

Name: Tom Horne

Title: Superintendent of Public Instruction

Date: January 6, 2010

*Scanned & e-mailed to
Kris Ellington,
at kris.ellington@fldm.org
1-6-2010 - 3:10 pm*



**Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles**

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

**Appendix W: Alternative Pathway Programs
State Board-Approved Teacher Preparation Programs**

1. Arizona State University –Downtown Campus
2. Central Arizona College/ASU Polytechnic
3. Grand Canyon University
4. Northern Arizona University -Flagstaff
5. Ottawa University
6. Pima Community College
7. Rio Salado College
8. University of Arizona-South
9. University of Phoenix

Number of Participants in Alternative Pathways

Alternative Program Information					
	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010
Teach for America	155	175	288	384	320
Phoenix Teaching Fellows				28	24
Transition to Teaching--Interns	17	29	74	3	21 to date
Transition to Teaching--Paraprofessionals	5	14	19	66	132 to date
Others	0	116	105	76	486
Total Enrolled in Alternative Paths to Certification	177	334	486	557	983

Budget Part I: Budget Summary Table

Instructions:

In the Budget Summary Table, the State should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$4,221,718	\$4,221,718	\$4,221,718	\$4,221,718	\$16,886,872
2. Fringe Benefits	\$1,393,167	\$1,393,167	\$1,393,167	\$1,393,167	\$5,572,668
3. Travel	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
6. Contractual	\$24,305,000	\$23,235,000	\$16,735,000	\$16,705,000	\$80,980,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$935,331	\$935,331	\$935,331	\$935,331	\$3,741,325
9. Total Direct Costs (lines 1-8)	\$31,105,216	\$30,035,216	\$23,535,216	\$23,505,216	\$108,180,865
10. Indirect Costs*	\$2,503,932	\$2,503,932	\$2,503,932	\$2,503,932	\$10,015,727
11. Funding for Involved LEAs	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
12. Supplemental Funding for Participating LEAs	\$1,000,000	\$1,500,000	\$1,500,000	\$1,000,000	\$5,000,000
13. Total Costs (lines 9-12)	\$35,109,148	\$34,539,148	\$28,039,148	\$27,509,148	\$125,196,592
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	\$31,299,148	\$31,299,148	\$31,299,148	\$31,299,148	\$125,196,592
15. Total Budget (lines 13-14)	\$66,408,296	\$65,838,296	\$59,338,296	\$58,808,296	\$250,393,184

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART I: BUDGET SUMMARY NARRATIVE

While the Arizona economic outlook is for tentative recovery, as with the national economy that recovery will not likely be rapid. In Arizona tens of thousands of empty surplus housing units will ensure that the housing industry will remain moribund for years. Foreclosures continue and the commercial real estate market has no need for additional capacity for as many as seven to ten years. Immigration has slowed considerably and may continue to slump due to the national collapse of consumer confidence. Also contributing are the psychological effects resultant from massive wealth loss and other constraints on mobility. In totality these impacts to the state's recovery will continue to put significant pressure on state funds available for vital services.

Recovery from this economic crisis will take several years however Arizona will implement the most comprehensive education reform effort in the state's history. From kindergarten through college the State will leverage federal grants, the state budget, and the RTTT reform effort.

1. The Statewide Longitudinal Data Systems Grant will be used to provide the foundation of data collection and dissemination needed to improve education, identify successes, and target areas for improvement.
2. The State Fiscal Stabilization Fund grants have been and will be used to preserve and protect teacher jobs, higher education, and improve STEM degree opportunities and K-12 professional development.
3. The State Budget as proposed by the Governor will preserve key programs needed to drive reform.

Budget Part II: Project-Level Budget Table

Instructions:

For each project the State has proposed in its Budget Summary Narrative, the State should submit a Project-Level Budget Table that includes the budget for the project, for each budget category and each year of the grant.

Budget Part II: Project-Level Budget Table Project Name: Science Foundation Arizona Associated with Criteria: (A)(3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: Rodel Exemplary Teacher Initiative
Associated with Criteria: (A)(3), (D)(3)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: New Teacher Mentoring

Associated with Criteria: (D)(1), (D)(5)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$60,000	\$60,000	\$60,000	\$60,000	\$180,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$60,000	\$60,000	\$60,000	\$60,000	\$180,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: Teach For America

Associated with Criteria: (A)(3), (D)(3), (D)(4)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$6,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$6,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: Development of Web Portals

Associated with Criteria: (A)(3), (C)(2), (C)(3), (D)(2), (E)(2)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$1,000,000	\$4,000,000	\$2,500,000	\$2,500,000	\$10,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,000,000	\$4,000,000	\$2,500,000	\$2,500,000	\$10,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: Build-out of State Longitudinal Data System (SLDS)

Associated with Criteria: (A)(3), (C)(2), (C)(3), (D)(2)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$6,000,000	\$6,000,000	\$0	\$0	\$12,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$6,000,000	\$6,000,000	\$0	\$0	\$12,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: RTTT Evaluation

Associated with Criteria: (D)(4)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$1,000,000	\$1,000,000	\$1,000,000	\$2,000,000	\$5,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,000,000	\$1,000,000	\$1,000,000	\$2,000,000	\$5,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: High Speed Internet/Broadband

Associated with Criteria: (A)(3), (E)(2)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$3,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$18,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$3,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$18,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: Move on when reading K-2 assessments

Associated with Criteria: (A)(1), (B)(3)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$1,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$10,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$10,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: Governor's Distinguished Educator's Corp
Associated with Criteria: (D)(2), (D)(3), (E)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$600,000	\$1,200,000	\$1,800,000	\$1,200,000	4,800,000
2. Fringe Benefits	\$198,000	\$396,000	\$594,000	\$396,000	\$1,584,000
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	\$798,000	\$1,596,000	\$2,394,000	\$1,596,000	\$6,384,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$798,000	\$1,596,000	\$2,394,000	\$1,596,000	\$6,384,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: Advanced Placement Improvement Project (APIP)

Associated with Criteria: (A)(2), (E)(2), (B)(3)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: Advanced Placement Distance Learning

Associated with Criteria: (A)(1), (E)(2), (F)(2)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: STEM Council

Associated with Criteria: Competitive Priority 2

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other	\$9,100,000	\$0	\$0	\$0	\$9,100,000
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$9,100,000	\$0	\$0	\$0	\$9,100,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: International Schools - Arizona Response to Intervention (AZRTI)

Associated with Criteria: (B)(3), (E)(2)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$75,000	\$75,000	\$75,000	\$75,000	\$300,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$75,000	\$75,000	\$75,000	\$75,000	\$300,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.

Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: T-PREP

Associated with Criteria: (A)(3)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$0	\$0	\$1,000,000	\$0	\$1,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$0	\$0	\$1,000,000	\$0	\$1,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: What Works in Arizona Clearinghouse
Associated with Criteria: (E)(2)
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$1,000,000	\$0	\$0	\$0	\$1,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$1,000,000	\$0	\$0	\$0	\$1,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table

Project Name: Arizona Growth Model

Associated with Criteria: (C)(3)

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Science Foundation Arizona

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- The STEM Council will be staffed as a private/ public partnership through an independent third party, the Science Foundation Arizona STEM Initiative (SFAz STEM), to facilitate public and private partnership and cohesion of all efforts and to oversee RTTT funds allocated for the STEM initiatives. As a nationwide board directed nonprofit, SFAz has a long history of financial partnering with private industry to match state funds for use-based research and education that are in the best strategic interest of the state.
- \$150,000 annually will be available to fund this initiative. Cost estimates were derived from conversations with the vendor, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Rodel Exemplary Teacher Initiative

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- The **Rodel Exemplary Teacher Initiative** has been widely acclaimed in Arizona for identifying teachers with an extraordinary record of student achievement in high-poverty schools, pairing them with student teachers, and then recognizing and generously rewarding them. Rodel Exemplary Teachers attend an annual awards banquet and receive \$10,000 in U.S. Savings Bonds. The Promising Student Teachers also are eligible for a \$10,000 U.S. Savings Bond if they work in a high-poverty area for three consecutive years. Rodel Graduates (Promising Student Teachers who graduate the program), with ongoing support for professional development and collaboration with other Rodel Graduates, comprise an important, growing network of strong teachers in Arizona.
- \$500,000 annually will be available to fund this initiative. Cost estimates were derived from conversations with the vendor, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

New Teacher Mentoring

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- National Board Certification (NBC) – ADE in partnership with the Arizona K-12 Center, the Arizona Education Association and ASU work to promote and support National Board candidacy throughout Arizona. Almost half of Arizona’s 556 NBCTs are teaching in Title I schools – a high ratio compared to the nation. An investment in NBC would provide a suite of incentives to encourage highly effective teachers in high-poverty schools to apply. Arizona will pay any fee not already covered by the Federal government, provide a \$10,000 stipend to these candidates, and provide mentoring and program support.
- \$60,000 annually will be available to fund this initiative. Cost estimates were derived from conversations with the vendor, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Teach For America

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- Teach For America – TFA brought almost 400 teachers into Arizona in 2006 and 2007. The continuation of this investment will expand TFA work with high-needs schools. Specifically, the corps size would grow by 100 teachers, placement would be expanded to Tucson, and the first cohort of early childhood education teachers would be placed.
- \$6,000,000 will be available over the life of this grant to fund this initiative. Cost estimates were derived from conversations with the vendor, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Development of Web Portals

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- A key part of encouraging use of data is to ensure the most valuable data are being collected. Through the recommendations of the SLDS Task Force, ADE will establish a data governance board that will represent all stakeholders (universities, LEAs, county superintendents, state universities, community colleges, state agencies and BIE, etc.), to set and approve guidelines related to managed data access, privacy and security, adequacy of training and data model implementation, prioritization of funding opportunities recommended by governance support groups, and resolve data conflicts.

The make-or-buy decision would be made by the data governance board. The board must validate the quality and cost of a system that could be built internally, and compare that to external vendors' products.

- \$10,000,000 will be available to fund this initiative. Cost estimates were derived from conversations with ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Build-out of State Longitudinal Data Systems (SLDS)

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- At the time of this writing, ADE had submitted a 2010 SLDS grant application. This time the Department is asking to 1) expand the data collection processes; 2) implement a broad range of success measures; 3) expand the AEDW, including the portal; 4) build the data governance, training and communications capacities; and 5) expand the technology infrastructure. Arizona hopes that through another SLDS grant and RTTT that it can realize its vision of providing meaningful, accurate data to all stakeholders in a format that truly drives instruction.
- \$12,000,000 from this grant will be combined with \$19,000,000 from the SLDS grant to fund this initiative. Cost estimates were derived from conversations with ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

RTTT Evaluation

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- The current evaluation plan is still being developed. The RTTT Leadership Team will reserve 2% of the total grant award to contract with institutions of higher education and others to evaluate the various strategies outlined in this proposal.
- \$5,000,000 will be available to fund this initiative. Cost estimates were derived from conversations with HIEs, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

High Speed Internet/Broadband

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- The State of Arizona was recently awarded a broadband mapping grant from the federal government. Based on information gathered from that mapping exercise, along with recommendations from the Arizona School Facilities Board, the RTTT Leadership Team will determine where these investments are most needed and what the appropriate technology is.
- \$18,000,000 will be available to fund this initiative. Cost estimates were derived from conversations with SFB, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Move on when reading K-2 assessments

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- The SBE will evaluate ways to round out the K-12 assessment system. This is expected to include K-2 assessments, a 9th grade assessment (currently Stanford 10, but likely to change), a clearer link to the assessments used for placement by Arizona community colleges (e.g., ASSET), a possible pilot for board assessments (CCR exams that are linked to a defined curriculum, such as International Baccalaureate, EdExcel and ACT QualityCore), which is being developed by the Center for the Future of Arizona, and a possible expansion of current efforts to get more Arizona students to take college placement exams, such as the ACT.
- \$1,000,000 will be available in year 1 of this grant in order to fund planning activities. Each subsequent year will have \$3,000,000 available as estimated by \$10 per assessment times 300,000 students. Cost estimates were derived from conversations with ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Governor's Distinguished Educator's Corp

1) Personnel

- \$25,000 supplements to existing salaries will be awarded to members of the Corp
- (Year 1 – 24 members x \$25,000, Year 2 – 48 members x \$25,000, Year 3 – 72 members x \$25,000, and Year 4 – 48 members x \$25,000) for a total of \$4,800,000 in personnel cost over the 4 years.

2) Fringe Benefits

- Fringe was calculated at a rate of 33% for a total of \$1,584,000.

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

Provide:

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Advanced Placement Improvement Project (APIP)

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- The Advanced Placement Incentive Program is another ADE initiative that has been successful with disadvantaged students. This program, provided in conjunction with the College Board, brings rigorous coursework to low-income middle school and high school students in Arizona. ADE recently completed a three-year AP Incentive Grant involving 13 high schools and 14 feeder schools throughout the state. Results were very positive – they included increasing the number of AP exams taken by low-income students 360% from 125 to 575, and the number of AP exam scores of low-income students 319% from 37 to 155.
- \$250,000 will be available each year for this initiative. Cost estimates were derived from conversations with potential vendors, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Advanced Placement Distance Learning

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- ADE has had success providing AP courses in distance learning settings. This approach allows students access to advanced coursework that cannot be supported in rural or otherwise struggling schools. In many of these instances, there is not the critical mass of students needed to support these programs, and without an e-learning alternative the student must take intermediate-level courses, where learning and overall achievement will suffer.
- \$500,000 will be available each year for this initiative. Cost estimates were derived from conversations with potential vendors, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

STEM Council

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

Provide:

7) Training Stipends

Provide:

8) Other

- Leveraging this support structure, Arizona will launch a variety of initiatives that speak to all four assurance areas. These initiatives can be thought of as strengthening the teacher experience and strengthening the student experience. The State also envisions substantial investments in technology, particularly high-speed Internet in rural areas, to create 21st century learning environments.
- Funds will be available for competitive grant and procurement opportunities to fill gaps or expand programs/initiatives proven to be successful.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

International Schools - Arizona Response to Intervention (AZRTI)

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- Arizona also will look to expand programs that have been successful under the Arizona Response to Intervention (AZRTI) framework. In rural schools, the tracking of progress, goals and interventions via Education Career Action Plans (ECAPs) is expected to be quite valuable. Additional areas of focus will include dropout prevention, high school and middle school renewal programs, the Jobs for Arizona's Graduates (JAG) program, International Schools and the creation of a credit-recovery system to help students who fall behind catch up.
- \$75,000 will be available each year for this initiative. Cost estimates were derived from conversations with potential vendors, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 -- 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

T-PREP

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- T-PREP is a three-year-old, collaborative effort among ASU, NAU and the University of Arizona to develop a meaningful system to monitor, assess and support teacher candidates as they progress through preparation programs and later their careers, T-PREP links student achievement data with individual teachers, connect teachers' training and early experience with their subsequent behaviors in the classroom, and provides feedback at opportune moments in pre-service teachers training.
- \$1,000,000 will be available for this initiative. Cost estimates were derived from conversations with potential vendors, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

What Works in Arizona Clearinghouse

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- ADE currently utilizes master teachers, experienced principals and superintendents to assist underperforming and failing schools. A.R.S. § 15-241(Q). Arizona intends to add to this expertise a “What Works in Arizona Clearinghouse”. ADE intends to partner with higher education institutions and various Arizona education organizations to develop this extensive Clearinghouse. The Clearinghouse will highlight evidence-based programs and strategies that dramatically improve underperforming and failing as well as persistently lowest achieving schools. These strategies will be uploaded onto ADE’s IDEAL platform, which is available to every educator in the State.
- \$1,000,000 will be available for this initiative. Cost estimates were derived from conversations with potential vendors, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Arizona Growth Model

1) Personnel

Provide:

2) Fringe Benefits

Provide:

3) Travel

Provide:

4) Equipment

Provide:

5) Supplies

Provide:

6) Contractual

- Arizona, through the Arizona Charter School Association, is working to develop a proof-of-concept for a growth model similar to that used in Colorado. This value-added system tracks individual student performance and clearly illustrates for parents and teachers how a student performs in comparison to how the student is expected to perform. The Arizona Growth Model is being implemented through the State data warehouse and will be available to all LEAs in the next three years. RTTT funds will be used to accelerate this effort.
- \$250,000 will be available annually for this initiative. Cost estimates were derived from conversations with potential vendors, ADE, and state procurement officials.
- Arizona will follow all applicable state procurement procedures along with 34 CFR Parts 74.40 – 74.48 and Part 80.36.

7) Training Stipends

Provide:

8) Other

Provide:

9) Total Direct Costs

Provide:

10) Indirect Costs

Provide:

11) Funding for Involved LEAs

Provide:

12) Supplemental Funding for Participating LEAs

Provide:

13) Total Costs

Provide:

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="radio"/></p> <p>NO <input type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy): From: <u>7 / 1 / 2008</u> To: <u>6 / 30 / 2009</u></p> <p>Approving Federal agency: <u>ED</u> <input checked="" type="checkbox"/> Other (Please specify agency): <u>U.S. Department of Justice, Office of Justice Programs</u></p>
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Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.