

# Arizona

State Highlights 2011

## UNCERTAIN FORECAST

**Education Adjusts  
To a New Economic Reality**

A Special Supplement to *Education Week's*  
**QUALITY COUNTS**  
**2011**



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Arizona—State Highlights 2011

A special supplement to *Education Week's Quality Counts 2011*

*Uncertain Forecast: Education Adjusts to a New Economic Reality*

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## About this Report

The 15th annual edition of *Education Week's Quality Counts* continues the report's tradition of tracking key education indicators and grading the states on their policy efforts and outcomes. This year's special theme—the impact of the economy on education—is complemented by updated 50-state information on policies and conditions in four of the areas monitored by the report on an ongoing basis: Chance for Success; K-12 achievement; transitions and alignment policies; and school finance. Most of the indicators that appear in *Quality Counts* are based on original analyses and state-survey data from the EPE Research Center. The report also supplements those data with information published by other organizations.

In past years, the print edition of *Quality Counts* has provided an annual update on state policy initiatives in several key areas and has also used original data analyses to track state educational progress and performance in three other areas. Beginning with *Quality Counts 2009*, the report moved to a modular research design in which the Editorial Projects in Education Research Center surveys the states about policy issues on an every-other-year rotation. This approach was designed to lessen the burden on state respondents without compromising our timely reporting on key educational policy developments.

In order to provide a comprehensive perspective on state policy and performance, the 2011 State Highlights Reports integrate findings across multiple years of indicators reported in the 2010 and 2011 print editions of *Quality Counts*. This approach allows us to capture state standings across all six topics that constitute the analytic framework of *Quality Counts*. The overall state letter grades awarded in the State Highlights Reports are based on the following categories: Chance for Success; K-12 achievement; transitions and alignment; school finance; standards, assessments, and accountability; and the teaching profession.

Overall findings from *Quality Counts* show that some states perform consistently well or poorly across the full range of graded categories. However, a closer examination of the rankings reveals that most states post a strong showing in at least one area. This suggests that while broad evaluations of state performance can be useful, a more thorough reading of the results presented in this State Highlights Report will provide a more nuanced perspective on the educational condition of the nation and of individual states.

Editorial Projects in Education Research Center  
January 2011

## About Editorial Projects in Education

**Editorial Projects in Education (EPE)** is a nonprofit, tax-exempt organization based in Bethesda, Md. Its primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. EPE covers local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education publishes *Education Week*, America's newspaper of record for precollegiate education, *Digital Directions*, the *Teacher Professional Development Sourcebook*, and the Top School Jobs employment resource. It also produces periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The **EPE Research Center** conducts annual policy surveys, collects data, and performs analyses that appear in the *Quality Counts*, *Technology Counts*, and *Diplomas Count* annual reports. The center also produces independent research reports, contributes original data and analysis to special coverage in *Education Week*, and maintains the Education Counts and EdWeek Maps online data resources.

## QUALITY COUNTS 2011 GRADING SUMMARY

### OVERALL GRADE

A state's overall grade is the average of the scores for the six graded categories.

Arizona: **C-**

Rank: 42

Nation: C

#### Online extra

Calculate your own *Quality Counts* grades at

[www.edweek.org/go/qc11calculate](http://www.edweek.org/go/qc11calculate)

	Arizona		How did the average state score?
	grade	rank	
Chance for success (2011)	<b>C-</b>	<b>48</b>	<b>C+</b>
K-12 achievement (2011)	<b>D</b>	<b>43</b>	<b>D+</b>
Transitions and alignment (2011)	<b>C</b>	<b>28</b>	<b>C+</b>
School finance analysis (2011)	<b>D+</b>	<b>40</b>	<b>C</b>
Standards, assessments, and accountability (2010)	<b>A-</b>	<b>18</b>	<b>B</b>
The teaching profession (2010)	<b>D</b>	<b>46</b>	<b>C</b>

### Quality Counts Grading Breakdown

This table reports the detailed scoring behind the grades for the six major topics examined in *Quality Counts*. Scores for those major categories are the average of the respective subcategory scores.

	Arizona	U.S. Average		Arizona	U.S. Average
<b>Chance for success (2011)</b>			<b>School finance analysis (2011)</b>		
<i>Early foundations</i>	73.3	79.9	<i>Equity</i>	85.8	84.4
<i>School years</i>	66.7	76.1	<i>Spending</i>	48.6	66.2
<i>Adult outcomes</i>	76.2	80.3			
<b>K-12 achievement (2011)</b>			<b>Standards, assessments, and accountability (2010)</b>		
<i>Status</i>	52.2	63.2	<i>Standards</i>	89.3	84.1
<i>Change</i>	70.7	70.7	<i>Assessments</i>	80.0	84.2
<i>Equity</i>	67.2	74.7	<i>School accountability</i>	100.0	84.3
<b>Transitions and alignment (2011)</b>			<b>The teaching profession (2010)</b>		
<i>Early-childhood education</i>	70.0	82.0	<i>Accountability for quality</i>	64.7	75.5
<i>College readiness</i>	70.0	65.7	<i>Incentives &amp; allocation</i>	65.4	70.8
<i>Economy &amp; workforce</i>	87.5	89.5	<i>Building &amp; supporting capacity</i>	60.0	73.5

Grading Curve A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)



## ECONOMY AND EDUCATION

The recent recession and its lingering financial aftermath have put considerable strain on state budgets and resulted in widespread cuts in education funding across the nation. According to data from the Center on Budget and Policy Priorities, at least 34 states and the District of Columbia have cut education programs since the recession began. In addition to forcing budget reductions, the fiscal crisis has prompted states to alter a wide range of education policies in order to address challenges arising from new economic realities. To more fully understand these varied responses, the EPE Research Center surveyed the states about the economy's impact on their education systems. The results presented below illustrate the effect of the economic downturn on the policy landscape by identifying provisions that have been enacted or changed since the recession's onset in Fiscal Year 2008 and providing additional information for context on education budgets.

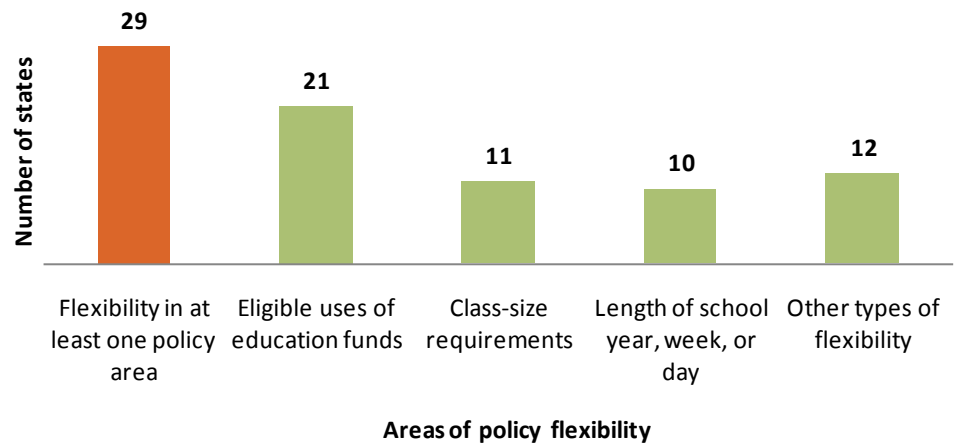
### The Fiscal Crisis and Education Policy

The national summary column indicates the total number of states or the national average.

From <i>Quality Counts 2011</i>	Arizona	Nation
<b>State Budget Context</b>		
<b>Education funding</b> – Unadjusted per-pupil expenditures (FY 2008)	\$7,727	\$10,297
<b>Budget cuts</b> – State has cut K-12 or early education funding	Yes	35 states
<b>Funding protections</b> – State has policy protecting K-12 funding	Yes	19
<b>Waiver for protections</b> – K-12 funding protections have been waived	No	3
<b>State education agency personnel</b> – State cut staff or changed hiring/compensation policy	Yes	47
<b>Teacher Compensation and Benefits</b>		
<b>School district personnel</b> – State changed policy in order to mandate or permit reductions in staff costs	No	17
<b>Statewide salary schedule</b> – State froze or reduced teacher compensation	No	6
<b>Teacher pensions</b> – State adjusted funding or rules on benefits	Yes	22
<b>Teacher health insurance</b> – State adjusted funding or rules on benefits	No	4
<b>Teacher Employment</b>		
<b>Teacher layoff criteria</b> – State requires use of seniority as basis for layoffs	bans use of seniority	11
<b>Teacher layoff criteria changes</b> – State made change in criteria influenced by economic climate	Yes	1
<b>Teacher tenure</b> – State made policy change due to economy or other factors	Yes	15
<b>Teacher employment data</b> – State collects data on early-retirement, furloughs, or layoffs	No	12
<b>Additional Flexibility for School Districts</b>		
<b>Eligible uses of education funds</b> – State broadened permissible uses of education aid	No	21
<b>Class-size requirements</b> – State loosened regulations on class size	No	11
<b>Length of school year, week, or day</b> – State relaxed rules on time in school	No	10
<b>Other types of policy flexibility</b>	No	12

## ADDITIONAL ROOM TO MANEUVER

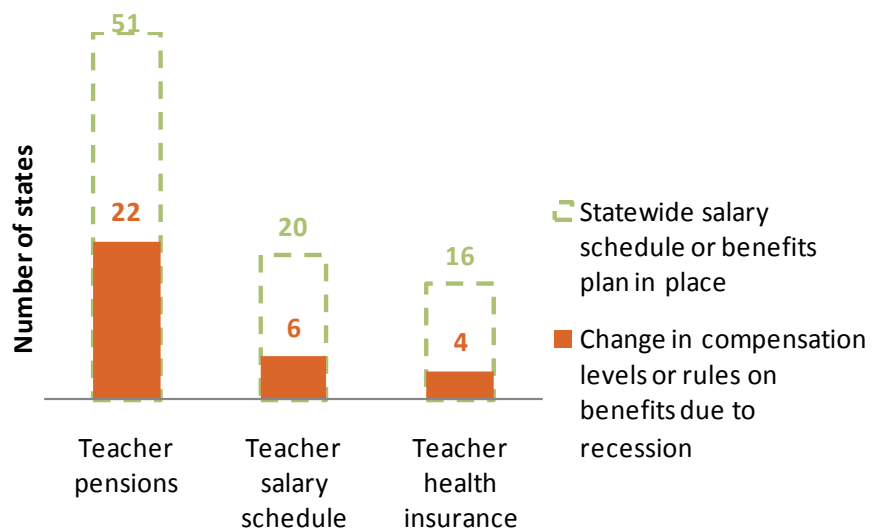
In addition to cutting budgets and making other changes to spending, many states have enacted policy changes to provide school systems with greater flexibility to meet the challenges posed by the economic crisis. Twenty-one states broadened the eligible uses of education funds originally intended for a particular purpose, while 11 loosened class-size requirements. In all, 29 states have provided some form of policy flexibility since the recession began.



SOURCE: EPE Research Center, 2011

## TACKLING TEACHER COMPENSATION

In an effort to manage costs, some states have moved to enact changes in the rules governing teacher salaries and benefits. For example, six of the 20 states with statewide teacher-salary schedules have recently enacted changes related to compensation levels. Although some recent policy actions are meant to address immediate economic challenges, others are intended to help states manage their longer-term cost trajectories and fiscal obligations.



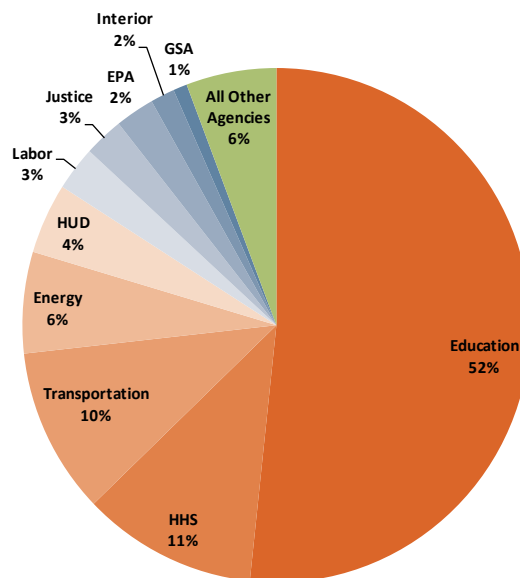
SOURCE: EPE Research Center, 2011

## LOOKING UNDER THE HOOD OF THE ECONOMIC RECOVERY

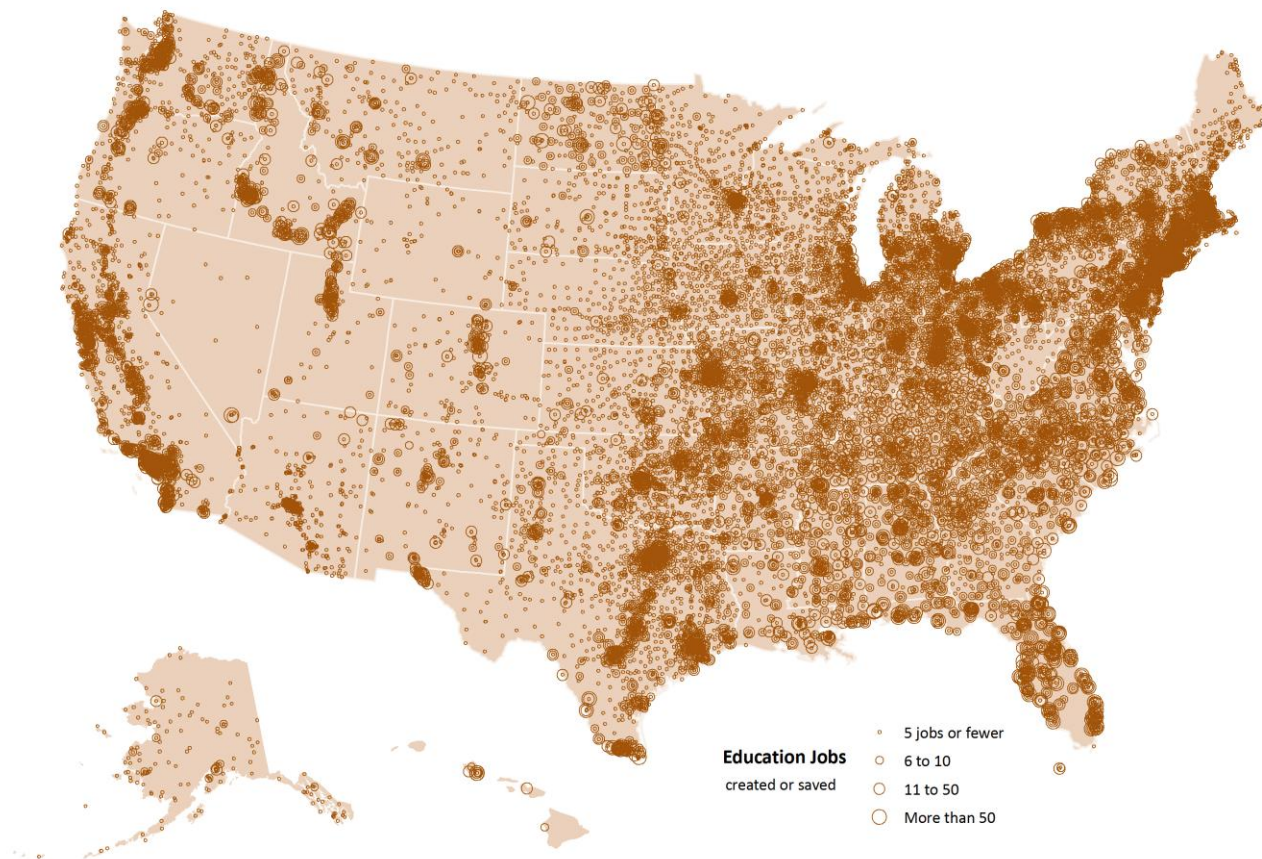
### An Engine of Job Recovery

The unprecedented infusion of federal funding through the economic stimulus aims to counteract job losses resulting from a strained economic environment. Recipients of American Recovery and Reinvestment Act (ARRA) aid report that those dollars have helped create or save about 650,000 jobs, more than half of which were linked to funds distributed by the U.S. Department of Education.

To gauge the rate of return for stimulus spending against the key objective of job creation, the EPE Research Center calculated the number of jobs created or saved for every \$1 million of ARRA funding awarded. The U.S. Department of Education ranks first among the 10 agencies accounting for the largest numbers of jobs. Across all federal agencies, an average of 2.7 jobs have been created for every \$1 million in stimulus spending.



Percent of jobs created or saved by agency



SOURCE: EPE Research Center analysis of data from recovery.gov, 2011

# SCHOOL FINANCE POLICY

## Key Policies and Practices in School Finance

School finance policies play an important role in shaping the education services a state provides and funds. In a policy survey conducted during the summer of 2010, the EPE Research Center asked states to provide a range of information about their school finance policies and practices. The results presented below offer perspective on three critical dimensions of school finance in order to provide a comprehensive picture of how states are generating and distributing funding to schools and school districts on the heels of a prolonged recession.

Policy Indicators	The national summary column indicates the number of states that have enacted a particular policy.	
From EPE Research Center's Summer 2010 State Policy Survey	Arizona	Nation
<b>State Funding Formulas</b> (state may use formulas in combination)		
<b>Foundation</b> guarantees minimum amount of funding for each school district; requires districts to raise local portion of this amount	No	37 states
<b>Foundation amount per-pupil</b>	NA	—
<b>Local-effort equalization</b> guarantees that for any given level of local taxation effort a district will receive equal yield	Yes	23
<b>Equalization</b> accounts for property wealth, taxation effort, and relative district need to determine funding levels	Yes	22
<b>Full state funding</b> requires state to provide all money needed for basic education	No	7
<b>Flat grant</b> uniformly allocates dollars per student or instructional unit	No	5
<b>Other type of funding formula</b>	Yes	6
<b>Weights and Categorical Funding</b> (* indicates that dollars may only be used on the group or unit generating the funds)		
<b>Weights for Student Characteristics</b>		
<b>Disability status</b> – State formula provides additional funds for students eligible for special education services	Yes	34
<b>English-language learners</b> – State formula provides additional funds for students eligible for ELL services	Yes	31
<b>Low income</b> – State formula provides additional funds for students eligible for the federal free and reduced lunch program	No	30
<b>Grade level</b> – State formula designates different funding levels for each grade level or set of grades	Yes	24
<b>Career and technical education</b> – State formula provides additional funds for students in programs training them for future occupations	No	19
<b>Academically at-risk</b> – State formula provides additional funds for low-performing students	No	5

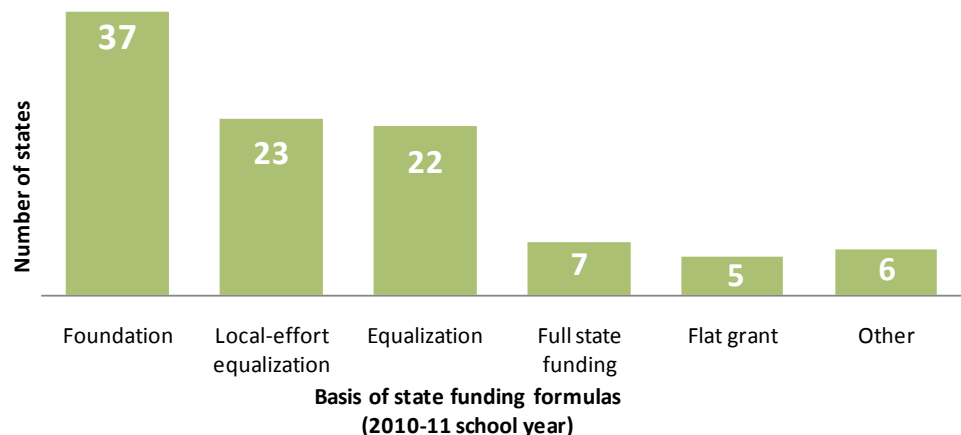


<b>Weights and Categorical Funding (cont.)</b> (* indicates dollars may only be used on the group or unit generating the funds)		
	<b>Arizona</b>	<b>Nation</b>
<b>Weights for District and School Characteristics</b>		
<b>Size</b> – State formula designates different funding levels based on the number of students in schools and districts	Yes	30 states
<b>Location</b> – State formula provides additional funds to schools and districts located in sparsely populated areas	Yes	21
<b>Geographic cost of living</b> – State formula makes cost of living adjustments for school and district personnel	No	15
<b>Teacher education or experience</b> – State formula provides additional funds to districts based on measures of teacher education or experience	Yes	13
<b>Academic performance</b> – State formula provides additional funds to schools and districts with poor academic performance	No	3
<b>Categorical Funding</b>		
<b>Special education</b> – State budget appropriations include additional funding for special education students	Yes	41
<b>Transportation</b> – State budget appropriations include additional funding for school transportation services	Yes	34
<b>Capital outlay and debt service</b> – State budget appropriations include additional funding for school-related capital outlay and debt service	Yes	32
<b>Technology</b> – State budget appropriations include additional funding for educational technology programs	No	28
<b>Gifted and talented education</b> – State budget appropriations include additional funding for gifted and talented education	Yes	22
<b>Bilingual education/English-language learners</b> – State budget appropriations include additional funding for ELL students	Yes	20
<b>Compensatory education</b> – State budget appropriations include additional funding for students with poor academic achievement	No	16
<b>Teacher retirement and benefits</b> – State budget appropriations include additional funding for teacher retirement and benefits	No	16

Revenue Sources and Restrictions	Arizona	Nation
Tax Revenue Dedicated to K-12 Education		
<b>Sales tax</b>	Yes	14 states
Percent earmarked for K-12	0.6%	—
<b>Gaming tax</b>	Yes	9
Percent earmarked for K-12	56.0%	—
<b>Tobacco/cigarette tax</b>	No	7
Percent earmarked for K-12	NA	—
<b>Income Tax</b>	No	5
Percent earmarked for K-12	NA	—
<b>Alcohol/liquor tax</b>	No	3
Percent earmarked for K-12	NA	—
Lottery Funds Allotted to K-12 Education		
<b>Lottery profit</b>	No	20
Percent allotted	NA	—
<b>Lottery revenue</b>	No	20
Percent allotted	NA	—
State Restrictions on Revenue Raised by School Districts (* indicates that voters can override state caps or limits)		
<b>Property-tax rate</b>	No	20
<b>Increase in property-tax rate</b>	No	7
<b>Property-tax revenue</b>	No	5
<b>Increase in property-tax revenue</b>	No	12

## STATE APPROACHES TO FUNDING EDUCATION

States allocate funds to school districts for K-12 education through specific budgetary-based formulas. There are five basic funding formula types, which most states use in combination. Foundation formulas are the most common method of school funding, employed in 36 states and the District of Columbia.



# CHANCE FOR SUCCESS

## The Chance-for-Success Index

To better understand the part that education plays over a lifetime, the EPE Research Center has developed the Chance-for-Success Index. Based on an original state-by-state analysis, this index combines information from 13 indicators that span an individual's life from cradle to career. The Chance-for-Success framework allows states to identify strong and weak links in their residents' educational life course—their typical trajectory from childhood through adulthood. More importantly, the index also provides information that could be used to target the efforts of public education systems in ways that better serve students of all ages.

### State Success Indicators

From <i>Quality Counts 2011</i>	Arizona State Average	Rank	National Average
<b>Early Foundations</b>			
<b>Family income</b> Children from families with incomes at least 200% of poverty level (2009)	52.2%	42	58.2%
<b>Parent education</b> Children with at least one parent with a postsecondary degree (2009)	38.3	42	44.2
<b>Parental employment</b> Children with at least one parent working full time and year-round (2009)	70.9	37	73.0
<b>Linguistic integration</b> Children whose parents are fluent English-speakers (2009)	76.6	48	83.4
<b>School Years</b>			
<b>Preschool enrollment</b> Three- and 4-year-olds enrolled in preschool (2009)	33.5	49	48.3
<b>Kindergarten enrollment</b> Eligible children enrolled in kindergarten programs (2009)	78.3	23	77.7
<b>Elementary reading</b> Fourth grade public school students proficient on NAEP (2009)	24.7	45	31.5
<b>Middle school mathematics</b> Eighth grade public school students proficient on NAEP (2009)	29.0	36	32.6
<b>High school graduation</b> Public high school students who graduate with a diploma (class of 2007)	68.2	34	68.8
<b>Postsecondary participation</b> Young adults enrolled in postsecondary education or with a degree (2007)	45.1	45	53.8
<b>Adult Outcomes</b>			
<b>Adult educational attainment</b> Adults with a two- or four-year postsecondary degree (2008)	34.7	37	38.1
<b>Annual income</b> Adults with incomes at or above national median (2009)	47.2	29	50.0
<b>Steady employment</b> Adults in labor force working full time and year-round (2009)	68.3	36	69.4
<b>GRADE</b>	<b>C-</b>	<b>48</b>	<b>C+</b>

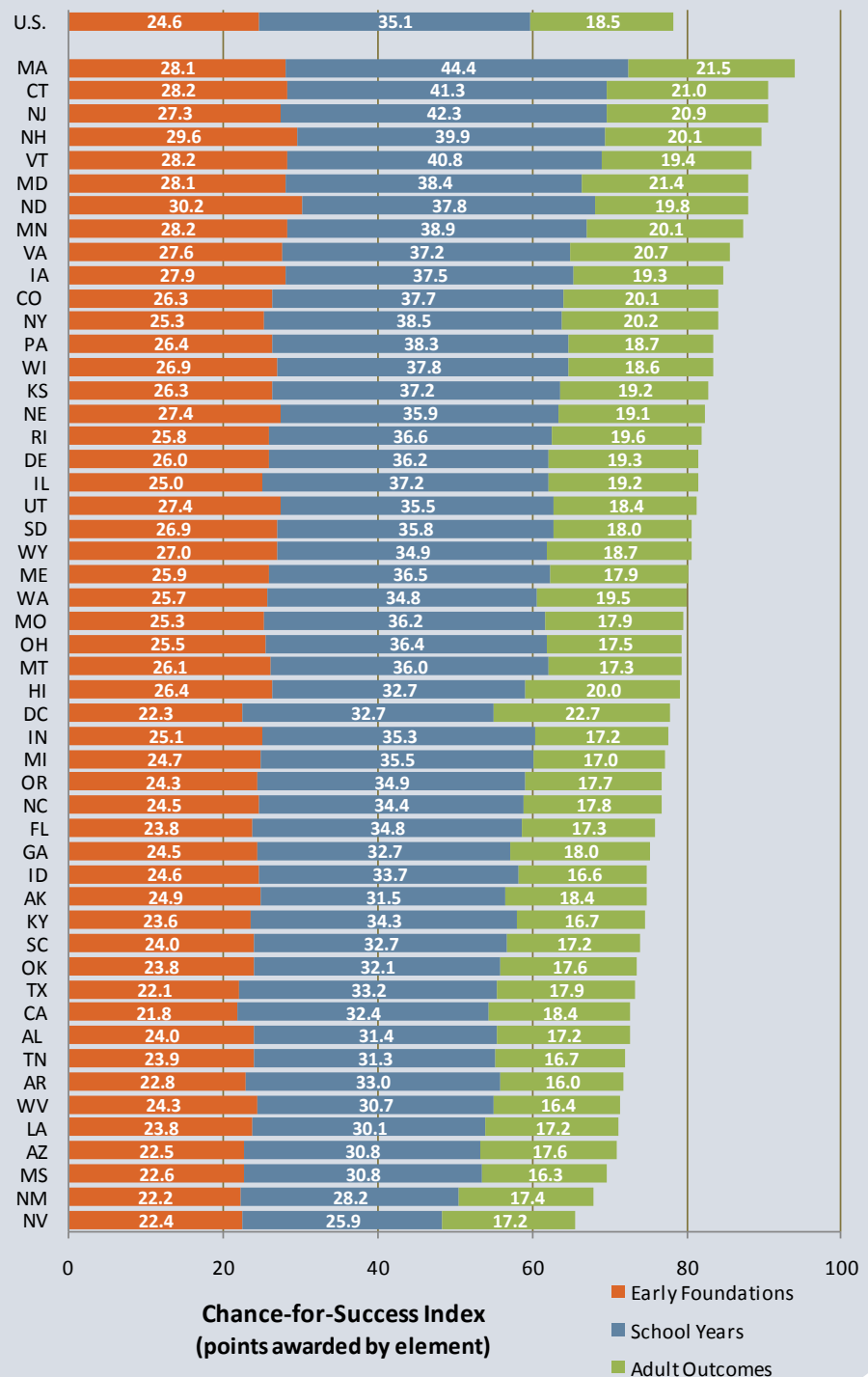
## Providing Opportunities for Success

The **Chance-for-Success Index** captures the importance of education in a person's lifetime from cradle to career. Its 13 individual indicators span a variety of factors, including preparation in early childhood, the performance of the public schools, and educational and economic outcomes in adulthood.

The states are graded using a "best in class" rubric, where a score of 100 points on the index would mean that a state ranked first in the nation on each and every indicator.

State scores range from 94.0 (Massachusetts, earning the only A) to 65.6 (Nevada, with a D). A closer examination of results shows that while early foundations and adult outcomes do contribute to the index, indicators related to formal education (the schooling years) are the driving force behind the state rankings.

SOURCE: EPE Research Center, 2011





# ELEMENTARY AND SECONDARY PERFORMANCE

## The K-12 Achievement Index

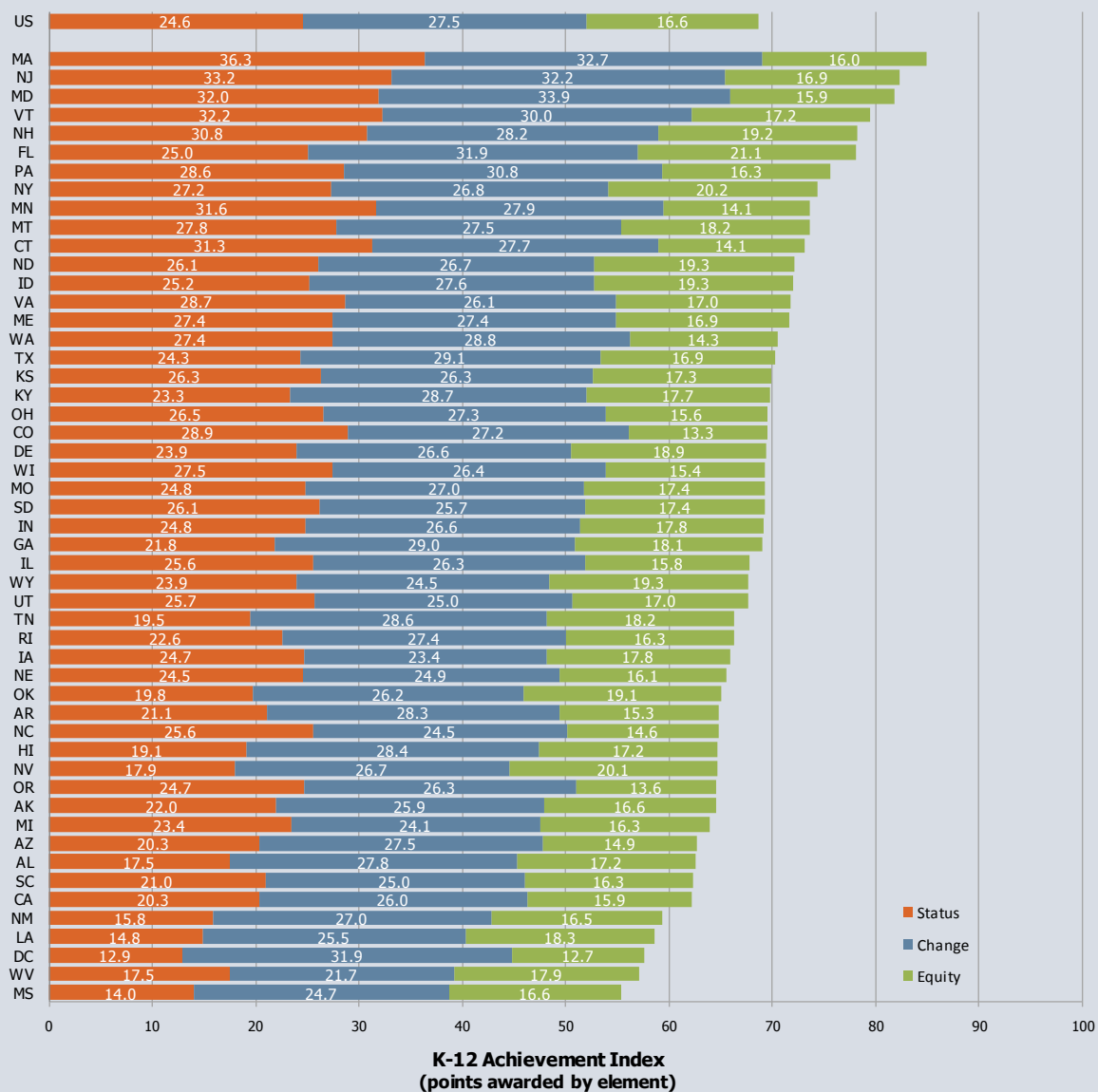
The K-12 Achievement Index examines 18 distinct state achievement measures related to reading and math performance, high school graduation rates, and the results of Advanced Placement exams. The index assigns equal weight to current levels of performance and changes over time. It also places an emphasis on equity, by examining both poverty-based achievement gaps and progress in closing those gaps.

### State Achievement Indicators

From <i>Quality Counts 2011</i>	Arizona		National
	State Average	State Rank	Average
<b>Achievement Levels</b>			
<b>4th grade math</b> – Percent proficient on NAEP (2009)	28.0%	46	38.4%
<b>8th grade math</b> – Percent proficient on NAEP (2009)	29.0%	36	32.6%
<b>4th grade reading</b> – Percent proficient on NAEP (2009)	24.7%	45	31.5%
<b>8th grade reading</b> – Percent proficient on NAEP (2009)	26.9%	39	30.4%
<b>Achievement Gains</b>			
<b>4th grade math</b> – Scale-score change on NAEP (2003-2009)	+1.1	48	+5.1
<b>8th grade math</b> – Scale-score change on NAEP (2003-2009)	+6.2	19	+5.6
<b>4th grade reading</b> – Scale-score change on NAEP (2003-2009)	+1.1	37	+3.1
<b>8th grade reading</b> – Scale-score change on NAEP (2003-2009)	+2.3	13	+1.0
<b>Poverty Gap</b> (National School Lunch Program, noneligible vs. eligible)			
<b>Reading gap</b> – 4th grade NAEP scale score (2009)	28.1	40	26.1
<b>Math gap</b> – 8th grade NAEP scale score (2009)	29.3	43	26.9
<b>Reading-gap change</b> – 4th grade NAEP (2003-2009), negative value = closing gap	-3.4	13	-1.8
<b>Math-gap change</b> – 8th grade NAEP (2003-2009), negative value = closing gap	+4.8	47	-1.5
<b>Achieving Excellence</b>			
<b>Math excellence</b> – Percent advanced on 8th grade NAEP (2009)	6.1%	35	7.5%
<b>Change in math excellence</b> – Percent advanced on NAEP (2003-2009)	+3.4%	12	+2.5%
<b>High School Graduation</b>			
<b>Graduation rate</b> – Public schools (class of 2007)	68.2%	34	68.8%
<b>Change in graduation rate</b> – Public schools (2000-2007)	+9.8%	5	+2.0%
<b>Advanced Placement</b>			
<b>High AP test scores</b> – Scores of 3 or higher per 100 students (2009)	11.7	35	20.4
<b>Change in AP Scores</b> – Change in high scores per 100 students (2000-2009)	+7.6	26	+11.3
<b>GRADE</b>	<b>D</b>	<b>43</b>	<b>D+</b>

## Nation Receives Passing Grade on Achievement, But Just Barely

The EPE Research Center's K-12 Achievement Index awards states points based on three distinct aspects of student achievement: current levels of performance (status), improvements over time (change), and achievement equity between poor and nonpoor students (equity). The nation as a whole earns 68.7 points, on a 100-point scale, for a grade of D-plus. The leading state, Massachusetts, earns 85 points and a B. These results suggest that no state excels across all three dimensions of achievement captured by the index. Massachusetts, for example, ranks first in the nation for current achievement and second on gains over time, but falls to 37<sup>th</sup> when evaluated on achievement disparities between poor and nonpoor students. By contrast, Florida, which finishes sixth in the nation overall, ranks 24<sup>th</sup> for current achievement, but emerges as one of the top states on both change and equity.



SOURCE: EPE Research Center, 2011

## TRANSITIONS AND ALIGNMENT

### Education Alignment Policies

The national summary column indicates the number of states that have enacted a particular policy.

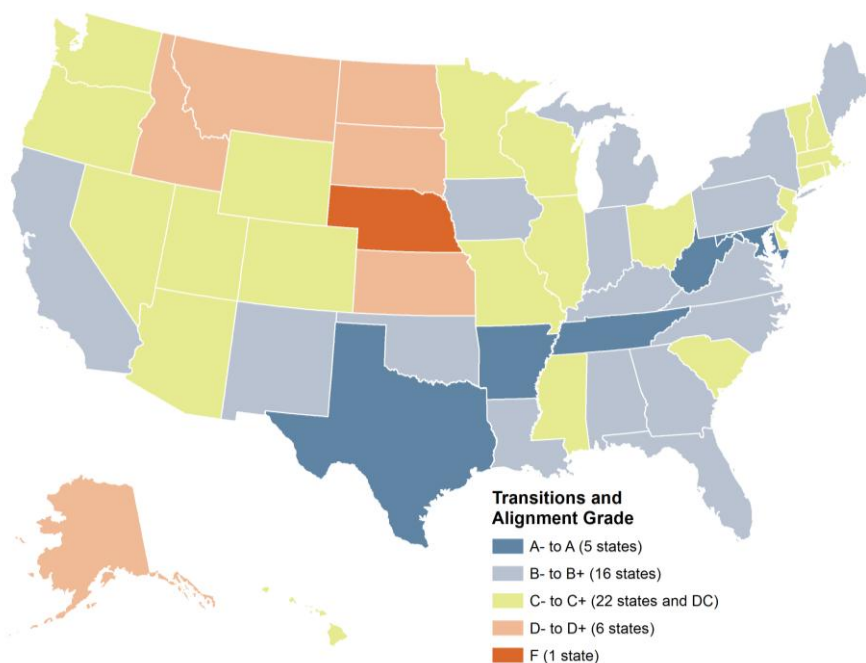
From <i>Quality Counts 2011</i>	Arizona	Nation
<b>Early-Childhood Education</b>		
<b>Early learning</b> – State early-learning standards aligned with K-12 standards (2010-11)	Yes	48 states
<b>School-readiness definition</b> – State formally defines school readiness (2010-11)	No	22
<b>School-readiness assessment</b> – Readiness of entering students assessed (2010-11)	No	19
<b>School-readiness intervention</b> – Programs for students not deemed ready (2010-11)	No	23
<b>Kindergarten standards</b> – Learning expectations aligned with elementary (2010-11)	Yes	51
<b>Postsecondary Education</b>		
<b>College readiness</b> – State defines college readiness (2010-11)	Yes	33
<b>College preparation</b> – College prep required to earn a high school diploma (2010-11)	No	10
<b>Course alignment</b> – Credits for high school diploma aligned with postsecondary system (2010-11)	No	11
<b>Assessment alignment</b> – High school assessment aligned with postsecondary system (2010-11)	No	15
<b>Postsecondary decisions</b> – High school assessment used for postsecondary decisions (2010-11)	Yes	11
<b>Economy and Workforce</b>		
<b>Work readiness</b> – State K-12 system defines work readiness (2010-11)	Yes	33
<b>Career-tech diploma</b> – State offers high school diploma with career specialization (2010-11)	No	38
<b>Industry certification</b> – K-12 has path for industry-recognized certificate or license (2010-11)	Yes	42
<b>Portable credits</b> – K-12 pathway to earn career-tech. credits for postsecondary (2010-11)	Yes	48
<b>GRADE C (rank= 28) C+</b>		

### A National Perspective

The EPE Research Center has examined state efforts to connect the K-12 education system with early learning, higher education, and the world of work. Fourteen key transitions and alignment policies were included in *Quality Counts 2011*.

Most states have enacted at least eight of the 14 policies tracked in this year's report, with 13 having 10 or more in place. At the other end of the spectrum, Montana and South Dakota have put just three such policies in place, and Nebraska only two.

SOURCE: EPE Research Center, 2011



# SCHOOL FINANCE ANALYSIS

## Equity and Spending Indicators

	Arizona		National
From <i>Quality Counts 2011</i>	State Average	Rank	Average
Equity			
Wealth-Neutrality Score – Relationship between district funding and local property wealth	0.064	21	0.085
McLoone Index – Actual spending as percent of amount needed to bring all students to median level	92.0	15	90.9%
Coefficient of Variation – Amount of disparity in spending across districts within a state	0.181	35	0.163
Restricted Range – Difference in per-pupil spending levels at the 95th and 5th percentiles	\$2,933	10	\$4,286
Spending			
Adjusted per-pupil expenditures (PPE) – Analysis accounts for regional cost differences	\$8,435	48	\$11,223
Students funded at or above national average – Percent of students in districts with PPE at or above U.S. average	4.3%	46	40.6%
Spending Index – Per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures	74.0	48	89.3
Spending on education – State expenditures on K-12 schooling as a percent of state taxable resources	3.7	30	3.8%
GRADE	D+	40	C

## Definitions of School Finance Indicators

**Wealth-Neutrality Score:** The wealth-neutrality score shows the degree to which state and local revenue are related to the property wealth of districts. A negative score means that, on average, poorer districts actually have more funding per weighted pupil than wealthy districts do. A positive score means the opposite: Wealthy districts have more funding per weighted pupil than poor districts do.

**McLoone Index:** The McLoone Index is based on the assumption that if all students in the state were lined up according to the amount their districts spent on them, perfect equity would be achieved if every district spent at least as much as that spent on the pupil in the middle of the distribution, or the median. The McLoone Index is the ratio of the total amount spent on pupils below the median to the amount that would be needed to raise all students to the median per-pupil expenditure in the state.

**Coefficient of Variation:** The coefficient of variation is a measure of the disparity in funding across school districts in a state. The value is calculated by dividing the standard deviation of adjusted spending per pupil by the state's average spending per pupil. The standard deviation is a measure of dispersion (i.e., how spread out spending levels are across a state's districts). If all districts in a state spent exactly the same amount per pupil, its coefficient of variation would be zero. As the coefficient gets higher, the variation in the amounts spent across districts also gets higher. As the coefficient gets lower, it indicates greater equity.

**Restricted Range:** This indicator captures the differences in funding levels found between the highest- and lowest-spending districts in a state. The index value is calculated as the difference in per-pupil spending levels at the 95th and 5th percentiles. Districts enrolling fewer than 200 students are excluded from the analysis.

**Spending Index:** The Spending Index takes into account both the proportion of students enrolled in districts with spending at the national average, and the degree to which spending is below that benchmark in districts where per-pupil expenditures fall below the national average. Each district in which the per-pupil-spending figure (adjusted for student needs and cost differences) reaches or exceeds the national average receives a score of 1 multiplied by the number of students in the district. A district whose adjusted spending per pupil is below the national average receives a score equal to its per-pupil spending divided by the national average and then multiplied by the number of pupils in the district. The spending index is the sum of district scores divided by the total number of students in the state. If all districts spend above the U.S. average, the state attains a perfect index score of 100 points.

Note: The District of Columbia and Hawaii are single-district jurisdictions. As a result, it is not possible to calculate measures of financial equity, which capture the distribution of funding across districts within a state. The District of Columbia and Hawaii do not receive grades for school finance and are not included in the rankings reported in this table.



# STANDARDS, ASSESSMENTS, AND ACCOUNTABILITY

## Policy Indicators

The national summary column indicates the number of states that have enacted a particular policy or, as applicable, the number of states with the specified policy enacted for all subject areas or at all grade spans.

From <i>Quality Counts 2010</i>	Arizona	Nation
<b>Academic Standards</b>		
<b>English/language arts</b> standards are course- or grade-specific (2009-10)	ES MS HS	27 states
<b>Mathematics</b> standards are course- or grade-specific (2009-10)	ES MS	26
<b>Science</b> standards are course- or grade-specific (2009-10)	ES MS	22
<b>Social studies/history</b> standards are course- or grade-specific (2009-10)	ES MS	23
<b>Supplementary resources</b> – Materials elaborate on standards in all core subjects (2009-10)	Yes	42
<b>Supplementary resources</b> – Materials provided for particular student populations (2009-10)	Yes	39
<b>Assessments</b>		
Test items used to measure student performance		
<b>Multiple-choice items</b> (2009-10)	ES MS HS	51
<b>Short-answer items</b> (2009-10)	No	29
<b>Extended-response items – English/language arts</b> (2009-10)	ES MS HS	45
<b>Extended-response items – Other subjects</b> (2009-10)	No	24
<b>Portfolios of student work</b> (2009-10)	No	0
Alignment of assessments to academic standards		
<b>English/language arts</b> (2009-10)	ES MS HS	51
<b>Mathematics</b> (2009-10)	ES MS HS	50
<b>Science</b> (2009-10)	ES MS HS	50
<b>Social studies/history</b> (2009-10)	No	11
Assessment systems		
<b>Vertically equated</b> scores on assessments in grades 3–8 in English (2009-10)	Yes	22
<b>Vertically equated</b> scores on assessments in grades 3–8 in math (2009-10)	Yes	23
<b>Benchmark assessments</b> or item banks provided to educators (2009-10)	Yes	27
<b>School Accountability</b> (policies must apply to Title I and non-Title I schools)		
<b>State ratings</b> – State assigns ratings to all schools on criteria other than AYP (2009-10)	Yes	24
<b>Statewide student ID</b> – State has a statewide student-identification system (2009)	Yes	50
<b>Rewards</b> – State provides rewards to high-performing or improving schools (2009-10)	Yes	31
<b>Assistance</b> – State provides assistance to low-performing schools (2009-10)	Yes	38
<b>Sanctions</b> – State sanctions low-performing schools (2009-10)	Yes	32
<div> <div>GRADE</div> <div>A- (rank= 18)</div> <div>B</div> </div>		

Key: E = English, M = Math, S = Science, H = History/social studies  
ES = elementary school, MS = middle school, HS = high school

# THE TEACHING PROFESSION

## Efforts to Improve Teaching

The national summary column indicates the number of states that have enacted a particular policy.

From <i>Quality Counts 2010</i>	Arizona	Nation
<b>Accountability for Quality</b>		
Requirements for initial licensure (2009-10) (* indicates requirements that do not also apply to alternative-route candidates)		
<b>Substantial coursework</b> in subject area(s) taught	No	27 states
<b>Test of basic skills</b>	No	40
<b>Test of subject-specific knowledge</b>	Yes*	43
<b>Test of subject-specific pedagogy</b>	No	5
<b>Student-teaching</b> during teacher training	No	39
<b>Other clinical experiences</b> during teacher training	No	15
<b>Discouraging out-of-field teaching (2009-10)</b>		
<b>Direct parental notification</b> of out-of-field teachers	No	6
<b>Ban or cap</b> on the number of out-of-field teachers	No	4
<b>Evaluating teacher performance (2009-10)</b>		
<b>Formal evaluations</b> of all teachers' performance required	Yes	44
<b>Student achievement</b> is tied to teacher evaluations	No	13
<b>Annual basis</b> for teacher evaluations	Yes	15
<b>All evaluators</b> of teachers receive formal training	No	27
<b>Teacher education programs (2009-10)</b>		
<b>Rankings/results published</b> for teacher-preparation institutions	Yes	33
<b>Programs accountable for graduates' classroom performance</b>	No	17
<b>Data systems to monitor quality (2009)</b>		
<b>Unique identification number</b> assigned to each teacher by state	Yes	51
<b>Link teacher and student records</b> by course/subject and state assessment results	No	20
<b>Incentives and Allocation</b>		
<b>Reduction of entry and transfer barriers (2009-10)</b>		
<b>Alternative-route program</b> for teacher preparation	Yes	49
<b>Teacher-license reciprocity or portability</b> arrangement with other state(s)	Yes	41
<b>Teacher-pension portability</b> across state lines	Yes	21
<b>Salaries and incentives</b>		
<b>Teacher-pay parity</b> – Teacher salaries at least equal to comparable occupations (2008)	No	9
<b>Districts report school-level salaries</b> for teachers (2009-10)	No	12
<b>Pay-for-performance</b> program or pilot rewards teachers for raising student achievement (2009-10)	Yes	10
<b>Differentiated roles for teachers</b> formally recognized by state (2009-10)	No	22
<b>Incentives for teachers taking on differentiated roles</b> (2009-10)	No	16
<b>Incentives for teachers to earn national-board certification</b> (2009-10)	No	31

<b>Incentives and Allocation (cont.)</b>	<b>Arizona</b>	<b>Nation</b>
<b>Managing and allocating teaching talent (2009-010)</b>		
Incentives to teachers working in targeted schools	No	25 states
Incentives to teachers working in hard-to-staff teaching-assignment areas	No	17
Incentives to board-certified teachers working in targeted schools	No	12
Incentives to principals working in targeted schools	No	11
<b>Building and Supporting Capacity</b>		
<b>Supports for beginning teachers (2009-10)</b>		
Induction program for all new teachers funded by state	No	18
Mentoring program for all new teachers funded by state	No	23
Mentoring-program standards for selecting, training, and/or matching mentors	No	19
Reduced workload for all first-year teachers	No	3
<b>Professional development (2009-10)</b>		
Formal professional-development standards	Yes	40
Professional development financed by state for all districts	No	24
Districts/schools required to set aside time for professional development	No	16
Professional development aligned with local priorities	No	31
<b>School leadership (2009-10)</b>		
Standards for licensure of school administrators	Yes	51
Supervised internship for aspiring principals	No	32
Induction or mentoring program for aspiring principals	No	19
<b>School working conditions</b>		
Program to reduce or limit class size implemented by state (2009-10)	No	24
Student-to-teacher ratio median in elementary schools is 15:1 or less (2008)	No	30
State tracks condition of school facilities (2009-10)	Yes	25
State posts school-level teacher-survey data on climate, working conditions (2009-10)	No	4
<b>GRADE</b>	<b>D (rank= 46)</b>	<b>C</b>

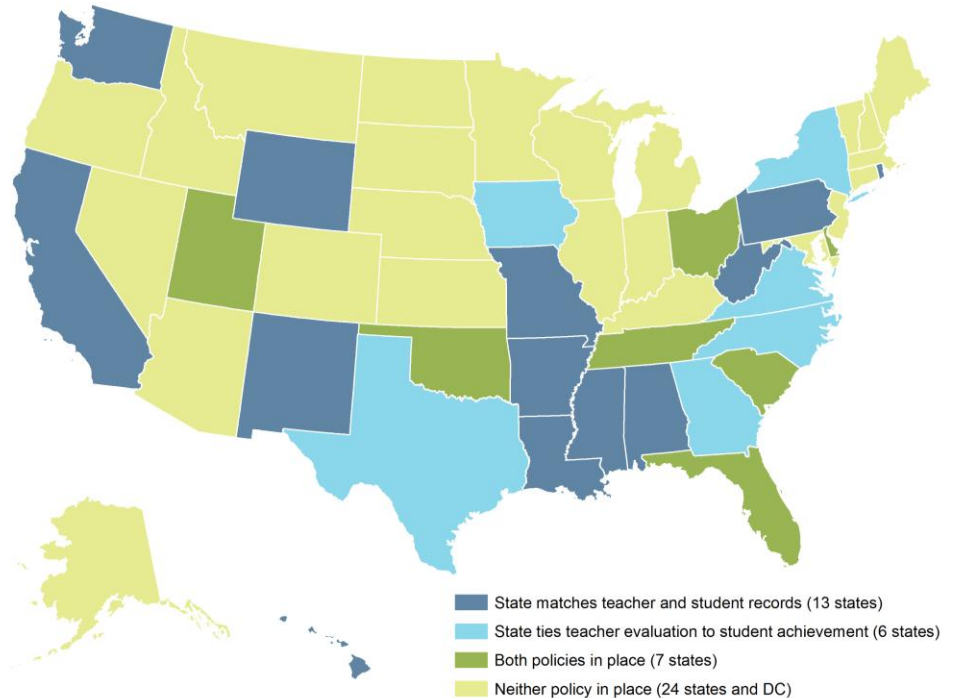
## EVALUATION AND ALLOCATION

### LINKING TEACHER EVALUATION TO STUDENT PERFORMANCE

Among the most active areas of state reform are initiatives to strengthen state data systems and to base teachers' evaluations, at least in part, on their students' academic performance.

For the 2009-10 school year, information systems in 20 states are able to link teacher records to student data that include course or subject and state-assessment results. Thirteen states also tie teacher evaluation in some way to student performance. However, only seven states—Delaware, Florida, Ohio, Oklahoma, South Carolina, Tennessee, and Utah—have implemented these policies in tandem.

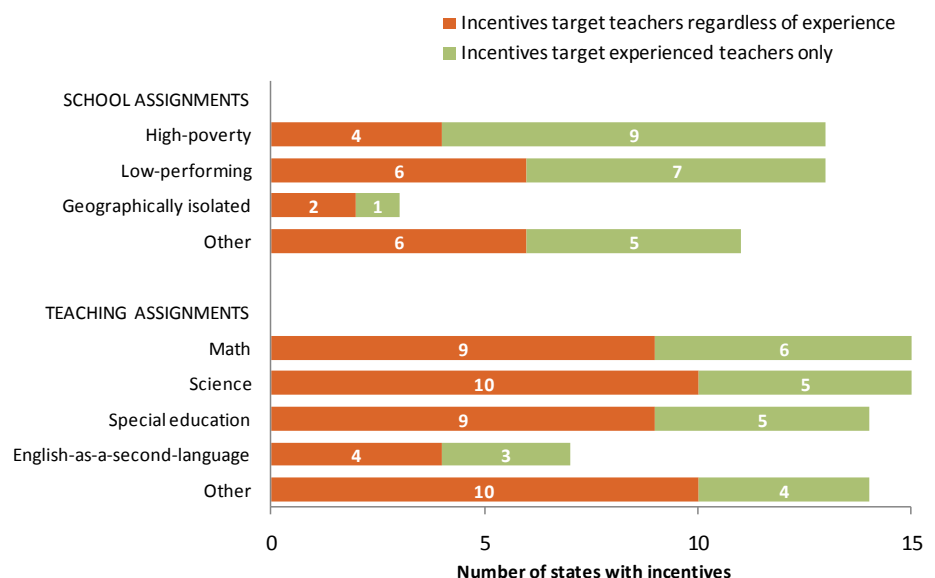
SOURCES: Data Quality Campaign, 2009; EPE Research Center, 2010



### ATTRACTING TEACHERS TO HARD-TO-STAFF ASSIGNMENTS

Some states are using incentives as a way to attract teachers to hard-to-staff campuses and subject-assignment areas. Slightly more than half the states offering incentives to teachers who agree to work in hard-to-staff schools target those programs to experienced, well-qualified teachers.

In contrast, only a third of the states offering incentives to teachers in hard-to-staff assignment areas raise the bar by targeting the most experienced and well-qualified teachers.



SOURCE: EPE Research Center, 2010



## NOTES AND SOURCES

### Quality Counts 2011

This year's 15th edition of *Quality Counts* focuses on the impact of the economy on education. *Quality Counts 2011* also provides a 50-state update on policies and conditions in four distinct areas: chance for success, transitions and alignment, school finance, and K-12 achievement.

The State Highlights Reports present state-specific summaries of key findings across six areas of policy and performance. That information is drawn from the 2010 and 2011 editions of *Quality Counts*. Reports for the 50 states and the District of Columbia are available on the Web at [www.edweek.org/go/qc11shr](http://www.edweek.org/go/qc11shr)

### Indicator Sources

*Quality Counts* regularly tracks and grades state progress in six categories comprising more than 150 different state-by-state indicators. The 2011 installment of the report also includes a special focus on education and the economy. Most of these 50-state indicators are based on original analyses and state-survey data from the EPE Research Center. The report also draws on published information from other organizations.

The methodology section of *Quality Counts* provides detailed descriptions of our indicators and procedures for grading the states. That information can be accessed online at [www.edweek.org/go/qc11](http://www.edweek.org/go/qc11) (2011) and [www.edweek.org/go/qc10](http://www.edweek.org/go/qc10) (2010).

Between June and October of 2010, the EPE Research Center conducted an original survey of state education agencies and the District of Columbia public schools. This survey provided information for most of our state policy measures. Indicators derived from other sources are noted below.

### Economy and Education (2011)

**Unadjusted per-pupil expenditures:** National Center for Education Statistics, 2010.

**State has cut K-12 or early education funding:** Center on Budget and Policy Priorities, 2010.

**Other Indicators:** EPE Research Center annual state policy survey, 2010.

Indicators in School Finance Policy section and for waiver of education funding protections are presented as reported by states.

### Chance for Success (2011)

**Elementary Reading and Middle School Mathematics:** 2009 NAEP State assessment. U.S. Department of Education, 2009.

**High School Graduation:** Cumulative Promotion Index, calculated using the U.S. Department of Education's Common Core of Data, 2006-07. EPE Research Center, 2010.

**Other Indicators:** EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2009.

### Transitions and Alignment (2011)

**All Indicators:** EPE Research Center annual state policy survey, 2010.

### K-12 Achievement (2011)

**Reading and Mathematics Achievement:** 2009 NAEP State assessment. U.S. Department of Education, 2009.

**High School Graduation:** Cumulative Promotion Index, calculated using the U.S. Department of Education's Common Core of Data, 2006-07. EPE Research Center, 2010.

**Advanced Placement:** EPE Research Center analysis of data from the College Board's AP Summary Reports and the U.S. Department of Education's Common Core of Data, 2009.

### School Finance Analysis (2011)

**Original EPE Research Center Analysis of Equity and Spending:** Data for these analyses were obtained from a variety of sources, including: U.S. Census Bureau's Public Elementary-Secondary Education Finance Data for 2008; U.S. Department of Education's Common Core of Data 2005-06, 2006-07, and 2007-08 (district-level data); NCES' Comparable Wage Index 2005; U.S. Census Bureau's Small-Area Income and Poverty Estimates 2008; U.S. Department of Education's School District Demographics data, based on the 2000 U.S. Census; NCES, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08 (Fiscal Year 2008), May 2010; and 2008 gross-state-product data from the U.S. Department of Commerce's Bureau of Economic Analysis.

### Standards, Assessments, and Accountability (2010)

**Assessment item types and alignment to state standards:** EPE Research Center review of testing calendars and other materials from state education agency Web sites, as verified by states, 2009.

**State has a statewide student-identification system:** Data Quality Campaign, 2009.

**Other Indicators:** EPE Research Center annual state policy survey, 2009.

### The Teaching Profession (2010)

**Data Systems to Monitor Quality:** Data Quality Campaign, 2009.

**Teacher-Pay Parity:** EPE Research Center analysis of data from the U.S. Census Bureau's American Community Survey, 2007 and 2008.

**School Leadership:** As reported by states. EPE Research Center annual state policy survey, 2009.

**Student-to-Teacher Ratio:** EPE Research Center analysis of U.S. Department of Education's Common Core of Data, 2007-08.

**Other Indicators:** EPE Research Center annual state policy survey, 2009.

# QUALITY COUNTS 2011

## UNCERTAIN FORECAST

Education Adjusts  
To a New Economic Reality

The 15th edition of *Quality Counts* explores the impact of the economy on education. The report also provides a 50-state update on policies and conditions in four of the areas monitored by the report on an ongoing basis: Chance for Success; K-12 achievement; transitions and alignment policies; and school finance.

### Highlights from this year's report

A comprehensive look at the **impact of the Great Recession** on schools and the reform agenda, including timely journalistic coverage and survey data from the EPE Research Center

EPE Research Center's **Chance-for-Success Index**, a cradle-to-career perspective on the importance of education throughout a person's lifetime

**State of the States**—Our comprehensive annual review of state policy, this year highlighting K-12 achievement, transitions and alignment policies, and school finance

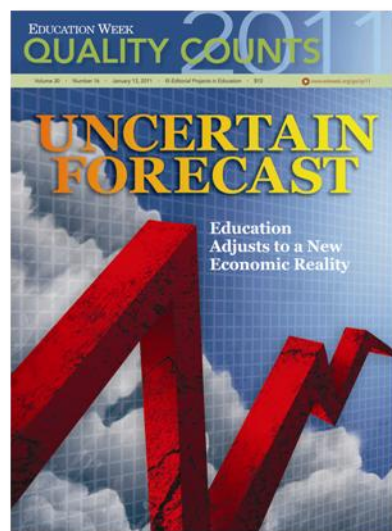
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**State Highlights Reports**—Download individualized reports featuring state-specific findings from *Quality Counts*

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