

# Arizona Department of Education

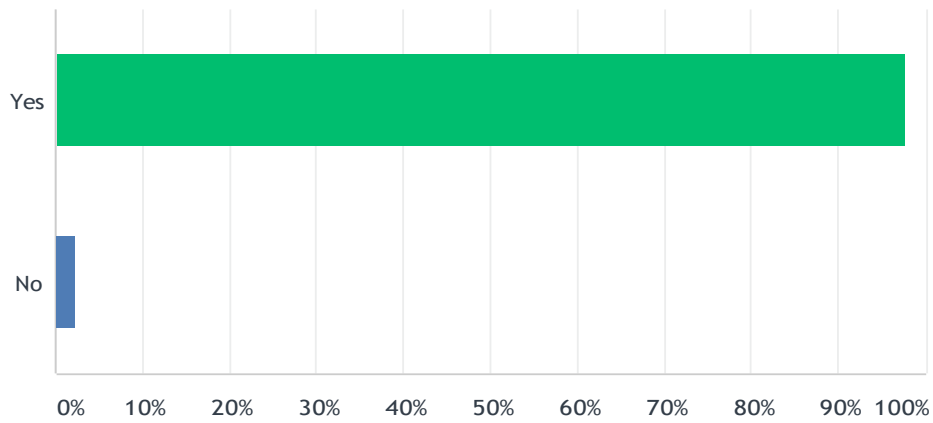
**FY 21 Waiver Request:  
Public Comment Opportunity:  
Addendum to the ESEA Consolidated State Plan due to the  
COVID-19 National Emergency under the Elementary and  
Secondary Education Act of 1965, as amended by Every Student  
Succeeds Act**

Public Comment Open: 03/15/2021 to 3/28/2021  
Total Responses Received: 171

Comment requested was posted on the School Support and Improvement website and shared directly with the Title 1 Program Administrators, Title I Committee of Practitioners, all contacts in Comprehensive and Targeted Support and Improvement Schools and LEAs and all School Superintendents and Charter Holders. The total number of constituents directly contacted is 2450.

Q1 Do you agree with waiving the requirements that the state measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020- 2021 school year?

Answered: 171 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	97.66% 167
No	2.34% 4
<b>TOTAL</b>	<b>171</b>

#	COMMENTS:	DATE
1	Due to COVID-19 and the challenges that schools, families, and students are facing, waiving these requirements for this year seems to be in the best interest of all stakeholders.	3/25/2021 10:09 AM
2	Our children have been through enough already. AzM2 testing should not be the focus. Now that children are back in the classroom they need to be reading and writing not learning how to take a test.	3/24/2021 4:57 PM
3	With 25% of our students and families choosing remote learning for 4th quarter due to health complications revolving around COVID-19, it would not be equitable to force those students to complete a test in person and put the student and their family at risk.	3/24/2021 10:19 AM
4	Covid has disrupted learning, access to consistent, equal patterns and quality of instruction for our students.	3/24/2021 7:20 AM
5	Covid has disrupted learning, access to consistent, equal patterns and quality of instruction for our students.	3/24/2021 6:58 AM
6	We are now back in the classroom after a year of being remote. The last thing our students need, right now, is to have the emotional strain of testing. What they need is compassion and attention to who they are as people in our school community. They don't need the attention to be on skills on which they have fallen behind.	3/23/2021 7:03 PM
7	COVID 19 has changed the way students are taught. Unfortunately not all students have the	3/23/2021 4:34 PM

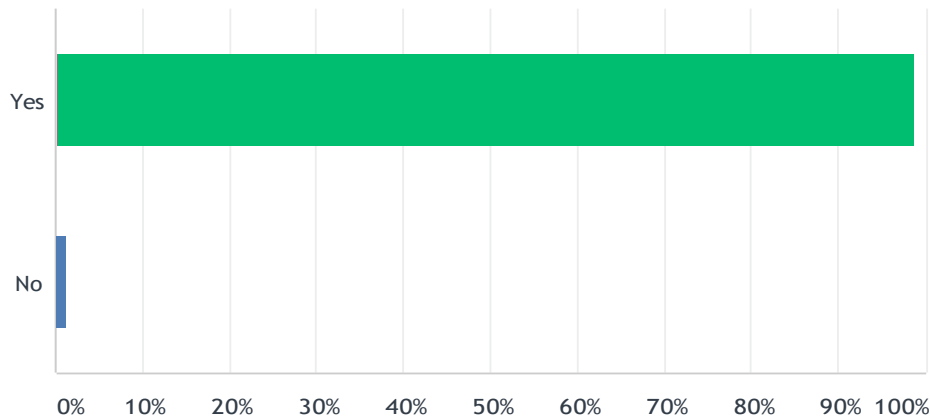
support to learn and progress they would get at in person learning.

8	We have many students who have not set foot in a school since last March. Requiring students to come in and take a test with increased levels of anxiety because they are in a setting that they are no longer comfortable with does not give us a true measure of what a child has learned this year.	3/22/2021 11:53 AM
9	Many of our parents do not feel comfortable with letting their children come into school for testing.	3/22/2021 11:05 AM
10	As an educator, I am aware of some of the limitations of online learning, I feel that this new format of teaching is difficult and to give students access to the internet has/was difficult in my area of Northern Arizona on the Navajo Reservation. Some students are remote enough that they do not have electricity or running water.	3/22/2021 10:52 AM
11	The 2020-2021 school year testing participation rate will necessarily be low this year, not due to schools' lack of progress or need for improvement, but due to COVID-19 after-travel quarantining, and parents not permitting their distance learning children to test in person on-campus. Last year without testing, and this year with low testing numbers, should NOT be used to measure progress toward long-term goals!	3/22/2021 10:15 AM
12	Not enough of my students have internet.	3/22/2021 4:55 AM
13	I think schools should try to get as high of participation as possible, but that the 95% target is unrealistic this year.	3/20/2021 3:42 PM
14	Please, please, please!!!	3/18/2021 5:34 PM
15	Professional educators need the data to be able to begin the next school year knowing what deficits of learning need to be addressed. Unless you want to ask all teachers to create their own assessments and collect their own data because they don't have enough to do already. We all know the data will show deficits. Why are you afraid of that? Empower professionals and students with the information.	3/18/2021 5:25 PM
16	If district benchmark testing and survey of parents having students participate in state assessments are indicators of assessment participation on SY2020-2021, then we are anticipating AzM2 and AzSCI Field Test participation rate substantially below 95%.	3/18/2021 10:34 AM
17	There should not be any school accountability for 2020-2021 test scores. Student performance on those tests will be significantly impacted by issues related to COVID that schools nor teachers could control.	3/17/2021 11:48 AM
18	I think we do need to waive this at this time as not only have the schools been in hybrid learning, but the state education department has not been back to work to fully support the schools.	3/17/2021 9:39 AM
19	Due to the continued struggle of students being present whether online or virtually, the 95% participation rate for the year is unrealistic. The participation rate should be adjusted for this school year only.	3/17/2021 9:28 AM
20	The COVID-19 emergency has impacted teaching, learning, enrollment, attendance, and levels of stress for students and teachers. Continuing "normal" expectations under these circumstances would result in unnecessary added stresses and flawed data which would not be helpful to school districts or individual schools.	3/17/2021 7:16 AM
21	There are still a large portion of parents refusing to send their students to school.	3/17/2021 7:13 AM
22	As a leader in a district, it will be a struggle at best to test our remote learners. Most parents of remote learners have already indicated that they will not be willing to bring their children to school to test.	3/16/2021 2:46 PM
23	If there is ever a time for this type of waiver, now, during a global pandemic, is a prime example. This waiver is fully warranted and justified. With the current pressures that exist on communities, families, teachers, and students, schools (especially those in areas hardest hit by COVID-19), the added pressures of test administration should be completely removed this year.	3/16/2021 2:13 PM
24	Agree with waiving progress measures however support 95% testing. This is an important first lever in finding all our missing students.	3/16/2021 12:54 PM

25	The local testing we do in individual classrooms to identify individual student needs should take priority now.	3/16/2021 12:03 PM
26	Students have experienced a drastic change in learning environments. Compound this with equipment availability and internet access situations, student scores can not adequately be valid in relation to required test scores.	3/16/2021 11:51 AM
27	It's good that the tests will be administered this year. That will provide important information on the effects of the pandemic, and measure impacts across subgroups. It's also wise to suspend the accountability goals in light of the circumstances.	3/16/2021 11:48 AM
28	The system of letter grades shouldn't focus so much on student achievement based on one test per year. A focus on student mastery over time should be considered.	3/16/2021 10:16 AM
29	ADE should be pressuring the Federal Government to waive ALL accountability, including requiring AZM2 testing due to the Covid-19 epidemic based on the fact that AZ schools were remote learning because AZ was #1 in the world for cases and deaths. The money and time wasted on testing should be reallocated to teaching and resources for students.	3/16/2021 10:09 AM
30	State testing is an inequitable measure of student success. Students with IEPs and in our English Language Development program are not provided enough time to learn English or develop skills prior to testing.	3/16/2021 10:04 AM
31	I agree with a temporary waiver. School districts will be hard pressed, if not impossibly, to force students to come into the school building to take the State testing. We will not hit 95% due to the genuine fear of the pandemic by parents.	3/16/2021 10:00 AM
32	Our teachers and students are exhausted from this past year. Nothing can replace in person learning, to test our students and teachers during this hard time is a slap on the face. What about those who had accessibility issues of no technology or internet, those who's parents/spouses were sick and died during this time that took away from teaching and learning. This is not the right thing to do right now.	3/16/2021 9:57 AM
33	Absolutely. We have extensive data from the mental health field indicating the collective trauma of the COVID-19 pandemic, grief/loss, poverty exacerbation, and lack of support for students in the home learning environment. It would be a horrid, unfair, and detrimental decision of the ADE to expect the same results from students this year as in previous years. Waiving grades, mandatory testing, and attendance will prevent unfair punishment upon students who are truly doing their best. We know that holding students back a grade by retaining them is extremely detrimental to their social and emotional development.	3/16/2021 9:50 AM
34	Schools have had to instruct students in unusual ways and have NO control over attendance which is even more likely to be low this year due to distance learning and families who dont feel safe or just have not made it their priority to return to campus.	3/16/2021 9:47 AM
35	Our communities, families, educators and students need the opportunity to recover from the unprecedented impact the pandemic has had on their lives, emotionally, physically and economically.	3/16/2021 9:45 AM
36	When 1/3 of your student population has chosen remote learning for the full year, and their parents do not want them to come to campus to take the state-mandated assessments, the participation rate will ultimately be well below the required 95%. Two-year Junior high schools have it difficult as next year if we are 100% face to face only 1/3 of the student population will have been on campus the prior year. School identity, high expectations, and support systems will need to be reestablished in order for success to occur.	3/16/2021 9:44 AM
37	This is really important that we do not use data from this unusual academic year.	3/16/2021 9:34 AM
38	The inconsistency of internet capabilities for schools and students, of in-person and virtual learning throughout the year and state, makes any conclusions based on the test invalid.	3/16/2021 9:32 AM

## Q2 Do you agree with waiving report card provisions related to accountability in ESEA section 1111(h) based on data from the 2020-2021 school year?

Answered: 169    Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	98.82%	167
No	1.18%	2
<b>TOTAL</b>		<b>169</b>

#	COMMENTS:	DATE
1	I agree with waiving the report card provision. Children should not be held accountable for their parent's ability to teach.	3/24/2021 4:57 PM
2	It's been an unconventional year.	3/23/2021 7:03 PM
3	Our area does not have availability for all students to learn on line and some are finding going to school a challenge after the Covid 19 trauma	3/22/2021 11:05 AM
4	I have noticed that getting students to return completed assignments have been difficult due to the online format. I did notice that when classes were in person I was able to make sure students turned in assignments on a regular basis.	3/22/2021 10:52 AM
5	This data is not reliable, and therefore waiving the report card provisions related to accountability is reasonable.	3/22/2021 10:15 AM
6	Not enough of my students have internet	3/22/2021 4:55 AM
7	There is no reason to use what we know will be skewed data to assess schools, staff and communities. Teachers need information from assessments to plan. There is no need to judge the information comparatively. We already know that information.	3/18/2021 5:25 PM
8	School Report Cards should NOT be generated based upon 2020-2021 test scores.	3/17/2021 11:48 AM
9	Same, I do think we need to waive report card provision at this time. If ADE and all schools had been in person for all learning and support, this would be a different story, but they have not. Schools have had to figure out for themselves, with little support from ADE on what to do for their students and staff. They had to figure out how to do online learning, packet learning and how to safely provide in-person learning for their students. While ADE worked from home and did not have a clear picture of what was truly going on at the school levels.	3/17/2021 9:39 AM
10	I do feel this needs to resume next year regardless of the environment. If revisions need to be	3/17/2021 9:28 AM

made to what things are counted and the %, that is the appropriate measure to take. I do not feel that a continued pass on accountability moving past this school year is the way to go.

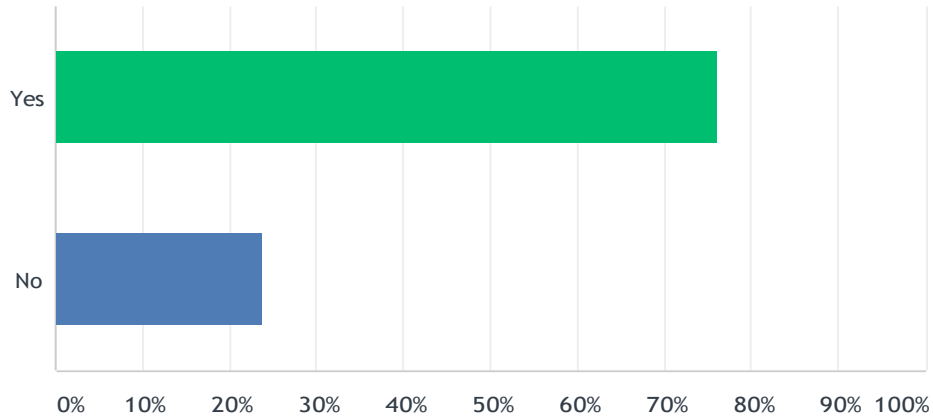
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11	School report cards are suspect under "normal" circumstances because the data used to determine the grades are incomplete. In 2020-21, even the data that is used in other years would be incomplete.	3/17/2021 7:16 AM
12	There is such a huge disruption for the last 1.5 years with COVID, measuring schools with the same metric does not make sense.	3/17/2021 7:13 AM
13	This makes sense to me.	3/16/2021 2:46 PM
14	School letter grades should be waived. A global pandemic has put undue stress on students, families, and communities. Issuing a letter grade under current circumstances, considering the disparity in communities that COVID-19 has impacted would be inequitable.	3/16/2021 2:13 PM
15	ADE should be pressuring the Federal Government to waive ALL accountability, including requiring AZM2 testing due to the Covid-19 epidemic based on the fact that AZ schools were remote learning because AZ was #1 in the world for cases and deaths. The money and time wasted on testing should be reallocated to teaching and resources for students.	3/16/2021 10:09 AM
16	Yes. The data will be incomplete State wide and therefore will not be valid.	3/16/2021 10:00 AM
17	I also believe that students should NOT be retained unless there is explicit data showing they will not be able to succeed without another full year of grade instruction. Punishing them for poor attendance or poor homework completion during this school year would be most unjust.	3/16/2021 9:50 AM
18	Schools and students have been at a disadvantage since campuses were closed in March 2020. It is ridiculous to not allow teachers/schools to do their job the way they should (and want to) yet still hold them accountable for the results.	3/16/2021 9:47 AM
19	Some schools are stuck in limbo. A d/F ranked junior high school from the 18/19 or 19/20 school year no longer has any student population on-site whose data resulted in the failing grade. I feel a clean slate should be instated. Many schools have put into practice support systems that would have taken them out of TIS status had testing occurred, or the pandemic not happened. Why punish the schools?	3/16/2021 9:44 AM

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### Q3 Do you agree with the state assuring that the state will make publicly available chronic absenteeism data disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location)?

Answered: 168 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	76.19%	128
No	23.81%	40
<b>TOTAL</b>		<b>168</b>

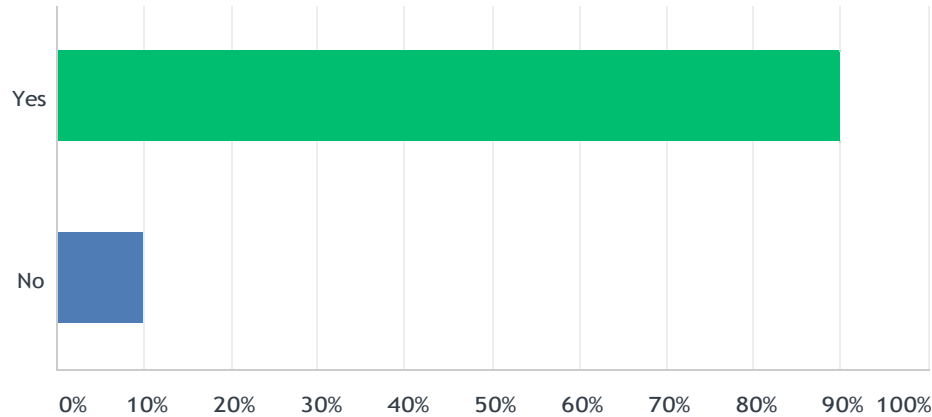
#	COMMENTS:	DATE
1	This information should be private and kept between the school and the parents of the child with chronic absences unless the information has no identifiable data that would expose the student publicly	3/24/2021 4:57 PM
2	Let's start afresh next school year.	3/23/2021 7:03 PM
3	How can you perform absenteeism when most students were learning remotely. What is the value added with this data collection ?	3/23/2021 4:34 PM
4	We know there are equity gaps that this would highlight unfairly.	3/23/2021 1:24 PM
5	I have noticed that attendance has been an issue with the online classes. Students have the freedom to attend class and not be held to showing up for online classes.	3/22/2021 10:52 AM
6	Parents need to be held accountable for student attendance and schools need more resources/consequences to address it. Support is really needed in this area.	3/18/2021 5:25 PM
7	The CRDC has collected this data in recent years. However, when the data is reported, definitions or explanations may be needed to better understand possible reasons for substantial increases in chronic absenteeism through a school year in which education was delivered remotely.	3/18/2021 10:34 AM
8	This could be based on a number of factors in a pandemic year. It might be wise to use our heads here.	3/17/2021 4:27 PM
9	I think all schools have been significantly impacted by chronic absenteeism as a result of the COVID pandemic. That indicator is necessary to understand this challenge.	3/17/2021 11:48 AM
10	It is unclear why this would need to be made available.	3/17/2021 9:39 AM

11	This will provide an indicator of equity of experience based on subgroups. I inquire about how this information will be used to provide targeted support to sub-groups.	3/17/2021 7:34 AM
12	Beginning this week (just after Spring Break), parent who have kept their children out of any kind of school all year are finally enrolling. Unfortunately, those data will not be included in the absenteeism data, but could be noted as a footnote for all districts.	3/17/2021 7:16 AM
13	The "n" number to be used for this would be? If it's the same as current subgroups, I believe the issue would be an exercise in futility just to collect information that would not be able to be reported due to the low numbers of students representing "chronic absenteeism" in ESEA subgroups.	3/16/2021 1:32 PM
14	ADE should be pressuring the Federal Government to waive ALL accountability, including requiring AZM2 testing due to the Covid-19 epidemic based on the fact that AZ schools were remote learning because AZ was #1 in the world for cases and deaths. The money and time wasted on testing should be reallocated to teaching and resources for students.	3/16/2021 10:09 AM
15	We need accurate data on students who have stayed away from any type of schooling over the past year. These students are often the most vulnerable.	3/16/2021 10:00 AM
16	Chronic Absenteeism during a pandemic?! We should, to the greatest extent possible, hold harmless this year!	3/16/2021 9:56 AM
17	ONLY if students are kept anonymous. Knowledge is power. If the public understands how severely challenging it was for students (and their families) to attend school during this pandemic/virtual learning model it will increase empathy and resource for struggling students. We must protect child privacy at all costs, however.	3/16/2021 9:50 AM
18	As long as there are no "penalties" associated with this data, simple sharing it is not an issue.	3/16/2021 9:47 AM
19	There is not a uniform system in place for reporting absenteeism between districts, therefore what is the value in making it publicly available if not all districts gather/report this data in the same way	3/16/2021 9:44 AM
20	If we are willing to forego identifying TSI and CSI schools, we need NOT to make public any chronic absenteeism. Schools have worked tremendously hard to make sure all kids are engaged. This item shames districts - it is inappropriate.	3/16/2021 9:34 AM



**Q4 Do you agree with the state assuring that the state will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the state or LEA level?**

Answered: 169 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	90.53%	153
No	9.47%	16
<b>TOTAL</b>		<b>169</b>

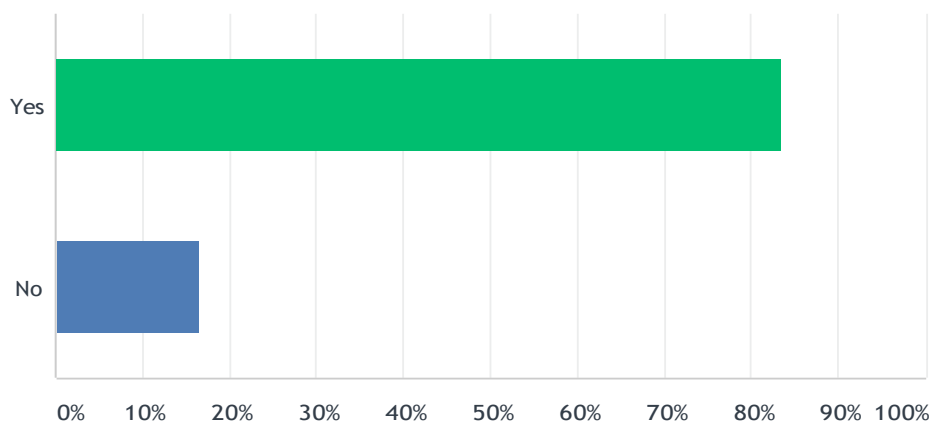
#	COMMENTS:	DATE
1	I think it is important to know which kids and which schools did not have access to technology and devices and high-speed internet, without these school, would have been nearly impossible to do during the pandemic.	3/24/2021 4:57 PM
2	This data is important providing the state is proactive and supports with appropriate funding to schools to develop WIFI and encourage internet companies expand network availability.	3/23/2021 4:34 PM
3	I think this is a good idea, to get a better understanding of who has a reliable access to the internet both teachers and students. I am also aware that in some households there may be multiple family members trying to access the internet at the same time and might have bandwidth issues for the household.	3/22/2021 10:52 AM
4	Lack of state funding for technology and high-speed internet in public schools is an on-going issue that has been particularly brought to light this school year and last, as in-person schools had to provide distance learning options practically overnight.	3/22/2021 10:15 AM
5	I do not agree with current testing this spring.	3/21/2021 8:11 PM
6	If the effort is to actually be helpful and not to shame schools, communities or staff.	3/18/2021 5:25 PM
7	I think that the CRDC will require reporting that data in the upcoming data collection cycle. From what I understand, the CRDC will be asking schools (districts) to report that data for SY2020-2021.	3/18/2021 10:34 AM
8	While I think this information is important, I'm curious how the state will ascertain which students and/or teachers had access to sufficient technologies.	3/17/2021 11:48 AM
9	Not sure why this would even be a consideration by the state when the state did not go out of their way to ensure ALL students in the state had equal access to technology devices and	3/17/2021 9:39 AM

high-speed internet services. Schools in wealthy areas are better equipped to provide these services while schools in low-income areas struggled to find organizations to assist them and their students.

10	I hope the release of this information promotes equity in the state and it is not used to shame district that serve rural communities.	3/16/2021 2:46 PM
11	Is access to technology devices and high-speed Internet for student and/or teacher in reference to schools, at home or both? Is this a push for one-to-one student devices? Will state funds be made available for LEAs/schools to purchase devices? Devices age out after three years, will state funding be made available to purchase and replace devices? Where will the data be reported and what will the data be used for: Will data be used to provide additional state funding for LEAs/schools to meet the needs of students and/or teachers? Is this a push for additional Internet providers to offer services in underserved communities and areas in Arizona? If so, how will the state require a business to provide services in underserved communities? Will the data be used to increase e-Rate taxes and thus additional funds available to LEAs/schools? One provider offers Internet access in many Arizona locations, how can an LEA/school or family be held responsible for lack of high-speed internet when it isn't available?	3/16/2021 1:32 PM
12	It would have been helpful if the state had developed a code for everyone to use that was uniform for the pandemic related to technology access issues for staff or students. I question the accuracy of this data capture and how it will be used.	3/16/2021 12:25 PM
13	If the data is reliable	3/16/2021 12:03 PM
14	ADE should be pressuring the Federal Government to waive ALL accountability, including requiring AZM2 testing due to the Covid-19 epidemic based on the fact that AZ schools were remote learning because AZ was #1 in the world for cases and deaths. The money and time wasted on testing should be reallocated to teaching and resources for students.	3/16/2021 10:09 AM
15	Access to technology, specifically high speed internet, has created yet another divide between the haves and have nots in our society. The data will help to illustrate and validate this point.	3/16/2021 10:00 AM
16	Yes! We need to know, in rural areas especially, who still does NOT have access to reliable internet or hotspots that work!	3/16/2021 9:56 AM
17	Again, knowledge is power. This data can then be used to apply for grants to increase access to materials needed to succeed in an online learning environment.	3/16/2021 9:50 AM
18	Not if this requires schools to do more work to collect data/submit another report etc.	3/16/2021 9:47 AM
19	All teachers/students should have access to technology after the CARES act.	3/16/2021 9:44 AM
20	This could be valuable data that could be used by legislature to ensure that all kids have access through a strong infrastructure and use of devices.	3/16/2021 9:34 AM

**Q5 Do you agree with the state assuring that any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State’s exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions?**

Answered: 170 Skipped: 1



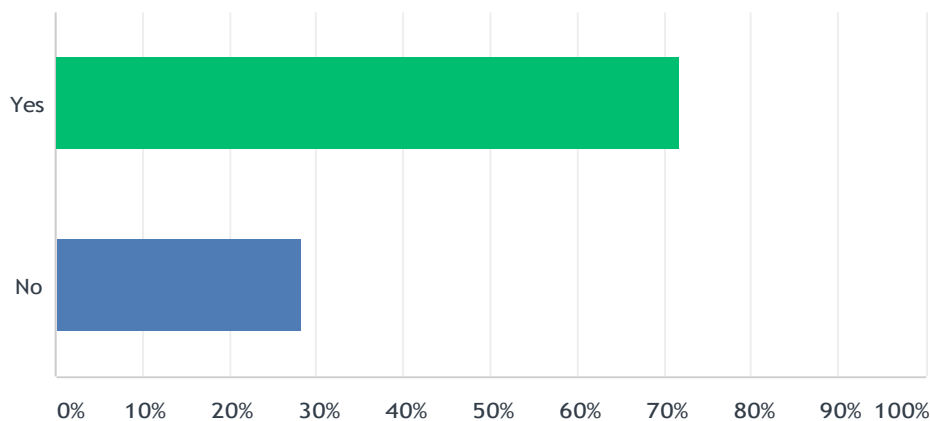
ANSWER CHOICES	RESPONSES
Yes	83.53% 142
No	16.47% 28
<b>TOTAL</b>	<b>170</b>

#	COMMENTS:	DATE
1	I agree. You can't blame schools for what has happened since the pandemic. Parents are not teachers. It's going to take a year of data of kids back in the classroom to see what is going on. I can only guess that a school that was struggling during 2019-2020 can't be doing much better now!	3/24/2021 4:57 PM
2	Again, let's start afresh next school year.	3/23/2021 7:03 PM
3	the state needs to provide the funds to implement improvement plans	3/23/2021 4:34 PM
4	We are now two years without meaningful school data. I believe that the original plan to exit schools on TSI this spring should continue, especially considering the methodology to originally identify those schools which contradicted our own ESSA plan. This will allow all schools to have a fresh start and begin moving forward for AASA and new identification based on appropriate measures.	3/22/2021 3:18 PM
5	I do not believe in the grading system	3/22/2021 4:55 AM
6	I do not believe that schools have to be in compliance for the 21-22 year.	3/21/2021 8:11 PM
7	If schools were under-performing, they need to be given help to improve. Same for teachers who failed to meet standards of instructional competence.	3/18/2021 5:25 PM

8	Unfortunately, there does not appear to be that many indicators that could be used to determine changes to schools' status.	3/18/2021 10:34 AM
9	There has not been an opportunity for these schools to exit TSI status. Again, time to use our heads.	3/17/2021 4:27 PM
10	Unless they can prove their status no longer qualifies them and has the evidence and data to confirm this, as well as a plan in place to continue progress.	3/17/2021 10:37 AM
11	No, again, it is unclear what ADE did to help the schools that fell into this category. Being virtual or working from home and not having a clear picture of what each of the schools was dealing with should not fall on the shoulders of the schools but should be carried by the state and schools.	3/17/2021 9:39 AM
12	This is a qualified "yes". While it is unfortunate that any school has to carry over an undesirable grade ("D", "F"), it is good that there will be continued support. My "qualified" is due to a specific situation in this district where application of the "F" was unjustified to begin with.	3/17/2021 7:16 AM
13	I am disappointed that schools have to carry a label with them in order to receive this support.	3/16/2021 2:46 PM
14	I believe the labels should be set aside for all. Don't continue to presume these schools were underperforming while assuming all others are performing well.	3/16/2021 12:54 PM
15	I marked no, but honestly this question is confusing and I attend GPEMC meetings and Devon has presented multiple times. I take copious notes when she is there. I mean yes if the question is asking if the 19-20 TSI are exited with the exception of those who have low graduation rates and should remain targeted. I thought K-8 schools with a D or F ratings might still be TSI/Comprehensive schools as well moving forward.	3/16/2021 12:25 PM
16	However, ADE has historically done a terrible job at holding school accountable when they are in improvement. This is especially true of Charters. I have known Charters that defraud the government funds in ways that are beyond the human imagination e.g. taking universal trips consistently and declaring that they are part of the curriculum and that they take students for the experience. Needless to say, these students are their biological children, because the average student can't afford to pay for those trips.	3/16/2021 12:07 PM
17	I think this isn't very clear.	3/16/2021 10:16 AM
18	ADE should be pressuring the Federal Government to waive ALL accountability, including requiring AZM2 testing due to the Covid-19 epidemic based on the fact that AZ schools were remote learning because AZ was #1 in the world for cases and deaths. The money and time wasted on testing should be reallocated to teaching and resources for students.	3/16/2021 10:09 AM
19	This year likely put those schools in even more jeopardy.	3/16/2021 9:47 AM
20	Many schools have put into place practices that would have moved them out of this status. The student populations have changed such that, the student groups that placed them in that status are no longer at the site. I feel schools that have put into place practices that would have moved them out of targeted status, should be allowed the benefit-of-doubt and be given a clean slate to prove their status.	3/16/2021 9:44 AM
21	Those schools have made the necessary corrections and are still being punished for things that happened over two years ago. Stop!	3/16/2021 9:43 AM

## Q6 Do you agree with the state assuring the state will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible?

Answered: 170 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	71.76%	122
No	28.24%	48
<b>TOTAL</b>		<b>170</b>

#	COMMENTS:	DATE
1	The data that will be available at a state level will be from the AzM2 testing window; AzSCI is only a field test. I do not think it is appropriate nor beneficial for students to take the AzM2 (AzMERIT essentially) this spring for several reasons. One, simply because a large number of students will not be assessed due to parental fear of COVID. Secondly, the convenience of testing is problematic for our online students (some schools in our district are paper-based and the assessment is not permitted to be completed remotely, hence some students need to go to their homeschool - again this is most troubling for our online students). Additionally, I can picture one of our current 4th grade students living in a home in crisis due to COVID conditions and who has missed many days of instruction this school year; she sits in front of a computer and attempts a 4th grade level assessment. Given that she was already behind her peers pre-COVID, this year put her farther behind and she is currently struggling socially and emotionally, and we expect her to perform well on a 4th grade end of year assessment? It will be demoralizing for her and countless others like her. Moreover, many students won't care if they do their best or not because it "doesn't count" for anything. All these factors will contribute to unreliable, invalid data. Our district will be using in-house computer-based leveling benchmark assessments this spring as we did this past fall (and have for many years). Those data will be more useful to our teachers, more informative than a one-shot assessment to parents and our community, and the platform is a known "thing-we-do-around-here" that students will (hopefully) approach it with more enthusiasm and drive to do their best. Thanks for asking our opinion!	3/25/2021 2:56 PM
2	totally unfair	3/25/2021 10:30 AM
3	Let's not be too quick to point fingers. Each and every school is in a unique situation and each school should be evaluated independently.	3/24/2021 4:57 PM
4	Questions were difficult to digest due to length and complexity for the average parent.	3/24/2021 10:45 AM

5	I do not agree with the grading system	3/22/2021 4:55 AM
6	I do not believe that schools should be tested in spring of 2021	3/21/2021 8:11 PM
7	The pandemic has been unpredictable. This is a goal that we can "pencil in," recognizing that it might need to be changed depending on the pandemic.	3/20/2021 3:42 PM
8	Schools need to get back in session and teach their hearts out! Our students deserve it! That being said, if a teacher is not up to the task or for whatever reason does not want to or can't handle it, they should be counseled to a more appropriate profession, even with the teacher shortage. An incompetent teacher is only going to slow the process for students who cannot afford to miss out on any more instruction.	3/18/2021 5:25 PM
9	Its unfair to use this years data to identify any school	3/17/2021 4:54 PM
10	This will kill us.	3/17/2021 4:53 PM
11	*Yes, IF schools are able to resume and maintain near "normal" in-person instruction during the 2021-2022 school year.	3/17/2021 11:48 AM
12	I do agree with this but also feel this should be made available to ALL schools within the state and not just a select few. All schools struggled during this time. This has impacted our students, which is our future. We need ADE back in their offices to support the schools, we need all school staff back (which is happening this week), we also need all students back in their seats.	3/17/2021 9:39 AM
13	Using 21-22 data is not a valid measurement and the fall of 2022 is not enough time to determine the need	3/16/2021 3:00 PM
14	This makes sense to me.	3/16/2021 2:46 PM
15	Would ideally suspend support labels for 2 years to establish pattern of performance.	3/16/2021 12:54 PM
16	This will be the first year of the ACT in 9-12 and I am unclear of how the state will use the ACT scores and have yet to see a 9-12 Business Rules with the 9-12 with the new assessment data. We will be asked to give two completely different science assessments: AZSci and ACT Science. I think for the 9-12 the first year testing data can be pulled for TSI is 2022-23 after we have begun to understand the new assessments and how the scores are used statewide.	3/16/2021 12:25 PM
17	In high school specifically, there may be some challenges. Since high schools are transitioning to the ACT in 2021-2022, it may not be helpful to have high-stakes accountability attached to that initial administration.	3/16/2021 11:48 AM
18	ADE should be pressuring the Federal Government to waive ALL accountability, including requiring AZM2 testing due to the Covid-19 epidemic based on the fact that AZ schools were remote learning because AZ was #1 in the world for cases and deaths. The money and time wasted on testing should be reallocated to teaching and resources for students.	3/16/2021 10:09 AM
19	The amount of paper work you ask for CSI schools to complete is ridiculous.	3/16/2021 9:48 AM
20	The tests this year are new. The data from these tests will be a benchmark of sorts - low. I believe waiting one more year, and resuming the school status in SY 22-23 will provide a more reliable form of comparative data.	3/16/2021 9:44 AM
21	Move on to a new group of schools that need improvement.	3/16/2021 9:43 AM
22	Since our state is using a new testing format in 2021-2022, how will the growth component be valid?	3/16/2021 9:32 AM
23	The ADE also should remove the requirements to retain students in third grade based on MOWR requirements. How is it fair to hold individual students accountable when the school is not accountable? Circumstances in our community [Nogales] have made it extremely difficult to reach all students and families. Teachers and schools are doing amazing with what is in their control. Students should not be retained this year.	3/16/2021 9:29 AM