State Template for the

Consolidated State Plan

Under the Every Student Succeeds Act

U.S. Department of Education
OMB Number: 1810-0576
Expiration Date: November 30, 2019

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 2181 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)[1], permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.[2]

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its overall vision and how the different sections of the consolidated State plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

[2] In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position) Carol G. Lippert; Associate Superintendent	Telephone: 602-364-1985
Mailing Address: Arizona Department of Education 1535 West Jefferson Street Bin #5 Phoenix, Arizona 85007	Email Address: Carol.Lippert@azed.gov
Authorized SEA Representative (Printed Name) Diane M. Douglas; Superintendent of Public Instruction	Telephone: 602-542-5460
Signature of Authorized SEA Representative 	Date: 1/11/17
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

☒ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. **Academic Achievement**.

i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.
The A-F Ad Hoc Committee as established by the State Board of Education is reviewing AzMERIT trend data to determine long-term goals and measurements of interim progress. At this time, these discussions are still occurring. Once the A-F Ad Hoc Committee makes a recommendation, it will go to the State Board of Education for approval.

ii. Provide the baseline and long-term goals in the table below.

Sample Grade-level Table

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	34%; 2015	TBD	35%; 2015	TBD
Economically disadvantaged students	23%; 2015	TBD	24%; 2015	TBD
Children with disabilities	11%; 2015	TBD	12%; 2015	TBD
English learners	2%; 2015	TBD	6%; 2015	TBD
American Indian/Alaskan Native	13%; 2015	TBD	17%; 2015	TBD
Hispanic/Latino	24%; 2015	TBD	25%; 2015	TBD
Black/African American	24%; 2015	TBD	21%; 2015	TBD
White	48%; 2015	TBD	48%; 2015	TBD
Native Hawaiian/Pacific Islander	33%; 2015	TBD	36%; 2015	TBD

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
Multiple Races	**42%; 2015**	**TBD**	**40%; 2015**	**TBD**

B. Graduation Rate.

i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

The A-F Ad Hoc Committee as established by the State Board of Education approved a long-term goal of 90% for 4-year graduation rate by 2030. This goal was established by a diverse group of stakeholders representing multiple educational partners who have collaboratively developed indicators, known as the Progress Meter, to help further assess the status of education for the state as a whole and for counties, LEAs and schools, where data are available. There are currently more than 100 individuals working to collaboratively set goals for each indicator by the end of this year. This goal was established by reviewing the 2014 average all student high school graduation rate of the top 10 attainment states in the country (83.3%), the 2015 average all student high school graduation rate of the top 9 graduation rates in the country (89%), and the 2015 average all student graduation rate of all states (82%) and comparing it to Arizona's 2015 all student graduation rate (77%). In addition, the stakeholders reviewed the 2015 graduation rates of subgroups in Arizona. The interim progress is set at 85% by 2025, while the long-term goal is set at 90% by 2030. This long-term goal will be presented to the State Board of Education for final approval.

ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	**77%; 2015**	**90%; 2030**
Economically disadvantaged students	**73%; 2015**	**90%; 2030**
Children with disabilities	**66%; 2015**	**90%; 2030**
English learners	**25%; 2015**	**90%; 2030**
American Indian/Alaskan Native	**66%; 2015**	**90%; 2030**
Asian	**87%; 2015**	**90%; 2030**
Hispanic/Latino	**72%; 2015**	**90%; 2030**
Black/African American	**74%; 2015**	**90%; 2030**
White	**84%; 2015**	**90%; 2030**
Native Hawaiian/Pacific Islander	**70%; 2015**	**90%; 2030**
Multiple Races	**72%; 2015**	**90%; 2030**

iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and

measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

At this time, no long-term goals have been established for extended-year graduation rates. If the A-F Ad Hoc Committee would like to establish goals for the extended-year rates, they may do so. Those goals would then go to the State Board of Education for approval.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	**NA**	**NA**
Economically disadvantaged students	**NA**	**NA**
Children with disabilities	**NA**	**NA**
English learners	**NA**	**NA**

C. **English Language Proficiency.**

i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:

1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

The A-F Ad Hoc Committee as established by the State Board of Education is reviewing AZELLA trend data to determine long-term goals and measurements of interim progress for English Language Learners. At this time, these discussions are still occurring. Once the A-F Ad Hoc Committee makes a recommendation, it will go to the State Board of Education for approval

ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

The A-F Ad Hoc Committee as established by the State Board of Education is reviewing AZELLA trend data to determine long-term goals and measurements of interim progress for English Language Learners. At this time, these discussions are still occurring. Once the A-F Ad Hoc Committee makes a recommendation, it will go to the State Board of Education for approval

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	**TBD**	**TBD**

Section 2: Consultation and Performance Management

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

A. Public Notice. Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

The Arizona Department of Education conducted a transparent and meaningful consultation process with stakeholders and members of the public in the development of its ESSA Consolidated State Plan. Notification and outreach occurred at each stage of the process, including notification to the public of the initial legislation, notification during the design and development of the state plan, notification of three open-comment periods and the publication of all survey results, comments and each draft of the plan. The Arizona Governor's Office also was continually kept apprised during the process.

B. Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b),during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the

completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

The Arizona Department of Education has engaged in meaningful consultation in the development of each of the following required areas of the consolidated plan:

- Consultation and coordination
- Challenging academic standards and academic assessments
- Accountability, support, and improvement for schools
- Supporting excellent educators
- Supporting all students

Arizona Department of Education program areas conducted engagement opportunities that align with the above areas, using multiple means and methods including face to face meetings, focus groups, conferences, training, phone conferences and webinars.

The Arizona Department of Education has further leveraged a single-point method to capture submitted stakeholder feedback: www.azed.gov/ESSA. This website serves as the primary connection point to provide stakeholders information and resources regarding both ESSA and the development of Arizona's SEA Consolidated State Plan, to include the following primary areas:

- Arizona ESSA Plan Development Timeline
- The Arizona Department of Education's ESSA Plan Activities and Resources
- Updates on ESSA Proposed Rulemaking
- ESSA Resources on Ed.gov

All public webinars and communication resources created are posted on this site. Additionally, the site allows stakeholders to submit their feedback electronically, take a brief survey and see and review all other submitted ESSA Survey Responses and Comments. The Arizona Department of Education has also posted formal written feedback provided by stakeholder organizations that have chosen to submit their feedback in this manner.

Communication Objectives

1. Educate the public and stakeholders about the Every Student Succeeds Act (ESSA) and its potential impact on Arizona schools, parents, educators, and students.
2. Solicit 1) public input on ESSA to be used in the development and drafting of Arizona's ESSA Consolidated State Plan and 2) stakeholder input on ESSA for the development and drafting of Arizona's ESSA Consolidated State Plan.
3. Obtain public input about the ESSA Consolidated State Plan and its implementation.
4. Go beyond the U.S. Department of Education's minimum communications requirements to ensure all stakeholders have an opportunity to provide meaningful feedback to the plan.

Target Audiences (minimum, as required by ESSA)

(1) The Governor, or appropriate officials from the Governor's office;
(2) Members of the State legislature;
(3) Members of the Arizona State Board of Education;
(4) LEAs, including LEAs in Rural Areas;
(5) Representatives of Indian Tribes located in the State;
(6) Teachers, Principals, other School Leaders, Paraprofessionals, Specialized Instructional Support Personnel, and Organizations representing such individuals;
(7) Charter School Leaders;

(8) Parents and Families;
(9) Community-Based Organizations;
(10) Civil Rights Organizations, including those representing Students with Disabilities, English Language Learners, and other Historically Underserved Students;
(11) Institutions of Higher Education (IHEs);
(12) Employers; and
(13) The Public.
- Students
- Health/Mental Health providers
- Early Childhood Organizations and Providers
- Local Elected Officials

Positioning Statement (Internal and External)

The Arizona Department of Education, in collaboration with stakeholders, is working to create a state plan under ESSA that will represent Arizona stakeholders' feedback and will serve the best interests of Arizona students by providing them with the quality education they deserve.

Desired Action(s)

The public will:

- Learn about ESSA through media coverage and social media opportunities
- Provide feedback on ESSA through multiple vehicles on ESSA (survey, website, email, etc.)
- Provide feedback through attendance at the We Are Listening Tour meetings

Stakeholders will be asked to:

- Provide specific input on ESSA via 1-1 meetings with Arizona Department of Education leadership
- Participate in stakeholder meetings on specific ESSA subject areas convened by Arizona Department of Education Associate Superintendents or their designated staff
- Attend meetings in the field designed to solicit feedback and invite participation in the ESSA plan
- Share information on ESSA with their networks and ask them to provide feedback on specific parts of the plan
- Review drafts of the ESSA plan after development by the Arizona Department of Education

Key Dates

2016

May – October	**Stakeholder Meetings and Public Feedback**	
	June – December	**"We Are Listening" Tour meetings**
	July – August	**1-1 Stakeholder Meetings**
July – September	**Gather ESSA feedback and comments on Draft State Plan**	
July – December	**Webinars for stakeholders as needed. First Webinar released July 25**	
September 7	**Post FIRST Draft Plan for Public Comment**	
November 7	**Post SECOND Draft Plan for Public Comment Period**	

December 6	**Deadline for Public Comment on Revised Draft Plan**
Early January	**Send THIRD Plan to Governor and State Board of Education**
2017	
January 2017	**Submit Final Plan to US Dept. of Education**

i. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.
Consultation and public comment occurred via a variety of processes. Prior to each and every stage of consultation and outreach the Arizona Department of Education provided early notification of the upcoming stage to the appropriate audiences. External consultation opportunities occurred through meetings with the Superintendent of Public Instruction and key staff, formalized events designed to bring groups of stakeholders together to gather feedback and staff attendance at previously scheduled stakeholder events. Public comment, however, was not limited to face-to-face opportunities. Rather, the Department held three public comment periods where stakeholders could provide feedback via on-line surveys. Additionally, the Department held two lunch-and-learn opportunities for internal staff. These events were designed to inform all staff of new ESSA requirements and to gather feedback from SEA employees. The internal staff was also encouraged to provide feedback via the on-line survey. All comments were entered into a database and sorted by major ESSA components: consultation and coordination, challenging academic standards, academic assessments, accountability, support and improvement for schools, supporting excellent educators, and supporting all students. The SEA also added categories such as Career and Technical Education, Early Childhood Education, and Technology, to further define and organize public comments. Relevant department staff members reviewed comments and recommended changes to the ESSA writing team. The writing team made final decisions about changes to be made. Several actions occurred because of public feedback. The Arizona Department of Education created an implementation document and developed work teams to ensure that internal Arizona Department of Education processes are smooth and orderly as we transition to the new requirements. Feedback regarding accountability was provided to the State Board of Education's A-F Ad Hoc Committee via their Department liaison. Additional opportunities for consultation were added, most notably a meeting with district leaders and a meeting with charter leaders. Verbiage contained in the original draft was clarified or changed to address concerns received from the public.

C. Governor's consultation. Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.
The Arizona Governor's Office was continually kept apprised during the process through phone calls and face to face meetings with the Director/Education Policy Advisor of the Governor's Office of Education. Additionally, the Governor's Office received copies of all three drafts of Arizona's ESSA State Plan and was given opportunity to provide feedback and input into each draft.

Date SEA provided the plan to the Governor: 1/4/2017

Check one:
☐The Governor signed this consolidated State plan.
☐ The Governor did not sign this consolidated State plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

A. Review and Approval of LEA Plans. Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

LEA Plan Development

The Arizona Department of Education will employ a local Integrated Action Plan process, driven by a local Comprehensive Needs Assessment process to support the development of local school and Local Education Agency (LEA – which includes school districts and charter holders) strategic plans that also meet statutory and regulatory requirements.

The Arizona Department of Education recognizes that local control resides with LEAs through locally elected school boards, as well as charter holders for charter schools. Thus, each LEA's locally defined strategic plan, mission, and vision guides the Comprehensive Needs Assessment and Integrated Action Plan processes.

Comprehensive Needs Assessment

The Arizona Department of Education will leverage the use of one Comprehensive Needs Assessment process at the school and LEA system level. This process will serve to streamline and replace the multiple needs assessments currently required across grant programs. The Comprehensive Needs Assessment will be used by schools and LEAs to inform the development of Integrated Action Plans. The needs assessment will align to the following *Arizona Principles of Effective Schools*:

(1) Effective Leadership
(2) Effective Teachers and Instruction
(3) Effective Organization of Time
(4) Effective Curriculum
(5) Data Culture
(6) Conditions, Climate and Culture
(7) Family and Community Engagement

The school level Comprehensive Needs Assessment will guide schools through a structured process of locally reviewing both quantitative and qualitative data and information that will help identify local areas of strength and challenges, providing actionable information to inform the development of the school's Integrated Action Plan. The school level process will further be guided by the LEA's locally defined strategic plan, mission, and vision.

The LEA-level Comprehensive Needs Assessment informed by the school Comprehensive Needs Assessment(s) will further serve to identify and aggregate quantitative and qualitative data to help

identify system trends, indicating strengths and challenges. These data will then inform LEA-level system areas of focus for the LEA Integrated Action Plan.

Integrated Action Plan

The Integrated Action Plan will provide the vehicle for schools and LEAs to create local plans that are guided by their locally defined mission and vision, as determined by their elected school board or charter holder, and driven by their Comprehensive Needs Assessments. The Integrated Action Plan should be developed in concert with all applicable stakeholders, to include opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs. LEAs and schools will leverage the Arizona Department of Education's current online tool to create and submit their plan for review.

The school-level Integrated Action Plan will truly be comprehensive and will provide the opportunity for the school to address and satisfy the majority of the programmatic requirements of all state and federal grants received by the school in **one** comprehensive plan. This process will serve to streamline and replace the multiple plans currently required across grant programs to access state and federal grant resources.

The LEA plan's design, informed by school plans, will support the system areas of focus and will provide the opportunity for the LEA to address and satisfy the majority of the programmatic requirements of all state and federal grants received at the LEA level in **one** plan. This new comprehensive planning process will unleash schools and LEAs by allowing them to align their school and LEA Integrated Action Plans with local strategic objectives to increase coherence across all program areas and improve outcomes for students. The Arizona Department of Education will develop an approval process for school systems with robust integrated planning processes to demonstrate alignment of their current systems to the Arizona Department of Education's requirements, thus valuing local decision-making and planning.

Review of LEA Plans

School and LEA Integrated Action Plans will be reviewed by all applicable Arizona Department of Education program areas. Technical assistance, service, and support will be provided both to help inform and improve local plans and ensure each plan is responsive to state and federal statutory and regulatory requirements while remaining reflective of best/promising practices. The Integrated Action Plan process will serve to replace individually developed and submitted local plans for each Arizona Department of Education program area. The Department employs a full-time Director of Indian Education who, when needed, participates in support and monitoring activities. The Director of Indian Education is fully cognizant of all LEA- and SEA-level requirements related to tribal consultation and conducts formal meetings with tribal leaders and Indian Advisory Councils.

Approval of LEA Plans

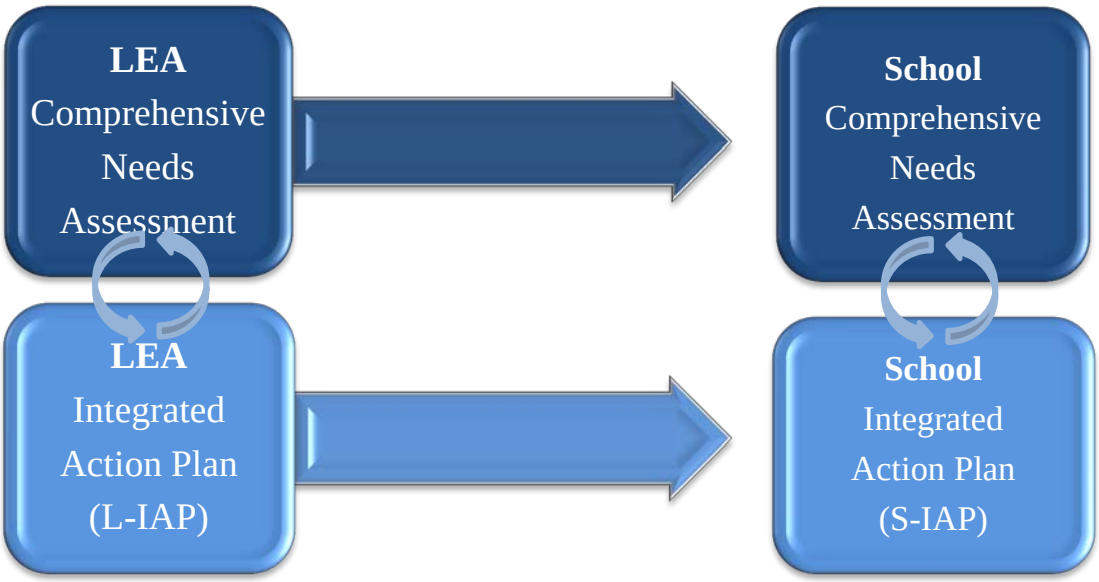
School and LEA Integrated Action Plan approval will be based on the plan meeting all state and federal statutory and regulatory requirements – both programmatic and fiscal.

Arizona Department of Education program areas will review and approve each local plan, through the lens of their program area, to ensure the requirements of a given program area are appropriately met. Arizona Department of Education program areas will also review fiscal applications from schools and LEAs to ensure that state and federal grant funds are appropriately budgeted and expended in accordance with state and federal requirements and that expenditures are aligned to the school or LEA Integrated Action Plan. Though the Integrated Action Plan is designed to consolidate multiple school and LEA level plans into one streamlined, systemic document, the SEA is cognizant of the need to

ensure that plans at both the fiscal and programmatic level are remediated and/or approved in a timely fashion. As such, the SEA has developed processes and procedures for both programmatic and fiscal approval.

Local school and LEA Integrated Action Plans will be used by the Arizona Department of Education to drive the agency's ongoing performance management, technical assistance, service and support as provided through the agency's Comprehensive System of Support model.

Figure 1: LEA and School Comprehensive Needs Assessment and Integrated Action Plan Process provides a graphic overview of the LEA and school Comprehensive Needs Assessment and Integrated Action Plan processes:



B. Monitoring. Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Statewide Risk Assessment

The Arizona Department of Education will annually collect and review school and LEA Comprehensive Needs Assessments that will provide data and information regarding local areas of strengths and challenges. Schools and LEAs, utilizing the needs assessment along with an SEA developed rubric, will be guided through the types of data they might consider as they analyze strengths and weaknesses of their systems. Based on this data and the goals set by schools and LEAs, the Arizona Department of Education will provide differentiated support as needed to ensure timely and appropriate services to LEAs and schools.

Comprehensive Needs Assessment information will be combined with programmatic and fiscal data from other Arizona Department of Education data systems, such as statewide assessment data and

fiscal data from the state grants management system, to inform a Statewide Risk Assessment tool to help guide the performance management and monitoring of LEA and school use of state and federal resources.

The Statewide Risk Assessment process will allow the Arizona Department of Education to identify and flag LEAs and schools most in need of support from the Arizona Department of Education, including monitoring. LEAs and schools will be tiered based on identified needs. Technical assistance, service and support will be guided by and aligned to those local needs, then operationalized through the Arizona Department of Education Comprehensive System of Support.

Collaborative Monitoring

Entities will be identified to participate in the Arizona Department of Education annual cross-program area Collaborative Monitoring Process, based on their relative programmatic and/or fiscal risk(s) as identified through the Arizona Department of Education Statewide Risk Assessment Process. Program areas will ensure the quality of SEA and LEA implementation of strategies and assess the progress toward meeting the desired program outcomes through collaborative and program specific discussions, meetings, site visits, and virtual technical assistance scheduled based on a variety of quantitative and qualitative data.

Onsite Monitoring

- Entities will be identified for onsite monitoring through the risk assessment process.
- Onsite monitoring will leverage a collaborative, cross-program area model to reduce the need for multiple monitoring sessions from multiple program areas in isolation.
- The monitoring process will include both programmatic and fiscal components and will include the provision of targeted technical assistance and support, and the collaborative development of a Corrective Action Plan. The focus will be on continuous improvement, service and support rather than only compliance.

Desk Review

Entities will be identified for desk review monitoring through the risk assessment process.

C. Continuous Improvement. Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Performance Management

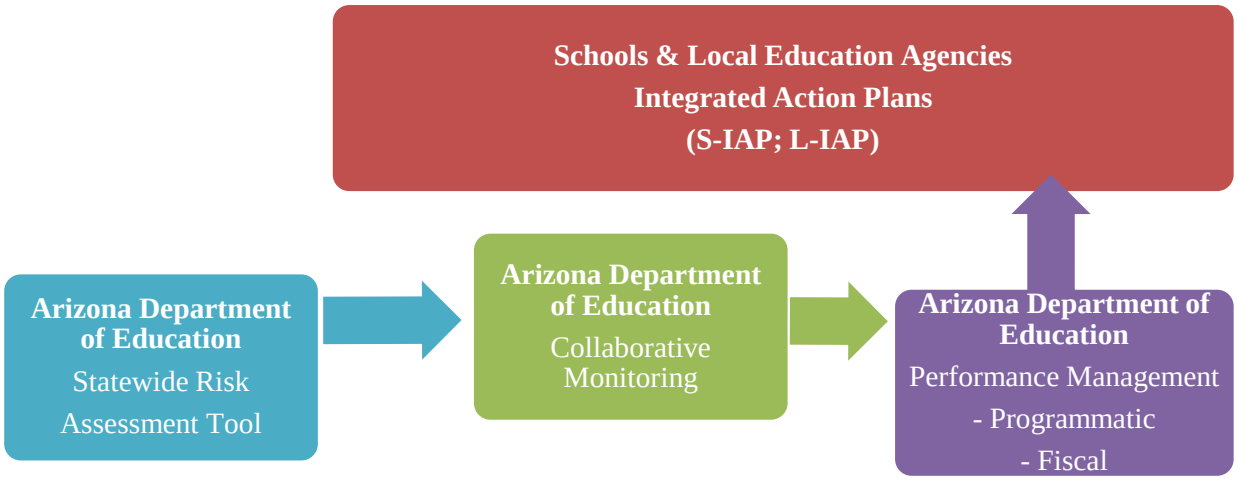
The Arizona Department of Education will leverage an ongoing performance management process through which program areas will engage in their own performance management process for their grantees through the lens of their program requirements.

Arizona Department of Education program areas will engage in an ongoing review of local Integrated Action Plans, through both a programmatic and fiscal lens, to monitor progress toward meeting locally identified Goals, Activities / Action Steps and Tasks identified through the local needs assessment and planning process, as well as a fiscal review to ensure resources are budgeted and expended appropriately based on program requirements and guidelines.

The Arizona Department of Education Performance Management process will help to ensure state and federal resources are appropriately used based on their programmatic and fiscal statutory and regulatory requirements, while providing ongoing technical assistance, service and support to help local schools and LEAs leverage these resources effectively to meet their local needs. Fiscal allocations and oversight will be accomplished by following regulatory guidance for each funding source. This process ensures adherence to fiscal requirements at both an LEA and state level.

The focus of the Performance Management process will be on continuous improvement, service and support – rather than just compliance. Technical assistance, service and support provided by the Arizona Department of Education will be guided by and aligned to local needs and operationalized through the Arizona Department of Education Tiered Comprehensive System of Support (see Figure 3).

Figure 2: Arizona Department of Education's Performance Management Model is a graphic overview of the full performance management model for the Arizona ESSA Consolidated State Plan, incorporating the relationship between each major component and school and LEA Integrated Action Plans:



D. **Differentiated Technical Assistance**. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

Tiered Continuum of Comprehensive Supports

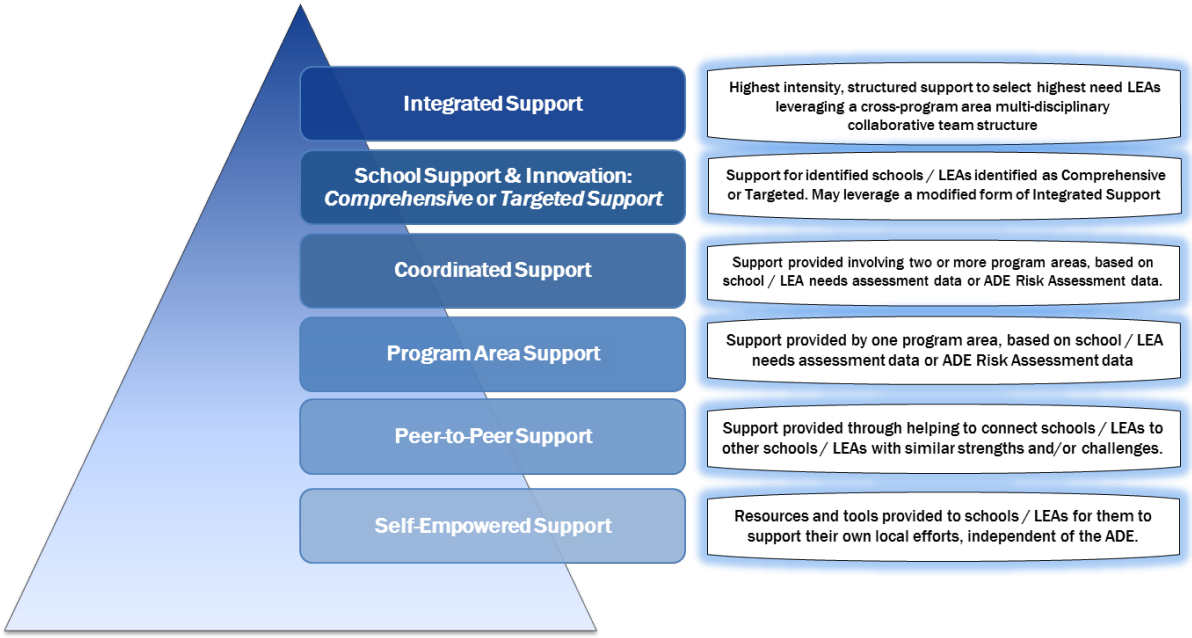
The Arizona Department of Education will provide differentiated technical assistance, services and support to LEAs and schools, aligned to local needs, to support the effective implementation of locally developed Integrated Action Plans.

Local school and LEA Comprehensive Needs Assessment data will be used, in conjunction with other Arizona Department of Education programmatic and fiscal quantitative and qualitative data sources, such as the Arizona Department of Education Statewide Risk Assessment Model, to identify the level and form of aligned support needed from the Arizona Department of Education.

Technical assistance, service and support may be provided by the Arizona Department of Education through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences).

Support, at any level, may also be provided in conjunction with other partners – such as Regional Centers, County Education Service Agencies (ESA), postsecondary institutions and others.

Figure 3: Tiered Continuum of Comprehensive Supports describes the tiered continuum of comprehensive supports to be provided by the Arizona Department of Education, in conjunction with other partners:



Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.

A. Advanced Mathematics Coursework. Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☒ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☐ No.

Arizona administers AzMERIT Mathematics tests as End of Course (EOC) assessments in high school.

Arizona administers the AzMERIT End of Course (EOC) test for Algebra I. Per section 1111(b)(2)(C)(iii) of the Act, only advanced 8th graders may participate in high school math assessments and will be limited to participating in AzMERIT EOC Algebra I. This provision does not prohibit students from taking advanced courses in middle school; however, all middle school students, with the exception of advanced 8th graders, must continue to take grade level AzMERIT assessments.

All schools have the opportunity to offer advanced coursework to students. Students may begin taking Algebra I prior to high school.

B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

Arizona is an English-only state; therefore, the SEA does not have a definition or threshold for determining the languages, beyond English, that are present to a significant extent. We do, however, monitor the number of limited English proficient students and their primary language. The top five languages as determined by the highest number of students speaking each of the languages are listed in the table below.

Language Spoken	Number of LEP Students
Spanish; Castilian	50,677
Arabic	1,360
Vietnamese	525
Navajo; Navaho	460
Somali	399
Total Student Population	1,223,358

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

N/A

iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.
N/A

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);
By Arizona State Statute, Arizona is an English-only state. A.R.S. § 15-755 designates that assessments be given in English. A.R.S. § 15- 752 requires that all instruction be in English.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
N/A

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
By Arizona State Statute, Arizona is an English-only state. A.R.S. § 15-755 designates that assessments be given in English. A.R.S. § 15- 752 requires that all instruction be in English.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

A. Indicators. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R.§ 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase student learning, graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied resul
- ts across schools in the State.

Indicator	Measure(s)	Description
Academic Achievement	Current considerations include AzMERIT Proficiency calculation.	How the specific calculation will work is still being determined.
Academic Progress	Current considerations for K-8 schools include student growth percentile (SGP) and student growth trajectory (SGT). Current considerations for 9-12 schools include student growth percentile (SGP) on ELA and year over year change in percent proficient on Algebra 2.	The measures included in these indicators are still being decided, as well as how the specific calculation will work.
Graduation Rate	Current calculations include 4-year, 5-year, 6-year, and 7-year adjusted cohort.	How the specific calculation will work is still being determined.

Indicator	Measure(s)	Description
Progress in Achieving English Language Proficiency	Current considerations include AZELLA Proficiency and Growth calculations.	How the specific calculation will work is still being determined.
School Quality or Student Success	Current considerations for K-8 schools include a menu of options in an indicator labeled "acceleration/readiness." Measures being discussed are Grade 8 students taking HS EOC math, Grade 3 Move on When Reading Threshold, and Top 25% in ELA and Math. Current considerations for 9-12 schools include a menu of options in a college and career ready indicator. Measures being discussed include ACT, SAT, AP, and CTE skills attainment assessment.	The measures included in these indicators are still being decided, as well as how the specific calculation will work.

To ensure a unified state and federal system of accountability for all Arizona public schools and Local Educational Agencies (LEAs), the final methodology will reflect recommendations adopted by the State Board of Education (SBE) for the A-F Letter Grade Accountability System required by Arizona Revised Statutes §15-241.

The Arizona Department of Education intends to include explicitly required indicators as outlined in the Act and provide additional, more comprehensive information to the public regarding how schools and LEAs are supporting a well-rounded education for their students, and to help inform and empower school choice through helping parents identify the most appropriate school for their child. To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the SBE for the A-F Letter Grade Accountability System.

The State Board of Education has responsibility for decisions regarding the design of Arizona's accountability system. The State Board of Education created an A-F Ad-Hoc Committee consisting of parents, teachers, superintendents, board members, education policy members and a charter representative to design and provide recommendations to the Board. The Arizona Department of Education is a liaison to the A-F Ad-Hoc Committee and is committed to providing information and support as the committee develops Arizona's new accountability system. The A-F Ad Hoc Committee met seven times between September and December 2016 and will continue their work into 2017. They are expected to make final recommendations regarding an accountability system to the SBE in April 2017. All committee meetings including agendas, supporting materials and audio recordings can be found at https://azsbe.az.gov/public-meetings.

The State Board of Education approved a conceptual framework for traditional K-8 schools and 9-12 schools that guides the A-F Ad Hoc Committee work.

Guidance on weight	Indicators	K-8	ESSA
40%	Proficiency, Statewide Assessment	X	X
40%	Growth, Statewide Assessment	X	X
10%	Proficiency and Growth, English Language Learners	X	X
10%	Acceleration / Readiness Measures	X	X

Guidance on weight	Indicators	9-12	ESSA
40%	Proficiency, Statewide Assessment	X	X
20%	Growth, Statewide Assessment	X	
15%	High School Graduation Rate	X	X
15%	College and Career Readiness	X	X
10%	Proficiency and Growth, English Language Learners	X	X

The column "Guidance on weight" is at the discretion of the A-F Ad Hoc Committee. That is, the committee may recommend slight adjustments to those weights; however, the indicators are to remain intact.

The metrics within each indicator are not yet finalized. There are some components of each indicator that are agreed upon by the A-F Ad Hoc Committee and are, therefore, less likely to change. First, traditional school models will utilize full academic year (FAY) students for proficiency, growth, and English Language Learner calculations. Second, both traditional K-8 and 9-12 school proficiency calculations will utilize AzMERIT and MSAA for ELA and Math results, as well as include AIMS and AIMS A Science results. Third, proficiency and growth calculations for English Language Learners will utilize AZELLA results. Specific to the K-8 Acceleration/Readiness Measures, a menu of options for schools to earn the points will exist. Similarly, specific to the 9-12 College and Career Readiness indicator, a menu of options, such as ACT, SAT, CTE Skills Attainment Assessment, etc., for students to be college- and career-ready and earn points for their school will exist. All other metrics within each indicator have been heavily debated and discussed by the committee and are still to be decided.

The Arizona Department of Education modeled a variety of calculations for the A-F Ad Hoc Committee based upon their requests.

Specifically, K-8 traditional school models included:

- **Proficiency (AzMERIT/MSAA ELA and Math, AIMS/AIMS A Science)**
  - Percent proficient calculations
  - Weighted percent proficient calculations

- **Growth (AzMERIT/MSAA ELA and Math)**
  - Change in proficiency level
  - Change in scale score
  - Student growth percentile (SGP)
  - Student growth trajectories (SGT)
  - School-level Bottom 25% scale score change
  - School-level Bottom 25% SGP

- **English Language Learner Proficiency and Growth (AZELLA)**
  - English Language Learner percent proficient calculations
  - English Language Learner weighted percent proficient calculations
  - English Language Learner proficiency level change
  - English Language Learner weighted proficiency level change

- **Acceleration/Readiness Measures**
  - Grade 8 HS EOC Math
  - Grade 3 Move on When Reading
  - School-level Top 25% scale score change in ELA
  - School-level Top 25% scale score change in Math

9-12 traditional school models included:

- **Proficiency (AzMERIT/MSAA ELA and Math, AIMS/AIMS A Science)**
  - Percent proficient calculations
  - Weighted percent proficient calculations

- **Growth (AzMERIT/MSAA ELA and Math)**
  - Change in proficiency level
  - Change in scale score
  - Student growth percentile (SGP)
  - Student growth trajectories (SGT)
  - School-level year-over-year percent proficient

- **English Language Learner Proficiency and Growth (AZELLA)**
  - English Language Learner percent proficient calculations
  - English Language Learner weighted percent proficient calculations
  - English Language Learner proficiency level change
  - English Language Learner weighted proficiency level change

- **Graduation Rate**
  - Includes 4-year, 5-year, 6-year, and 7-year

- **College- and Career-Ready**
  - Using ACT, SAT, PSAT, AP, CTE Skills Attainment Assessment
  - Awarding extra points for students who are both college- and career-ready

These calculations are not finalized; they are metrics the A-F Ad Hoc Committee requested in order to help them make decisions. Information regarding models can be found at https://azsbe.az.gov/public-meetings.

Alternative school technical advisors as well as Arizona Online Instruction (AOI) technical advisors are meeting in January 2017 to discuss alternative and AOI school models, respectively. Small school models have not yet been determined, nor have K-2 schools, unique school configurations, newly opened schools, or extremely small schools.

In addition to Arizona's accountability system, a diverse group of stakeholders representing multiple educational partners has collaboratively developed indicators, currently known as the Progress Meter, to help further assess the status of education for the state as a whole and for counties, LEAs and schools, where data are available. There are currently more than 100 individuals working to collaboratively set goals for each indicator by the end of this year.

Further, while not part of the A-F accountability system, Arizona recognizes the need to provide more useful, comprehensive information regarding schools and LEAs to the public – beyond just summative ratings – particularly with respect to how schools and LEAs are supporting a well-rounded education for their students. The Arizona Department of Education will provide more comprehensive data and information to the public for schools and LEAs to help inform and empower school choice, through helping parents identify the most appropriate school for their child. School and LEA searchable school report card profile information will be made available online through the Arizona Department of Education website and will include more comprehensive details on academic and other programs and options offered by a school or LEA. These will include elements such as Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options such as advanced placement programs and gifted education programs, arts and music programs, physical education and athletic programs and educational technology options and supports.

Additionally, the Arizona Department of Education has linked early childhood data sources to the state longitudinal data system, and is working on developing a kindergarten developmental inventory. The information gathered through these sources may help schools and families make more informed decisions during these formative years.

B. Subgroups.

i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

The major subgroups are as follows: American Indian/Native American, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, and Multiple Races. The State will also use the following required subgroups in the accountability system: Economically disadvantaged students, children with disabilities, and English learners.

ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

The Arizona Department of Education intends to use the flexibilities described in the Act for all students who are former children with disabilities consistent with § 200.16(a)(1). Arizona anticipates including the results of former children with disabilities for two years after they are no longer identified as children with disabilities. This decision still needs to be approved by the State Board of Education.

iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

The Arizona Department of Education intends to use the flexibilities described in the Act for all students who are former English learners consistent with § 200.16(a)(1). Arizona anticipates including the results of former English learners for two years after they are no longer identified as English learners. This decision still needs to be approved by the State Board of Education

iv. If applicable, choose one of the following options for recently arrived English learners in the State:

☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or

☒ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or

☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. The Arizona Department of Education intends to use the flexibilities described in the Act for all (ii) recently arrived English language learners consistent with section 1111(b)(3) of the Act and §200.16(b)(4), specifically the second option where a student is assessed in the first year and that data is only reported but not utilized in accountability. This decision still needs to be approved by the State Board of Education.

C. Minimum Number of Students.

i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final n-size will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. At this time, the A-F Ad Hoc Committee requested that modeling be done using an n-size of 20 as that number is large enough to provide valid and reliable results, but small enough to ensure schools are held accountable. This decision is not final.

ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

Decisions regarding the n-size for reporting have not yet been decided. Once more information is available, the Arizona Department of Education will update this section.

iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

At this time, the A-F Ad Hoc Committee requested that modeling be done using an n-size of 20 as that number is large enough to provide statistically valid and reliable results, but small enough to ensure schools are held accountable. Additionally, this n-size offers privacy protection for those subgroups too small to report without disclosing personally identifiable information. This decision is not final and requires approval from the State Board of Education.

iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

At this time, the A-F Ad Hoc Committee requested that modeling be done using an n-size of 20 as that number is large enough to provide statistically valid and reliable results, but small enough to ensure schools are held accountable. Additionally, this n-size offers privacy protection for those subgroups too small to report without disclosing personally identifiable information. This decision is not final and requires approval from the State Board of Education

v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

Arizona Department of Education suppresses aggregate data that falls below the minimum n-size to ensure that student information is protected. Additional ways to protect data are also being discussed. At this time, an n-size for reporting has not been determined. It is important to note, though, that the U.S. Department of Education's Privacy Technical Assistance Center (PTAC) states that with regard to reporting an n-size of three is the minimum needed to prevent disclosure. While the Arizona Department of Education will likely not select an n-size that small, student privacy is of utmost importance when reporting data and will be ensured for all students and subgroups.

vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

Below is a table displaying how varying n-sizes could impact Arizona schools and accountability. This table shows how many schools could be *excluded* from accountability by subgroup depending on the n-size that is selected. As expected, the smaller the n-size, the more schools that would be *included* in accountability. The decision regarding n-size needs to be balanced with statistical validity and reliability. Thus, a final n-size has not yet been determined by the A-F Ad Hoc Committee nor finalized by the State Board of Education.

Demographic	Total Students	Total Schools	N30	N25	N20	N10
African American	91,541	2401	1,165	1,072	956	668
American Indian	74,531	2401	1,679	1,577	1,474	1,079
Hispanic/Latino	692,634	2401	401	365	332	244
Asian	42,262	2401	1,443	1,367	1,278	958
Hawaiian	5,251	2401	1,413	1,412	1,408	1,355
White	604,639	2401	502	445	373	242
Multi-Racial	43,926	2401	1,585	1,433	1,264	831
English Learner	95,788	2401	1,239	1,161	1,057	734
Economically Disadvantaged	630,602	2401	878	858	843	805
Children with Disabilities	167,907	2401	948	867	780	562

vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.
N/A

D. Annual Meaningful Differentiation. Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. Further detail is provided below.

Describe the following information with respect to the State's system of annual meaningful differentiation:

i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

Per Arizona Revised Statutes §15-241, schools will earn a letter grade:
"A" describes an excellent level of performance per Arizona Revised Statutes §15-241.
"B" describes less than excellent level of performance with final determination upon State Board of Education adoption.
"C" describes less than excellent level of performance with final determination upon State Board of Education adoption.
"D" describes less than excellent level of performance with final determination upon State Board of Education adoption.
"F" describes failing level of performance per Arizona Revised Statutes §15-241.

Letter grades will be calculated using the final methodology proposed by the A-F Ad Hoc Committee and then approved by the State Board of Education. Individual student data is aggregated at the school and district levels to determine performance in each indicator. Each indicator is then multiplied by its appropriate weighting (still to be determined), and then all indicators are added to determine a total. Cut scores for what defines an "A," "B," "C," and "D" are not yet decided.

ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

The State Board of Education approved a conceptual framework for traditional K-8 schools and 9-12 schools that guides the A-F Ad Hoc Committee work.

Guidance on weight	Indicators	K-8	ESSA
40%	Proficiency, Statewide Assessment	X	X
40%	Growth, Statewide Assessment	X	X
10%	Proficiency and Growth, English Language Learners	X	X
10%	Acceleration / Readiness Measures	X	X

Guidance on weight	Indicators	9-12	ESSA
40%	Proficiency, Statewide Assessment	X	X
20%	Growth, Statewide Assessment	X	
15%	High School Graduation Rate	X	X
15%	College and Career Readiness	X	X
10%	Proficiency and Growth, English Language Learners	X	X

a. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions

adopted by the State Board of Education for the A-F Letter Grade Accountability System.

Letter Grades where:
"A" describes an excellent level of performance per Arizona Revised Statutes §15-241.
"B" describes less than excellent level of performance with final determination upon State Board of Education adoption.
"C" describes less than excellent level of performance with final determination upon State Board of Education adoption.
"D" describes less than excellent level of performance with final determination upon State Board of Education adoption.
"F" describes failing level of performance per Arizona Revised Statutes §15-241.

b. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).
At this time, the final accountability models are not yet determined. However, schools will be identified for comprehensive/targeted support and improvement using the ESSA guidelines. Additionally, schools with low performance on the key indicators, i.e., achievement, English Learner performance, and graduation rates, are likely to be identified due to the current weighting of those indicators (see Dii). More information will be provided once the models are finalized and approved by the State Board of Education.

E. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

At this time, the 95 percent student participation is being included in accountability proficiency calculations, as required by ESSA. This means that for schools that test less than 95 percent of the students expected to test an adjustment is done. This adjustment adds into the denominator the number of students who were expected to test to get that school to 95 percent. In doing this adjustment, the number of students added into the denominator is being counted as not passing the test in the numerator.

Example: School A was expected to test 100 students, but instead they only tested 90 or 90%. Of those 90 students, 45 passed the assessment. School A needed 5 more students to test (95 – 90) to meet the 95% student participation. Those 5 students are now added to their denominator for the adjustment.

Proficiency = 45 (students who passed the assessment) / 90 (number of students tested) + 5 (number of students who needed to test to meet the 95% student participation)
= 45 / 95

= 47%

For schools who meet the 95 percent student participation, no adjustment is done.

Example: School B was expected to test 100 students and they tested 97 or 97%. Of those 97 students, 75 passed.

Proficiency = 75 / 97
= 77%

This adjustment is strictly for accountability calculations and not for reporting on school report cards.

Additional consequences for testing less than 95 percent of students on AzMERIT have not yet been decided by the State Board of Education.

F. Data Procedures. Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. Once final decisions regarding accountability calculations are made by the State Board of Education, this section will be completed in detail describing averaging procedures.

G. Including All Public Schools in a State's Accountability System. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. The A-F Ad Hoc Committee has not yet discussed how to handle K-2 schools. Once information is available, it will be added.

ii. Schools with variant grade configurations (e.g., P-12 schools);

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. The A-F Ad Hoc Committee has not yet discussed how to handle unique school configurations. Once information is available, it will be added.

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

To ensure a unified state and federal system of accountability for all Arizona public schools

and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. The A-F Ad Hoc Committee briefly discussed how to handle small schools. At this time, they defined a small school as one that has fewer than 30 test records in the current academic year. In order to calculate a letter grade, the Committee proposed pooling three years of data in order to acquire 30 test records. More conversations regarding small schools will occur in the January and February 2017 A-F Ad Hoc Committee meetings. Once information is available, it will be added.

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs including those described here and cited by Arizona Revised Statutes §15-241, the final methodology will reflect policy decisions adopted by the SBE for the A-F Letter Grade Accountability System. Alternative and Arizona Online Instruction (AOI) technical advisors are discussing unique models regarding each school type. Once information is available, it will be added.

v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. The A-F Ad Hoc Committee has not yet discussed how to handle newly opened schools. Once information is available, it will be added.

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Lowest-Performing Schools

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System but will reflect at least the lowest 5% of all schools based on summative scores in addition to any schools that receive the "F" letter grade as required by Arizona Revised Statutes §15-241.

Schools with Low High School Graduation Rates

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

Schools with Chronically Low-Performing Subgroups

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

B. Targeted Support and Improvement Schools. Describe:

i. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).
To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

ii. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.
To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).
To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

4.3 State Support and Improvement for Low-performing Schools.

A. **School Improvement Resources**. Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.
Schools that are identified as comprehensive or targeted support and improvement schools are invited to apply for grant funding.

1. Local Educational Agency (LEA) and School teams complete Comprehensive Needs Assessment and analyze the data.
2. LEA and School teams complete the school and LEA Integrated Action Plans leveraging the Arizona Department of Education current online tool to create and submit their plans for review.
3. LEA and School teams complete the application; submit all required documents and proposed budget.
4. Support and Innovation (SI) staff reads and scores applications to determine eligibility.

Allocations:

A. Criteria:
   - The total dollar amount Arizona Department of Education Support and Innovation receives
   - Evidence of need in the application
   - Planned use of funds for "…evidenced based strategies to improve student achievement, instruction and schools"
   - The thoroughness and alignment of the proposed budget, application and Integrated Action Plan
   - The LEA's plan to monitor and evaluate Integrated Action Plan implementation and the use of funds to effectively implement selected evidenced-based interventions, strategies and action steps

B. Priority consideration will be given to individual schools with applications and Integrated Action Plans that substantiate their process of evidence-based decision making based on their Comprehensive Needs Assessment; root cause analysis, selection of interventions, plan for implementation with fidelity, implementation with needed formative adjustments and summative assessment of performance and effectiveness.

C. Priority consideration will be given to LEAs that serve high numbers of schools demonstrating the greatest need and strongest commitment to using funds to improve student achievement and student outcomes.

D. Priority consideration will be given to LEAs serving the highest percentage of schools identified for comprehensive support and improvement and implementing targeted support and improvement plans.

E. Fiscal Review Process:
   - Quarterly fiscal monitoring
   - Revision review
   - Reimbursement requests review
   - Cash management review
   - Completion Report review and approval

The Arizona Department of Education will initially approve LEA Integrated Action Plans each school year, and will periodically monitor and review LEA Integrated Action Plans through site visits and desktop support differentiated by needs of each LEA. Arizona Department of Education Support and Innovation staff will provide technical assistance to LEAs based on need.

Currently, the only funding source in Arizona for low-performing schools is Title I.

- Comprehensive Support and Improvement Schools will exit at the end of three years if they no longer meet identification criteria.
- Targeted Support and Improvement Schools will exit after two years if they no longer meet identification criteria.
- If after three years in improvement a school has not exited, the Arizona Department of Education will take actions to initiate, support and monitor additional aggressive, systemic changes in LEAs and schools, to include the implementation of evidence-based interventions and supports proven successful in schools serving similar populations of students in similar contexts.
- In LEAs where a significant number of schools are consistently identified for comprehensive school improvement and/or are not meeting the state's exit criteria or a significant number of targeted

improvement and support schools exist, the Arizona Department of Education will take actions to initiate and support additional bold, systemic changes in LEAs and schools.

Technical Assistance Regarding Evidence-Based Interventions. Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

Development and implementation of school and LEA Integrated Action Plans, which include evidence-based interventions addressing student academic achievement and school success including, but not limited to such topics as:

- Evidence-based academic interventions which are bold and innovative and based on data
- School culture and climate
- Alternatives to suspension
- Restorative Justice
- Conscious Discipline
- Whole School Reform models
- School wellness indicators
- Gifted education and accelerated learning opportunities, including advanced placement programs
- Arts integration models
- Multi-Tiered System of Support (MTSS) strategies
- Early childhood developmentally appropriate practices
- Ongoing progress monitoring

Arizona Department of Education Support and Innovation provides support, technical assistance and monitoring:

- Review of Comprehensive Needs Assessment
- Conduct differentiated on-site support visits based on needs
- Assist LEAs with the evidence-based decision making process
- Support use of transparent robust high-quality data
- Support the initial development of LEA and School Integrated Action Plans with encouragement to select bold, innovative evidenced-based interventions
- Support implementing and monitoring LEA and School Integrated Action Plans
- Monitor strategies and action steps for completion and success
- Support implementation of bold evidence-based LEA and school systems and structures to create powerful change
- Support and guide selection and implementation of innovative, locally selected evidence-based interventions leading to dramatic increases in student achievement
- Review quarterly data submissions and discuss needed midcourse adjustments
- Review resource allocation by the LEA to comprehensive and targeted support and improvement schools

Other Support Structures:

- Integrated Support Teams:

        - The Integrated Support Team (IST) includes members from all relevant program areas, as well as appropriate fiscal staff. Teams meet on a regular basis with LEA and school personnel. Members collaborate with LEA and school team members to:
            - Identify, gather and analyze relevant data;
            - Conduct a root-cause analysis and SWOT analysis;
            - Develop LEA and/or School Integrated Action Plan;
            - Support and monitor implementation;
            - Evaluate progress; and
            - Plan and ensure sustainability of successful strategies ad action steps.
        - IST (and implementation partners, when applicable) provides ongoing:
            - Technical assistance;
            - Professional learning opportunities;
            - Coaching support;
            - Monitoring for fidelity, progress and performance;
            - Review and reflection on monitoring quantitative and qualitative data to inform, in collaboration with the LEA/school; and
            - Review and revision of LEA and /or School Integrated Action Plan in collaboration with the LEA/school.
    - Strategic Partner (vetted external providers) support based on school specific needs matched with Strategic Partners areas of specific expertise
    - Scheduled open office hours
    - Ongoing desktop support as needed
    - Tiered Continuum of Comprehensive Supports (Figure 3)

In addition to the technical assistance described in previous sections, the Arizona Department of Education will partner with Regional Centers and vetted strategic partners to provide targeted support based on the identification of the root causes for the targeted areas identified in need of improvement. Specific examples of evidenced-based interventions that are bold and innovative in nature will be analyzed in collaboration with the LEA and LEA stakeholders, including the families of the students served by the LEA as well as community members.

The Arizona Department of Education will also partner with Arizona's five Regional Centers, the Arizona State Board for Charter Schools and the Arizona Charter Schools Association and vetted strategic partners to provide targeted support based on the identification of the root causes for the targeted areas identified in need of improvement. Specific examples of evidenced-based interventions that are bold and innovative in nature will be analyzed in collaboration with LEA stakeholders including the families of the students served by the LEA and community members.

B. **More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

For comprehensive support and improvement schools that have not made sufficient progress to exit comprehensive support and improvement status after 3 years, the rigor of interventions and supports must increase. To ensure implementation of more rigorous and bold evidence-based interventions that are focused on the root causes for insufficient progress, the Arizona Department of Education (all program areas involved) will conduct an in-depth needs assessment of the LEA and school(s) focused on the current state of implementation of their Integrated Action Plan; this process will help identify what is working and what is not and the next best high-leveraged steps to improve student outcomes.

This process will include all stakeholders at each step of the process. These findings will be shared with the LEA, schools, families and community to assist in determining additional needs and gaps in the current implementation of interventions as well as identify fidelity issues, intensity of interventions and resource allocations inequities. The Arizona Department of Education will then assist the LEA to identify possible new bold and innovative interventions and actions. New Integrated Action Plans will then be written with direct assistance from Arizona Department of Education Integrated Support Teams (involves all necessary program areas). Additional support will be provided through the integrated support team model. Considering a variety of innovative evidenced-based interventions and selecting ones from interventions highly successful with similar populations and settings will be encouraged. Monitoring and support visits will increase and intensify.

C. **Periodic Resource Review**. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

Arizona Department of Education Support & Innovation staff will address allocation of resources to schools in improvement in LEAs serving a significant number of schools identified for comprehensive support and improvement and LEAs serving a significant number of schools implementing targeted support and improvement plans. Evidence of the LEA providing adequate additional resources allocated to schools remaining in improvement status will be reviewed. Assistance with integrated budgeting and planning will be given. Additional support will be provided through the integrated support team model, involving all necessary program areas.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Certification and Licensure Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐ No.

The Arizona Department of Education has a robust multi-tiered licensing system for teachers, principals, superintendents, and other school leaders. Arizona certification rules and statutes ensure that students are served by quality educators who must meet high standards. A Teaching Certificate can be earned with a bachelor's degree, fingerprint clearance, appropriate coursework or completion of an approved Educator Preparation Program and passage of subject and content knowledge exams. Arizona also provides a pathway for career changers to complete a teacher preparation program leading to full state certification while teaching full time.

Additionally, Arizona statutes allow teachers and school administrators who are fully certified out of state and in good standing in their state to qualify for an eight year Teaching Certificate. These reciprocity rules will help Local Education Agencies (LEAs) recruit qualified educators from other states and reduce burdens on educators who have already met certification requirements in another state.

The Arizona Department of Education Certification Unit is also reviewing the relevant research and the policies of other states to determine the best course of action in developing, implementing and supporting a professional development system that will assist a teacher in identifying and displaying completed professional learning opportunities.

B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐ No.

The Arizona Department of Education program review and approval process has the following State Board of Education (SBE) rule language to attempt to ensure new educators are adequately prepared to meet the needs of low income and minority students. Educator preparation programs are required to show how future educators are exposed to research, knowledge and skills to address all learners. They are required to show evidence that pre-service educators have ample opportunities for structured practice in a range of settings with diverse learners.

R7-2-604.01. Educator Preparation Programs

A. Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or

professional administrative standards and relevant national standards, and provides field experiences, and a capstone experience.

R7-2-604.7 "**Field experience**" means scheduled, directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards.

Arizona Department of Education staff work in collaboration with approved educator preparation programs to ensure teachers have the necessary training and resources to be the most effective teachers possible upon entering the classroom. Arizona's educator preparation programs are already heavily engaged in making changes in these areas and are committed partners.

C. Educator Growth and Development Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐ No.

The Arizona Department of Education, in conjunction with the State Board of Education, has implemented the *Arizona Framework for Measuring Educator Effectiveness (http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/educator-evaluation-framework-revised-042516.pdf)*, a framework for LEAs in the state to utilize in the creation and implementation of their local principal and teacher evaluation systems. While LEAs have the flexibility to implement their own instruments for educator evaluation, they are required to align with the Arizona Framework. Included in the framework are recommendations that teachers and principals utilize the best practices outlined in the revised and newly adopted Professional Teaching and Administrative Standards throughout the process. Additionally, the Arizona Department of Education recommends LEAs develop and/or participate in professional learning that meets the Arizona Standards for Professional Learning to ensure that all professional learning for educators meets the highest standards of quality.

In an effort to improve and support the practice of teachers and principals, the Arizona Department of Education has offered numerous professional learning opportunities, including:

- A Qualified Evaluator Academy designed to provide tools, strategies, and resources to principals and other leaders charged with the responsibility of observing and evaluating teachers.
- Learning Leaders for Learning Schools, in partnership with Learning Forward, is a principal professional learning initiative focused on instructional leadership skills and behaviors.
- Project Elevate, in partnership with Arizona State University, Center for the Art and Science of Teaching, is designed to educate and empower LEA and school leaders to focus on improving teaching and learning that results in significant gains in student achievement.
- LEA and School leadership team professional learning in Examining Data to Improve Student Achievement (EDISA) provides support to develop a dynamic, sustainable action

plan outlining the application of evidence-based practices to be implemented during the school year.

- Induction and mentoring programs are in place to support teachers of special education students.
- Breakout sessions on leadership and effective instruction at our annual Leading Change, Teachers' Institute and Educator Evaluation Summit conferences. Topics have included Professional Learning Strategies, Use of Data to Drive Professional Learning Decisions, Teacher Retention, Instructional Rounds, Validity and Reliability with Data, Student Learning Objectives, ESSA Updates and Culturally Inclusive Practices.
- Opportunities to improve the use of workplace and evaluation data and its alignment with school performance.
- Early Childhood Education leadership track of professional development to support LEAs in effectively implementing early childhood programs. The primary resource used is Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice.

The Arizona Department of Education also provides ongoing specific and comprehensive technical assistance to LEAs during its Collaborative Monitoring process, which will include guidance on effective expenditures for Title II-A funds related to:

- New teacher induction programs
- Mentoring programs for teachers in years 1-3
- Ongoing/embedded professional learning for teachers and leaders
- Recruitment and retention stipends for teachers and principals
- Differential pay incentives for career advancement
- Teacher leader opportunities
- Teacher and principal reimbursements

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, provide a description with the necessary information.

A. Resources to Support State-level Strategies. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

i. Increase student achievement consistent with the challenging State academic standards;
ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).
Increase student achievement: The Arizona Department of Education has created and is implementing with LEAs from different geographic regions and school demographics, an Arizona K-12 Academic Standards aligned Student Learning Objective (SLO) process to support the teacher evaluation process and in the end, improve student achievement. An important component of the Student Learning Objective process is the setting and reaching of goals aligned to these standards. Title II-A funds are utilized to support the Student Learning Objective process, including the professional learning involved in the basic knowledge of the process. Continued professional learning supported by Title II-A funds is required during the

implementation phase. Additionally, the Arizona Department of Education provides free and low-cost trainings to strengthen teachers' content and instructional expertise. For example, considerable high-quality professional development sessions are made available to early childhood educators on many topics that include language and literacy; developmentally appropriate practice; and early childhood special education. The professional development objectives are aligned to the Arizona Early Learning Standards, K-3 academic standards, and the Arizona Early Childhood Workforce Knowledge and Competencies document.

Improve quality and effectiveness: The Arizona Department of Education continues to support, leveraging Title II-A funds, many initiatives and projects to improve the quality and effectiveness of teachers and principals including, but not limited to:

- Instructional Rounds
- Qualified Evaluator Academy training
- Student Learning Objective training
- Learning Leaders for Learning Schools
- Arizona Department of Education hosted Educator Stakeholder Roundtables
- Arizona Department of Education sponsored conferences
- Title I/II Regional training opportunities
- School librarians to share professional learning for colleagues and disseminating the benefits of new techniques, strategies and technologies
- School climate (physical, social and emotional safety and health)
- CPR certification requirement, as identified in state law
- School health professionals providing professional learning for colleagues to support the health and safety of all students
- School counselors providing professional learning aligned to school counseling standards in order to support the academic and social needs of all students.
- Supporting students with chronic health conditions, as identified in state law
- Ensuring the level of support includes school staff to address children with special health care needs in preparing them to be ready to learn
- Bullying prevention training
- School safety policy recommendations for providing a safe learning environment
- Suicide prevention training
- Supporting LEAs in providing professional development for teachers regarding the emergency response plan and other prevention programs
- Providing teachers with appropriate training for instruction in early childhood education, including the five essential domains of learning, standards, developmentally appropriate practice, on-going progress monitoring, and the formative assessment process

Increase number of teachers, principals, and other school leaders who are effective in improving student achievement: The Arizona Department of Education has utilized Title II-A funds to implement a number of projects, instruments and frameworks to increase the number of teachers who can effectively improve student achievement in schools:

- Annual Educator Evaluation Summits (2011-2016) have been instrumental in providing professional learning opportunities related to the Educator Evaluation Framework, which uses a formula based on both teaching

performance/professional practice and student academic progress. This Framework also states that the local educational agency (LEA) should take all necessary steps to align professional learning to the evaluation outcome to strengthen teacher and principal effectiveness.

- External experts provide content knowledge to LEAs on data analysis, validity and reliability, and formative assessments.
- Allow the LEAs to utilize stipends to retain effective teachers and principals with a proven record of increasing student academic achievement especially with diverse and high poverty learners.

Educator Preparation Programs have been strengthened through increased requirements, ongoing monitoring, and support. Educator Preparation Programs will continue to evolve by providing increased teacher readiness that accounts for Arizona's growing diversity of demographics. Programs should ensure that best practices and readiness levels in place for students of poverty are embedded in the curriculum for all teachers to be trained on and use regardless of content area or their students' particular population.

Provide greater access to low-income and minority students: The Arizona Department of Education is partnering with various research-based advocacy groups to assist LEAs in developing a culture of opportunity that will allow them to utilize human capital management data to make effective decisions that will ensure high needs students and diverse learners have access to the most effective teachers. The agency has published its 2015 equity plan, Ensuring Equitable Access to Excellent Educators in Arizona, which outlines several in-depth root cause analyses and a series of data driven performance objectives designed to reduce the three demonstrated equity gaps.

http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf

Recruitment stipends have also been utilized as a strategy to promote equitable distribution of effective teachers, particularly in low-income and minority demographic areas.

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

The Arizona Department of Education will work to improve the skills of educators across the above-listed subgroups through providing technical assistance, services and support through the Arizona Department of Education Comprehensive System of Support, as aligned to local school and LEA system needs identified by local Comprehensive Needs Assessments and Integrated Action Plans.

Tiered Comprehensive Systems of Support (Figure 3)

The Arizona Department of Education will provide differentiated technical assistance, services and support to LEAs and schools, aligned to local needs, to support the effective implementation of locally developed Integrated Action Plans.

Local school and LEA Comprehensive Needs Assessment data will be used, in conjunction with other Arizona Department of Education programmatic and fiscal quantitative and qualitative data sources, such as the Arizona Department of Education Statewide Risk Assessment Model, to identify the level and form of aligned support needed from the Arizona Department of Education.

Technical assistance, service and support may be provided by the Arizona Department of Education through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences).

Support, at any level, may also be provided in conjunction with other partners, such as Regional Centers, County Education Service Agencies (ESA), postsecondary institutions and others.

5.3 Educator Equity.

A. Definitions. Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	Arizona Revised Statutes 15-203 (A) (38) requires the adoption and maintenance of model framework for principal and teacher evaluations that outlines four performance classifications: highly effective, effective, developing, and ineffective. Local school boards will adopt the classification definitions set forth in the model framework, as adopted by the Arizona State Board of Education. Per the State Board of Education approved *Arizona Framework for Measuring Effective Educators,* an "ineffective teacher" is one who consistently fails to meet expectations and requires a change in performance due to minimal competency with adopted professional standards. Students with an ineffective teacher generally make unacceptable levels of academic progress, as measured by the appropriate course or grade level assessment. *http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/educator-evaluation-framework-revised-042516.pdf*
Out-of-field teacher*+	An "out-of-field teacher" is defined as "not teaching in the subject or field for which the teacher is appropriately certified according to applicable state law," per the Arizona Department of Education's approved equity plan, *Ensuring Access to Excellent Educators in Arizona.* This would include the requirement for special education teachers to be appropriately certified consistent with the Individuals with Disabilities Education Act (IDEA). http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf
Inexperienced teacher*+	An "inexperienced teacher" has three years or less of practical classroom teaching experience, per the Arizona Department of

Key Term	Statewide Definition (or Statewide Guidelines)
	Education's approved equity plan, *Ensuring Access to Excellent Educators in Arizona*. http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf
Low-income student	"Low-income student", used interchangeably with "economically disadvantaged", means those students eligible for the federal free and reduced lunch programs, per the Arizona Department of Education's approved equity plan, *Ensuring Access to Excellent Educators in Arizona*. http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf
Minority student	"Minority student" is often used interchangeably with "student of color" and "diverse learner" and includes those students identifying as American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races (Arizona Department of Education, 2015), per the Arizona Department of Education's approved equity plan, *Ensuring Access to Excellent Educators in Arizona*. http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf

*Definitions of these terms must provide useful information about educator equity.
+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms *(optional)*	Statewide Definition
N/A	

B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

i. The rates and differences in rates calculated in 5.3.B;

ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;
iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

The Arizona Department of Education will publish and annually update educator effectiveness data at: http://www.azed.gov/hetl/equitable/.

SY 2016 – Poverty and Minority

	# of Individual Schools	% of Teachers Rated Ineffective or Developing	% of Teachers Identified as Out of Field (Non-HQ)	% of Inexperienced Teachers
Statewide	1866	4.81%	3.22%	22.51%
Q1 (lowest poverty)	444	3.27%	2.58%	20.04%
Q4 (highest poverty)	466	8.39%	4.01%	26.43%
Q1 (lowest minority status)	461	5.98%	2.55%	19.75%
Q4 (highest minority status)	472	5.38%	3.16%	23.07%

Equitable Access Gap Summary--2016

	Economically Disadvantaged	Diverse Learners
Teachers Rated as Ineffective or Developing	5.12% more in Q4 than Q1	.6% less in Q4 than Q1
Teachers Identified as Out of Field	1.43% more in Q4 than Q1	.61% more in Q4 than Q1
Inexperienced Teachers	6.39% more in Q4 than Q1	3.32% more in Q4 than Q1

2014-15	Ineffective	Developing	Effective	Highly Effective
Statewide (54,024)	586 (1.08%)	3391 (6.28%)	24,212 (44.82%)	25,835 (47.82%)

D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

The Arizona Department of Education's *Ensuring Access to Excellent Educators in Arizona* (2015) report included a Root Cause analysis examining the factors causing the identified equity gaps, revealing three areas of concern:

1. Disconnect Between Educator Evaluation Ratings and Student Achievement Prevents Equitable Access;
2. Difficulty Retaining and Recruiting Highly Effective Teachers; and,
3. Negative Perception of the Profession.

Root Cause Analysis Findings Key Concern 1: Disconnect Between Educator Evaluation Ratings and Student Achievement Prevents Equitable Access.

- **Lower performing schools rate teachers mostly effective and highly effective.** Schools and teachers may face negative consequences for low ratings, schools are competing with neighboring LEAs and cannot afford a lower rating, and negative coverage in the media, coupled with factors among the school culture may drive this data point.
- **Insufficient or inadequate training of evaluators.** Limited leadership capacity, limited training, lack of training resources and oversight, combined with a culture that may not support the changes called for in a new evaluation system may drive this data point.
- **Limited content training or knowledge of evaluators.** Most administrators are trained as managers, not instructional leaders, time and resources are limited and the evaluator cannot be expected to know all contents at all grade levels, although they should be able to recognize good pedagogy regardless of the content or grade level.
- **Inconsistent definitions of "Highly Effective."** Even though they are guided by definitions in the Arizona Department of Education Framework for educator evaluations, Arizona LEAs are free to develop their own definition and measurement of effectiveness.
- **Varying use of instruments.** LEAs are free to use the evaluation instrument of their choice. Anecdotal data indicates that most LEAs are using the Danielson model, but LEAs are not required to report the tool used so the Arizona Department of Education does not have specific quantitative data to back up its assumption.

Root Cause Analysis Findings Key Concern 2: Difficulty Retaining and Recruiting Highly Effective Teachers.

- **Insufficient support.** Teachers report the impact of increased accountability with reduced support. Such support may include reduced funding for resources, reduced leadership capacity, lack of mentoring/coaching, and training or professional learning not aligned to an individual teacher's actual needs.
- **Reduced pipeline of new teacher candidates.** The decrease in teachers in traditional educator preparation programs as well as non-traditional programs such as Teach for America or Troops to Teachers has put an additional burden on already crowded schools facing an increasing shortage of teachers as the current workforce reaches retirement age.
- **Salary increases in neighboring states, competition with neighboring LEAs and charter schools.** Each of the states bordering Arizona provided pay raises to teachers in 2015 while Arizona continues to reduce its education funding. LEAs in Yuma, Bullhead City and Kingman report losing teachers to San Diego, Laughlin and Las Vegas as those communities pay considerably more. Schools in rural areas find it difficult to retain or recruit candidates and often lose their "home-grown" teachers to Tucson and Phoenix where LEAs pay more and where there are greater opportunities in the larger urban setting. Lower performing LEAs, with limited resources to improve, may lose highly effective teachers to a neighboring, higher performing charter school.

- **Limited incentive to serve in hard to fill content areas.** Through grant funding some LEAs are able to provide stipends or incentives for teachers to work in hard to fill content areas or at lower performing schools. However, those hard to fill areas also face other challenges and the support may not be available to completely incentivize an effective teacher to move there.
- **Leadership pathways.** Limited pathways exist for professional advancement for those who desire to provide leadership yet want to remain in the classroom rather than take an administrative position or seek employment at a university, government agency or consulting firm.

Root Cause Analysis Findings Key Concern 3: Negative Perception of the Profession.

- **Current policies and legislation.** Increased LEA oversight, opportunities for improved charter wait lists and school choice, and scrutiny of state government have led to misinformation, miscommunication and negative impressions of the teaching field both inside and outside the profession.
- **High stakes accountability.** Schools are increasingly held accountable for student learning with limited funding while outside societal influences on education remain beyond an educator's control.
- **Reduced school funding and salaries not competitive with private industry.** Arizona leads the nation in the rate of funding cuts to both K-12 and post-secondary institutions and salaries have not kept up with neighboring states even after the economic recovery. This leads to fewer people entering the field and more teachers and leaders choosing to leave the field in order to support their families or have greater opportunity for advancement.
- **Internal culture of the profession.** Teachers are often not politically savvy or active and do not understand policy decisions and some may try to dissuade students and family members from entering the profession. Teachers are also held to higher standard by the community and media so when one chooses to make a poor decision, the news reflects badly on everyone.
- **External perceptions of Arizona.** The state is an attractive place for new teachers, particularly those from the Midwest and east coast, to seek jobs. Its climate, beautiful natural environment, abundance of sports and cultural opportunities and top-quality institutions of higher learning make it an ideal place to start a new job. However, the state's unique politics, low pay, and lack of support systems cause many to leave after only two or three years and either return to their home states or seek jobs in states that pay more and provide the necessary professional supports.

E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:

i. Designed to address the likely causes of the most significant differences identified in 5.3.D and

ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
See narrative below	

The Arizona Department of Education's strategies are prioritized to address the areas that will have the greatest impact on the equitable access issue for both high poverty and high minority students:

1. **Strengthen the rating reporting system to provide more reliable data surrounding teacher effectiveness and train administrators on the use of such data.** This will allow administrators and teacher leaders to target professional learning opportunities as well as review systems in order to assign the most effective educators in ways that provide the greatest access to the highest need students.
2. **Reduce the number of inexperienced teachers by employing effective retention and recruitment strategies.** By introducing evidenced-based mentoring and induction programs for beginning teachers, targeted professional learning, and incentives for improved practice, opportunities for students to access effective instruction will increase.
3. **Provide incentives for teaching in high need areas.** Such incentives could include salary increases, social support programs, housing allowances, teacher-leadership opportunities, improved administrative/leadership support, and assistance to schools to develop a collaborative community of learning. These incentives will draw the most effective teachers who still have a passion for the profession and who are willing to do the extra work or to drive the extra miles necessary to connect with our highest need students in our most remote or challenging schools.

F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
See narrative below		

The following are the goals for reducing the equity gap as defined in the Arizona Department of Education's educator equity plan, *Ensuring Access to Excellent Educators in Arizona* (2015):

	Economically Disadvantaged	Diverse Learners	By 2018	By 2020
Inexperienced Teachers	10.6%	11.8%	Reduce by 50% the number of students with access only to Inexperienced teachers.	Reduce by 100% the number of students with access only to Inexperienced teachers.
Teachers Rated as Developing or Ineffective	7.4%	6.3%	Reduce by 50% the number of students taught by only developing or ineffective teachers.	Reduce by 100% the number of students taught by only developing or ineffective teachers.
Out of Field / Unqualified Teachers	-.7%	3.5%	Reduce by 50% the amount of diverse learners receiving instruction from an out of field or unqualified teacher.	

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

Local Educational Agencies (LEAs) will use a Multi-Tiered System of Support (MTSS) framework that incorporates Universal Design for Learning (UDL) strategies for instruction, as appropriate. Instruction will be provided using within-class groups whenever feasible. Students will move between within-class groups based on the student's response to instruction and intervention as well as in-class assessment results. Intervention strategies will be aligned directly to student need and time in intervention will vary to meet those needs. Processes to support students as they transition between school years will be determined by LEAs. The Arizona Department of Education will provide professional learning, technical assistance, service and support to LEAs as needed or appropriate to support the implementation of these strategies.

Recognizing that transitions are especially critical for Arizona's youngest learners, the Arizona Department of Education is committed to ensuring smooth and effective transitions for preschool children to kindergarten. This formative age represents a time of key physical, emotional, and social changes that affect all students as they move from one setting to the next. In Arizona, children spend their first five years in many different settings; it is essential to support kindergartners and their families as they make this significant transition. The Arizona Department of Education will provide

professional learning and technical assistance opportunities to support LEAs, school leaders, and teachers with implementation of kindergarten transition strategies that are appropriate to their communities.

Arizona recognizes the need to support schools and LEAs in their efforts to provide a well-rounded education for their students, including academic and other programs and options such as Career and Technical Education (CTE) program options, health and wellness programs, counseling programs, advanced and accelerated learning options such as advanced placement programs and gifted education programs, arts and music programs, physical education and atheltic programs and educational technology options and supports.

LEAs will be encouraged to provide all school personnel professional development on topics that improve student learning outcomes, such as: Early Childhood, Multi-Tiered Systems of Support, Universal Design for Learning, evidence-based instruction, the Whole School, Whole Community, Whole Child Model (Centers for Disease Control), school improvement, data driven instruction, disability awareness, behavior management, children with special health care needs, school safety, gifted learners or other professional development needs as identified by local Comprehensive Needs Assessments.

Schools also develop an Education and Career Action Plan (ECAP) for all students in grade 9-12. (http://www.azed.gov/ecap/).

B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

LEA curriculum and instruction, as required by Arizona Revised Statutes §15-701, will be aligned to challenging academic standards. Through alignment to Arizona standards, all Arizona students will be provided equal access to a challenging, well-rounded instructional experience. Struggling learners will be addressed through intervention strategies while advanced learners receive acceleration and enrichment based on individual student needs. Gifted learners will receive appropriate gifted education services and support in accordance with Arizona Revised Statutes § 15-779, 15-779.01 and 15-779.02. In addition, school librarians support rigorous personalized learning experiences supported by technology and ensure equitable access to resources for all students.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:

i. Incidents of bullying and harassment;
ii. The overuse of discipline practices that remove students from the classroom; and
iii. The use of aversive behavioral interventions that compromise student health and safety?

☒Yes. If yes, provide a description below.

☐ No.

LEAs will provide instruction in the identification of bullying and harassment behavior and strategies to reduce bullying and harassment at least annually to all enrolled students and school staff. LEAs will use positive behavior intervention strategies reported in accordance with Arizona Revised Statutes §15-341(A)(36) to reduce bullying and harassment. Each LEA will document and report to the Arizona Department of Education the number of bullying and harassment incidents each school year to ensure these incidents are reduced.

LEAs will develop strategies that identify patterns of misbehavior resulting in students removed from the classroom for reasons of discipline. The LEA will use positive behavior supports to reduce out of class removals. Safeguards and procedures related to disciplinary practices are outlined in Arizona Revised Statutes §§15-841 and 15-842.

Recognizing that out-of-school suspensions and expulsions occur even in preschool, the Arizona Department of Education will provide support to LEAs, school leaders, and teachers in the form of professional learning and technical assistance opportunities to improve the understanding of appropriate developmental expectations of young children and the components of high-quality birth through age eight learning environments. Additionally, the Arizona Department of Education will identify strategies and resources to support the social and emotional development of children.

LEAs shall not use behavioral interventions that are aversive or compromise the student's health and safety. Physical restraint shall only be used consistent with Arizona Revised Statutes §15-505.

D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☒ Yes. If yes, provide a description below.

☐ No.

The Arizona Department of Education supports schools and LEAs to effectively leverage technology to support student learning and digital literacy. The State Board of Education adopted Educational Technology standards to help guide teachers to support these efforts: http://www.azed.gov/standards-practices/academic-standards/2009-technology-standard/.

The Arizona Department of Education has supported schools and LEAs to complete technology readiness assessment, to help local systems to gauge their ability and capacity to support online learning and assessment from a systems, connectivity and capacity perspective. Additionally, the Arizona Department of Education has procured a statewide Learning Management System (LMS) solution – Blackboard Learn™ and Collaborate™ – that is available for LEAs to opt-into to support student K-12 online and hybrid learning and educator professional learning. http://www.azed.gov/aelas/lms/

The Arizona Department of Education also supports LEAs to identify and address technology needs for all students, in particular to help enhance the ability of at-risk and disabled learners to access text and facilitate their communication, motor, social/emotional, adaptive, and academic skills. Assistive technology supports will be provided to qualified students.

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☒ Yes. If yes, provide a description below.

☐ No.

Arizona Revised Statutes §15-351 requires LEAs to form school councils to ensure that shared decision making occurs. At a minimum, these councils must include parents, teachers, students, community members and a school administrator. Additional constituents can be added by the LEA. School councils encourage parent and community engagement in their child's education by forming groups of local parent constituents at each school operated by the LEA to advise LEA leadership of each school's unique strengths and needs that affect student performance.

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Click here to enter text.

The following describes the process and criteria used by the Arizona Department of Education to waive the 40 percent schoolwide poverty threshold for Title I, part A:

1. Each LEA designates the program type and poverty measure within its Integrated Action Plan for each school it expects to serve with Title I funds. If an LEA requests to serve a school with less than 40% poverty with a schoolwide model, the LEA will be required to submit a written request within the application to waive the 40% threshold. The LEA must include a description of how the schoolwide program will serve the needs of all students in the school, including its lowest-achieving students.
2. The criteria for approval include:
    - The LEA described how its decision for schoolwide program was made, including data from the school's Comprehensive Needs Assessment
    - The LEA described how its choice of a schoolwide program will meet the needs of all students, including the lowest-achieving students

B. Title I, Part C: Education of Migratory Children.

1. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The Arizona Department of Education Migrant Education Program Office (MEP) is currently revising its identification and recruitment plan for all migratory students, birth through 21 years of age, living in Arizona. The Arizona Department of Education Migrant Education Program Office is committed to maintaining a recruitment strategy that is relevant, collaborative and innovative while remaining in full compliance with state and federal regulations. Documentation of student eligibility is a completed Certificate of Eligibility which is reviewed, verified and validated at the LEA and state level.

ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

The Arizona Department of Education Migrant Education Program Office completes the

following four stage process in the continuous improvement cycle to ensure that all migratory students' needs in Arizona are met. This process includes: 1) a comprehensive needs assessment that captures the current needs of the migratory students; 2) a service delivery plan is drawn up based on the needs identified in the first stage; 3) implementation of the program services needed to assist our students; and 4) a program evaluation to determine if the objectives of the services were met. The last stage informs the first stage for the next cycle.

iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program LEAs to ensure that the full range of services is available for migratory children.

iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The LEA Migrant Education Program ensures the timely record transfer of pertinent school records, including health information of migratory children. The Arizona Department of Education Migrant Education Program Office assists LEAs if a request for records is made to the Office. The Arizona Department of Education Migrant Education Program works with school staff to locate historical and current records from migratory students transferring to their LEA.

v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The Arizona Department of Education Migrant Education Program Office assesses the educational needs of the migratory children during the Comprehensive Needs Assessment. Identified needs are then addressed in the Service Delivery Plan. The Arizona Department of Education Migrant Education Program Office offers technical assistance to Migrant Education Program LEAs in meeting the Measurable Program Outcomes (MPOs). Measurable Program Outcomes data is submitted annually to the Arizona Department of Education Migrant Education Program Office.

vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program LEAs so as to ensure that the strategies and Measurable Program Outcomes in the Service Delivery Plan are being

achieved. The Arizona Department of Education Migrant Education Program Office works collaboratively with the Migrant Education Program LEAs statewide to reach these outcomes.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.
The State Migrant Parent Advisory Council (SMPAC) meets four times a year to consult with the Arizona Department of Education Migrant Education Program Office in the planning, operation and evaluation of the Arizona Migrant Education Program Office for both the state program and local projects. Each Migrant Education Program LEA includes measurable parent involvement objectives. The activities designed to meet these objectives will encourage parents to become more actively involved in the educational process of their children.

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.
    1. The Arizona Department of Education Migrant Education Program Office sets a standard for LEAs to use as a set of procedures that includes reviewing the grade history and formative and summative assessment data for each newly identified migratory student. The local level enrollment information is recorded promptly and correctly and site staff has access to assessment and enrollment data. The Arizona Department of Education Migrant Education Program Office provides training and technical assistance to Migrant Education Program LEAs on the prompt identification and documentation of Priority for Service students.

    2. The Migrant Education Program LEA identifies the Priority for Services students. Once a student of school age is identified as migrant, their "Priority for Service" is determined. Priority is given to migratory students who are failing to meet stated academic achievement standards (State Assessments) and whose education has been interrupted during the regular school year.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.
The Arizona Department of Education Title I, Part D Office works collaboratively with the State Agencies and LEAs statewide to review submitted plans and applications, and to support them in reaching program objectives and outcomes.

State Agency and LEA plans include measurable achievement objectives for student achievement. The activities designed to meet these objectives will encourage all educational staff to become more actively involved in the educational process of their children.

The Arizona Department of Education Title I, Part D Office:

- Provides technical assistance and monitors the State Agencies and LEAs to ensure Title I, Part D services are available, provided for eligible children and are aligned to Title I, Part D plans and grant applications as submitted to the Arizona Department of Education to ensure compliance with all ESSA regulations.
- Works with State Agencies and LEAs to ensure the timely record transfer of pertinent school records, including health information of eligible served children, assists LEAs if a request for records is made and works with school staff to locate historical and current records from program eligible students transferring to their LEA;
- Consults with the juvenile detention community at least four times during the year regarding the planning, operation and evaluation of the Arizona Department of Education Title I, Part D Program Office for both the state program and local projects;
- Works with State Agencies and LEAs to note when a youth has come into contact with both the child welfare and juvenile justice systems and to deliver evidence-based services and interventions designed to keep such youth in school; and
- Works with State Agencies and LEAs to maintain and improve educational achievement and to help students graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate.

ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

State agencies and LEAs in Arizona will show improvement for students as measured by approved and valid data submitted to the Arizona Department of Education for the Comprehensive School Performance Report in the following areas:

- Improve Reading achievement by 5%.
- Improve Math achievement by 5%.
- Improve acquisition of High school diploma and a GED by 1%
- Improve accrual of credits by 3%
- Improve transition services by 3%
- Improvement in vocational or technical skills by 3%

D. Title III, Part A: Language Instruction for English Leaners and Immigrant Students.

i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:

1. Include a score of proficient on the State's annual English language proficiency assessment;
2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and

3. Not include performance on an academic content assessment.

Upon first enrollment in an Arizona public school, a parent/guardian will answer three questions regarding home language. If any of the three questions is answered with a language other than English, an AZELLA Placement test is administered to the student by a trained and qualified test administrator. If the student scores below "Proficient," he/she is offered English language services. All students who score below "Proficient" on the AZELLA, even those students who have been opted out of English language services by their parents, participate in AZELLA testing every Spring until they score "Proficient." Scoring "Proficient" on the AZELLA is a requirement for exiting English language services. To score "Proficient" on AZELLA requires the student to score "Proficient" on the Reading domain, the Writing domain, and overall. The overall score is a composite score comprised of the Reading, Writing, Listening, and Speaking domain scores.

Arizona policies and procedures ensure consistency with federal civil rights guidelines.

E. Title IV, Part B: 21st Century Community Learning Centers.

i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part. To be eligible to receive an award, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and including such information as the State educational agency may reasonably require. Contents, approval of certain applications, permissive local match, peer review, geographic diversity, duration of awards, amount of awards and priority regulations are included under SEC. 4204, LOCAL COMPETITIVE GRANT PROGRAM

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

The specific measurable program objectives and outcomes for each participating LEA related to the Rural and Low-Income School program will be driven by each LEA's Comprehensive Needs Assessments and aligned Integrated Action Plans, as well as requirements (as

applicable) of Arizona's school and LEA accountability system.

G. McKinney-Vento Act.

i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.
Identification of children and youth experiencing homelessness will primarily be the responsibility of local educational agencies, with support materials provided by the National Technical Assistance Provider. Upon identification and enrollment, local educational agencies will assess the needs of children and youth experiencing homelessness through a locally developed informal needs assessment tool.

ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.
The Arizona Department of Education Office of Homeless Education will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness. These training opportunities include in-person meetings, webinars and conferences and are conducted regionally throughout the State of Arizona.

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.
The Arizona Department of Education Office of Homeless Education has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, and enrollment or transportation feasibility. The procedure ensures a prompt resolution with a full timeline of review and delivery of decision within 14 working days.

iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.
The Arizona Department of Education enables schools to maintain current course names and local course codes and also links those courses and codes to a common statewide course framework through the Arizona Education Data Standards (AzEDS) school and LEA data reporting process. Furthermore, the Office of Homeless Education works collaboratively with local educational agencies to develop locally driven policies and procedures to support children and youth experiencing homelessness and ensure they face no barriers that prevent them from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

v. Describe the SEA's procedures to ensure that homeless children and youths:
    1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
    2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
    3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

        1. Currently, Arizona does not have a public preschool program; however, children and youth experiencing homelessness have the same access to the provision of early childhood special education services as defined in Arizona Education Code. The Office of Homeless Education will continue to build upon existing collaboration with the Early Childhood Education Unit, providing new avenues for training, technical assistance and collaboration at the local level.

        2. The Arizona Department of Education Office of Homeless Education provides ongoing training and technical assistance to local educational agencies, ensuring all barriers, including transportation, to academic and extracurricular activities are removed and addressed for children and youth experiencing homelessness.

        3. The Arizona Department of Education Office of Homeless Education successfully collaborates with the National School Lunch Program to ensure all children and youth experiencing homelessness receive free breakfast and lunch while enrolled in and attending school. Additionally, the Office of Homeless Education provides ongoing training and technical assistance to local educational agencies to include information on the categorical eligibility for children and youth experiencing homelessness in the National School Lunch Program.

vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.
The Arizona Department of Education Office of Homeless Education provides training and technical assistance that ensures all barriers to the enrollment and retention of children and youth are removed. The training and technical assistance review both state education code and Every Student Succeeds Act requirements for removal of barriers for children and youth experiencing homelessness. These barriers include residency requirements, enrollment records, immunizations, health records and other documentation.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.

☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).

☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.

☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.

☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

Section 427 of the General Education Provisions Act (GEPA) requires a description of the steps that will be taken to ensure equitable access to, and participation in, federally assisted programs to and participation in the included programs for students, teachers and other program beneficiaries with special needs. To ensure equitable participation and access project resources, the following considerations will be made:

- When requested, the Arizona Department of Education will produce dissemination materials (e.g., direct mailings, e-mails, on-line announcements) in both English and Spanish. Other considerations will be made to ensure the document is readily accessible to traditionally underrepresented groups.

- Arizona Department of Education staff will coordinate the process of cooperation and collaboration between and among participants to ensure equitable access and participation of recipients in included programs. The project staff will conduct accessibility assessments of their programs' physical and instructional environments.
- The Arizona Department of Education will eliminate physical and learning barriers in educational settings and provide reasonable accommodations to those being served in included programs.
- The Arizona Department of Education will carefully consider issues of cultural diversity and sensitivity by reviewing elements of included program. Careful attention to topics covered in the program will be considered based on how participants might respond, react, or perceive information being presented.
- Training on cultural, gender, race, and national origin will be provided to all personnel associated with included programs.

The Arizona Department of Education shall maintain non-discriminatory learning environments to ensure that participants are not excluded from participation in, denied the benefits of or otherwise subjected to discrimination in any program or activity for included programs on the basis of race, color, ethnicity, religion, gender, disability or national origin. These provisions are supported in the state consolidated plan as well as in the Department's policies and rules supporting diversity.

APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
A	62	Measurements of Interim Progress
B	63	Educator Equity Differences in Rates Tables
C	65	Educator Equity Extension Plan and Differences in Rates Tables
D	67	Arizona's Response for Foster Education Requirements

APPENDIX A: MEASURMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

The A-F Ad Hoc Committee as established by the State Board of Education is reviewing AzMERIT trend data to determine long-term goals and measurements of interim progress. At this time, these discussions are still occurring. Once the A-F Ad Hoc Committee makes a recommendation, it will go to the State Board of Education for approval.

B. Graduation Rates

The A-F Ad Hoc Committee as established by the State Board of Education approved a long-term goal of 90% for 4-year graduation rate by 2030. At this time, the interim progress is set at 85% by 2025. Graduation rates for all students and each subgroup will be calculated and reviewed to determine if the state is on track. More interim measurements may be added at this time, prior to the State Board of Education making final decisions regarding these goals.

C. English Language Proficiency

The A-F Ad Hoc Committee as established by the State Board of Education is reviewing AZELLA trend data to determine long-term goals and measurements of interim progress for English Language Learners. At this time, these discussions are still occurring. Once the A-F Ad Hoc Committee makes a recommendation, it will go to the State Board of Education for approval.

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".

Not applicable – See Appendix C

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

<table>
<tr><th>STUDENT GROUPS</th><th>Rate at which students are taught by an ineffective teacher</th><th>Differences between rates</th><th>Rate at which students are taught by an out-of-field teacher</th><th>Differences between rates</th><th>Rate at which students are taught by an inexperienced teacher</th><th>Differences between rates</th></tr>
<tr><td>Low-income students enrolled in schools receiving funds under Title I, Part A</td><td>Box A: enter rate as a percentage</td><td rowspan="2">Enter value of (Box A) – (Box B)</td><td>Box E: enter rate as a percentage</td><td rowspan="2">Enter value of (Box E) – (Box F)</td><td>Box I: enter rate as a percentage</td><td rowspan="2">Enter value of (Box I) – (Box J)</td></tr>
<tr><td>Non-low-income students enrolled in schools not receiving funds under Title I, Part A</td><td>Box B: enter rate as a percentage</td><td>Box F: enter rate as a percentage</td><td>Box J: enter rate as a percentage</td></tr>
<tr><td>Minority students enrolled in schools receiving funds under Title I, Part A</td><td>Box C: enter rate as a percentage</td><td rowspan="2">Enter value of (Box C) – (Box D)</td><td>Box G: enter rate as a percentage</td><td rowspan="2">Enter value of (Box G) – (Box H)</td><td>Box K: enter rate as a percentage</td><td rowspan="2">Enter value of (Box K) – (Box L)</td></tr>
<tr><td>Non-minority students enrolled in schools not receiving funds under Title I, Part A</td><td>Box D: enter rate as a percentage</td><td>Box H: enter rate as a percentage</td><td>Box L: enter rate as a percentage</td></tr>
</table>

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students	**1.38%**	**0.48%**	**2.87%**	**0.94%**	**24.48%**	**4.16%**
Non-low-income students	**0.90%**		**1.93%**		**20.32%**	
Minority students	**1.04%**	**0.09%**	**2.32%**	**0.46%**	**22.71%**	**3.3%**
Non-minority students	**0.95%**		**1.86%**		**19.41%**	

The Arizona Department of Education Reporting Notes:

1. The Equity Plan defines an "out-of-field" teacher as a teacher that is not "appropriately certified." The Arizona Department of Education has used "not highly qualified" in place of "out-of-field" since the previous equity plans leveraged highly qualified status. ADE is currently vetting rules that will determine Arizona teachers appropriately certified status.
2. The Arizona Department of Education used FY2016 (SY 2015-2016) highly qualified data to determine "out-of-field" percentages. The percentage/ratio of "out-of-field" teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
3. The Arizona Department of Education used FY2016 free/reduced lunch counts to determine poverty quartiles, i.e. low, mid, and high. All students at high poverty schools were assumed to be "low-income". This assumption was made since only aggregate data was immediately available for this report.
4. The Arizona Department of Education used FY2016 October 1st student enrollment counts. Non-minority students are those with ethnicity of "White". Minority students are those with ethnicities of

Asian, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and Multi-Race Non-Hispanic.

5. The Arizona Department of Education used FY2015 school aggregated teacher evaluation data. FY2016 data had not been finalized. The percentage/ratio of ineffective teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
6. The Arizona Department of Education used FY2016 teacher years-of-experience to determine inexperienced teacher counts. An inexperienced teacher is a teacher with less than 3 years of teaching experience as reported in the Teacher Input Application (TIA), formerly the Highly Qualified Teacher Input Application. The percentage/ratio of inexperienced teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.

If the SEA has defined other optional key terms, it must complete the table below.

<table>
<tr><th>STUDENT GROUPS</th><th>Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1</th><th>Differences between rates</th><th>Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2</th><th>Differences between rates</th><th>Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3</th><th>Differences between rates</th></tr>
<tr><td>Low-income students</td><td>Box A: enter rate as a percentage</td><td rowspan="2">Enter value of (Box A) – (Box B)</td><td>Box E: enter rate as a percentage</td><td rowspan="2">Enter value of (Box E) – (Box F)</td><td>Box I: enter rate as a percentage</td><td rowspan="2">Enter value of (Box I) – (Box J)</td></tr>
<tr><td>Non-low-income students</td><td>Box B: enter rate as a percentage</td><td>Box F: enter rate as a percentage</td><td>Box J: enter rate as a percentage</td></tr>
<tr><td>Minority students</td><td>Box C: enter rate as a percentage</td><td rowspan="2">Enter value of (Box C) – (Box D)</td><td>Box G: enter rate as a percentage</td><td rowspan="2">Enter value of (Box G) – (Box H)</td><td>Box K: enter rate as a percentage</td><td rowspan="2">Enter value of (Box K) – (Box L)</td></tr>
<tr><td>Non-minority students</td><td>Box D: enter rate as a percentage</td><td>Box H: enter rate as a percentage</td><td>Box L: enter rate as a percentage</td></tr>
</table>

APPENDIX D: ARIZONA'S RESPONSE FOR FOSTER EDUCATION REQUIREMENTS

Describe the SEA's procedures related to foster children and youths:

A. Describe the steps a State educational agency will take to ensure collaboration with the State agency responsible for administering the State plans under parts B and E of title IV of the Social Security Act (42 U.S.C. 621 et seq. and 670 et seq.) to ensure the educational stability of children in foster care, including assurances that—

   a. any such child enrolls or remains in such child's school of origin, unless a determination is made that it is not in such child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;
   The Arizona Department of Education's Foster Youth Education office will work with the LEA to ensure that students in foster care are entitled to enroll in or remain in their school of origin, unless a determination is made that it is not in their best interest to do so. Such determinations will be based on best interest factors, including the appropriateness of the student's current educational setting and the proximity to the school in which the student is enrolled at the time of placement.

   b. when a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;
   The Arizona Department of Education's Foster Youth Education office will collaborate with the LEA to ensure that the enrolling school must immediately contact the student's previous school to obtain academic and other records.

   c. the State educational agency will designate an employee to serve as a point of contact for child welfare agencies and to oversee implementation of the State agency responsibilities required under this subparagraph, and such point of contact shall not be the State's Coordinator for Education of Homeless Children and Youths under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
   The Arizona Department of Education's Foster Youth Education office has designated an employee to serve as a state point of contact for child welfare agencies, to oversee implementation of ADE's responsibilities. This point of contact is not the same person as the State Coordinator for Education of Homeless Children and Youth under the McKinney-Vento Homeless Assistance Act.

   d. collaborate with the State or local child welfare agency to— (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
   The Arizona Department of Education's Foster Youth Education office will collaborate with the Department of Child Safety Point of Contact and other external stakeholders to facilitate all aspects of the implementation of ESSA.

B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in

their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—

a. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
b. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if –
c. the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
d. the local educational agency agrees to pay for the cost of such transportation; or
e. the local educational agency and the local child welfare agency agree to share the cost of such transportation;

The ADE Foster Youth Education office will work with LEAs receiving funds under Title I, Part A to ensure transportation is provided consistent with the statute and procedures developed by LEAs in collaboration with state or local child welfare agencies.