



# ESSA Plan Revisions

## Title II, Part A

(Supporting Effective Instruction, Equitable Access to Effective Teachers)

# Arizona's ESSA Plan...

- Is the state's response to the Every Student Succeeds Act (ESSA), the federal law that allows the U.S. Government to support both national and local education goals with grants and other resources
- Describes how Arizona identifies schools for support and improvement
- Outlines Arizona's system to make sure every student leaves twelfth grade ready for college or career
- Reflects input from a variety of Arizona's education stakeholders
- Was developed in 2016-2017 and received full federal approval in September 2017
- Was amended to revise accountability components in 2019; those modifications were approved January 2020



# Why Revise the Plan?

- Superintendent Hoffman has laid out a vision of equity for all students to achieve their full potential
- ADE has made key changes that are reflected in the revised plan
  - Renewed focus on equity
  - Established an educator recruitment and retention team
  - Identified current initiatives supported through these federal programs
- It has been four years since Arizona began implementing the initial ESSA plan



# Process for Revision — Completed Work (1)

- Program areas provided inventories of current work
- Program areas reviewed current ESSA plan
  - Revised where necessary
  - Included new work currently engaged in
  - Deleted incorrect or no longer applicable information
  - Modified language for clarity
  - Applied equity lens to ensure equity was infused in all sections
  - Justified and provided rationale for all edits, additions, and deletions



# Process for Revision — Completed Work (2)

- Title I-D and Title IV-A piloted a process for stakeholder feedback and input with the federal programs Committee of Practitioners
- Leadership conducted an internal feedback session for ADE specialists
- Throughout the process, ADE collaborated with the Region 15 Comprehensive Center at WestEd



# Today's Overview

- The plan is in DRAFT form—feedback and input are needed
- The following slides highlight proposed key revisions and modifications
- The edits, additions, and deletions shared are proposed changes or modifications



# ESSA Plan Sections

- ADE will present information about the revisions of every section included in the ESSA plan
  - Title I, Part A (Basic Programs)
  - Title I, Part C (Migratory Children)
  - Title I, Part D (Children Who Are Neglected, Delinquent, or At-Risk)
  - **Title II, Part A (Supporting Effective Instruction, Equitable Access to Effective Teachers)**
  - Title III, Part A (English Learner Students)
  - Title IV, Part A (Student Support and Academic Enrichment Grants)
  - Title IV, Part B (Nita M. Lowey 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 (Education for Homeless Children)



# Title II, Part A Changes

➤ 4 changes to review

1. Display old and new text
2. Display rationale behind the suggested change



# Use of Funds – Activities Improving Student Achievement

*Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.*

Old text...

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 to include Family and Community Engagement, Professional Development Roundtables, and Qualified Evaluator Academies are offered to educators and administrators.

Replacement text...

The Arizona Department of Education (ADE) has implemented and is expanding access via statewide and regional based cohorts to a systemic approach to professional learning and capacity building aimed at strengthening teachers' content and instructional efficacy. Title II-A funds are used to support and provide no-cost and low-cost access to this systemic training which focuses on developing leadership capacity throughout the K-12 system continuum from teachers through LEA administration. Professional learning and coaching focuses on developing and maintaining effective mentoring and induction systems and maximizing evaluation systems and leadership strategies to support effective teacher practice through meaningful and effective coaching, systems of support, and evaluation practices. The work supported by Title II-A funds includes standards development and implementation for teacher leaders, mentoring and induction, and supervisors of principals which in turn will inform development, revision, and implementation of systems of professional development and support for educators and LEAs statewide. Improving leadership efficacy to support and improve teacher practice and efficacy will in turn improve student achievement as students will have access to effective teachers who continually develop in their practice year over year.



# Use of Funds – Activities Improving Student Achievement

## Old Language

- Focused on professional development around Student Learning Objectives

## Reason for Change

- Title-II staff change
- Strategic change, effectiveness of strategy questionable
- Building capacity through building efficacy at instructional leadership level

## New Language

- Focuses on professional development in building leadership capacity throughout the K-12 continuum from Teacher Leaders through LEA Administration which is scalable and sustainable.
- Development and implementation of standards for Teacher Leaders, Mentoring and Induction and Supervisors of Principals.
- "Improving leadership efficacy to support and improve teacher practice and efficacy will in turn improve student achievement as students will have access to effective teachers who continually develop in their practice year over year."



# Use of Funds – Improve Equitable Access To Effective Teachers

*Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.*

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:

Train administrators how to use observational data **and leadership/coaching strategies** to improve teacher performance. This will allow administrators and teacher leaders to target professional learning opportunities as well as review systems resulting in increased student academic achievement.

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. **Additionally, the department is engaging stakeholders and LEAs to determine and build capacity around best practices and opportunities for scaling effective strategies to address critical recruitment and retention strategies including workplace climate and culture, educator grow your own programs, educator diversity, and teacher leader opportunities.**



# Use of Funds – Improve Equitable Access To Effective Teachers

## Reason for Additions

- Revised strategy to build capacity and efficacy at leadership level for greater impact.
- Equitable access needs to start with recruitment and retention of qualified educators.

## Added Language

- Aligned with previous section rewrite to include training for administrators in leadership and coaching strategies.
- Added engagement with stakeholders and LEA to address recruitment and retention strategies focused on climate and culture, educator grow your own programs, educator diversity, and teacher leader opportunities.



# System of Certification and Licensure

*System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.*

Old text...

The Arizona Department of Education Certification Unit also is 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.

New text...

ADE continues to investigate and implement additional licensure pathways to support effective educator transition to high need areas such as special education, school counselors, and social workers by creating endorsement and licensure options which allow experienced practitioners to focus on critical training and skills to qualify for additional credentials. Additionally, the Department is reviewing and investigating licensure pathways and options in support of community-to-prepared educator programs to address educator workforce needs at the local level including high needs areas, diversity, and educator retention.



# System of Certification and Licensure

## Old language

- Weak strategy and not aligned with rules and statute as well as Certification function.

## Reason for Change

- More focused strategy updated based on research and collaboration.

## New Language

- Focuses on licensure pathways for effective and experienced educators to fill high needs areas.
- Focuses on licensure pathways to support community-to-prepared educator programs to address workforce needs such as high needs areas, diversity, and educator retention.



# Data and Consultation

*Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.*

The Arizona Department of Education collects data related to educator evaluation used to update and improve Title II-A supported activities in two formats: LEAs in the state are required to submit, through our Teacher Input Application, teacher and principal evaluation results aggregated at the school level for teachers and the LEA level for principals. Additionally, LEAs submit the evaluation instruments utilized for teacher evaluation through Arizona's Local Education Agency Tracker system. We utilize this data to drive activities provided by the agency related to both teacher and principal evaluation. This year, after analysis of this data, the theme of ADE's Educator Evaluation Summit VIII in June will be "Beyond Ratings: Using Educator Evaluation for Professional Growth and Support."

The State has a number of structures in place to consult on a continual basis with stakeholders supported by Title II-A across the state which ensures engagement from rural, urban, and suburban stakeholders as well as educators throughout the K-12 continuum. Title II-A staff engages stakeholders across the state regularly in a variety of ways including statewide and regional "table talks", regional and statewide human resource roundtables, regional LEA leadership consultations, as well as external stakeholder collaborations and advisory councils. Examples of topics addressed at these consultations include educator retention and recruitment issues and practices as well as successful practices related to both utilizing Title II-A funds, evidence based, embedded, ongoing, effective professional learning opportunities at all levels, and effective educator evaluation practices.

The State has a number of structures in place to consult on a continual basis with stakeholders supported by Title II-A across the state. The Title II-A staff conducts quarterly ADE Roundtables in three population center locations addressing the following content areas to seek input on the effectiveness and appropriateness of the activities presented by the agency: Human Resources, Professional Learning, and Educator Evaluation.

Participants represent both district and charter LEAs, including teachers, principals, school leaders, LEA leadership, and professional education organizations such as the Arizona School Personnel Administrators Association and the Title I Committee of Practitioners.

Examples of topics addressed at these roundtables include retention and recruitment issues and successful practices related to both utilizing Title II-A funds, evidence based, embedded, ongoing, effective professional learning opportunities at all levels, and educator evaluation as it aligns to the Arizona Framework for Measuring Educator Evaluation and is utilized for improving educator growth.

Furthermore, the Title II-A staff conducts "Road Shows" on a variety of topics, including Ensuring Equitable Access to Excellent Educators, Educator Evaluation, Certification and Title I and II updates to gain input from both urban and rural LEAs in the state. Arizona is a very remote state, with many LEAs operating more than five hours from the department's headquarters in Phoenix. These road shows, and the roundtables mentioned in the previous paragraph allow for opportunities to meet face-to-face with stakeholders in rural areas.



# Data and Consultation

*Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.*

The Arizona Department of Education collects data related to educator evaluation used to update and improve Title II-A supported activities in two formats: LEAs in the state are required to submit, through our Teacher Input Application, teacher and principal evaluation results aggregated at the school level for teachers and the LEA level for principals. Additionally, LEAs submit the evaluation instruments utilized for teacher evaluation through Arizona's Local Education Agency Tracker system. We utilize this data to drive activities provided by the agency related to both teacher and principal evaluation.

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# Data and Consultation

## Reason for Additions and Revision

- Removed specific one-time event and restated as ongoing, collaborative process for continual improvement.
- Restated consultation practices in language not tied to specific event titles but rather the strategies they employed.

## Added Language

- Strategies for ongoing engagement of stakeholder engagement to inform SEA practices and strategies.





# Timeline and Feedback

# Upcoming Timeline

- Stakeholder Engagement Round 1
  - March/April
- Time for revisions
  - May/June
- Stakeholder Engagement Round 2
  - July/Aug
- Process finalization and submission to US Department of Education
  - September



# We Need Your Input

- Survey link for [Title II, Part A \(Supporting Effective Instruction\)](#)
  - The first round of feedback will be collected through April 30, 2021
  
- Access [www.azed.gov/essa](http://www.azed.gov/essa) for:
  - Overview webinar
  - Individual program webinars
  - Survey links for feedback
  - FAQs
  
- Questions – [ESSAinbox@azed.gov](mailto:ESSAinbox@azed.gov)

