Arizona's ESSA Plan Revision Round II

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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  ➢ Deleted incorrect or no longer applicable information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

  ➢ Reflected to ensure equity work was evident 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

➢ In April, ADE Teams conducted webinars to gain feedback and input on the revisions to each section of the plan

➢ Throughout the process, ADE collaborated with the Region 15 Comprehensive Center at WestEd

Today's Overview

➢ Survey data from Round I will be shared

➢ Equity work within ESSA and across programs will be highlighted

➢ Each ESEA program will conduct a webinar to share feedback from Round I and make modifications/edits based on that feedback.

➢ The plan remains in DRAFT form—feedback and input is needed

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)
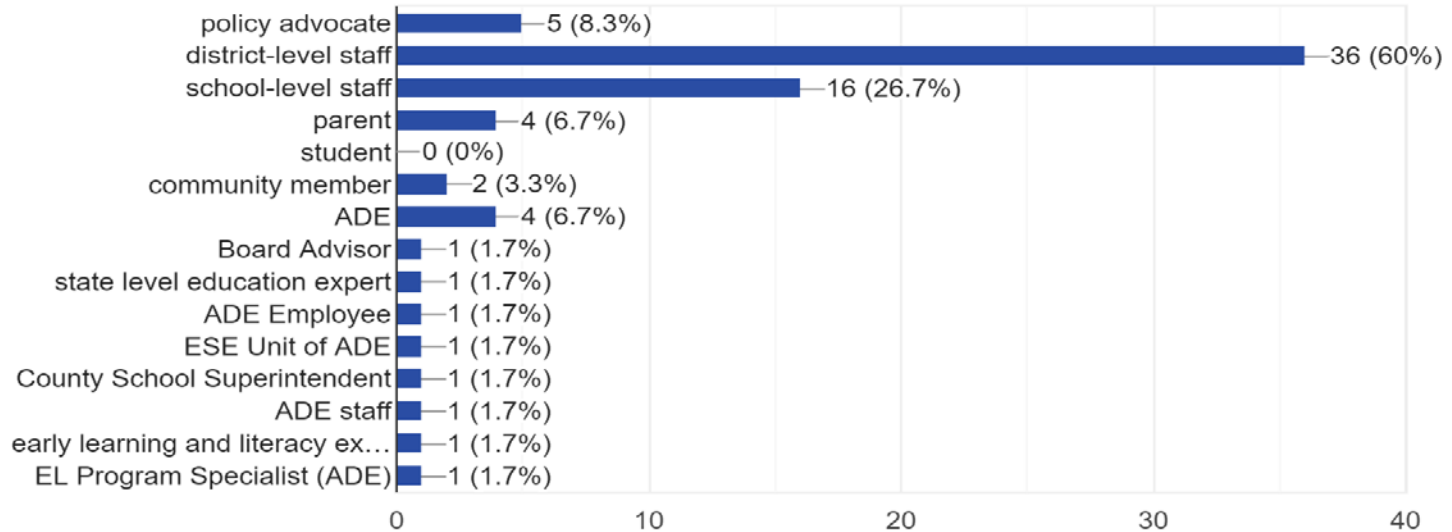
Round I - Survey

Webinar
Participation:
116 Internal
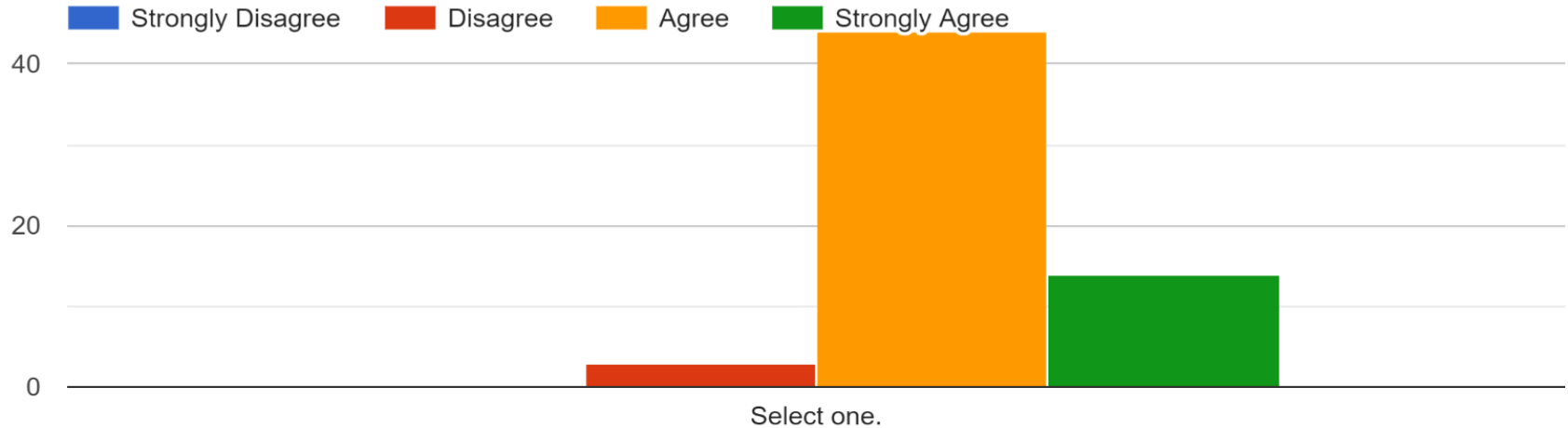60 External

Total Survey
Responses:
63

Please indicate what stakeholder group(s) you belong to (check all that apply)
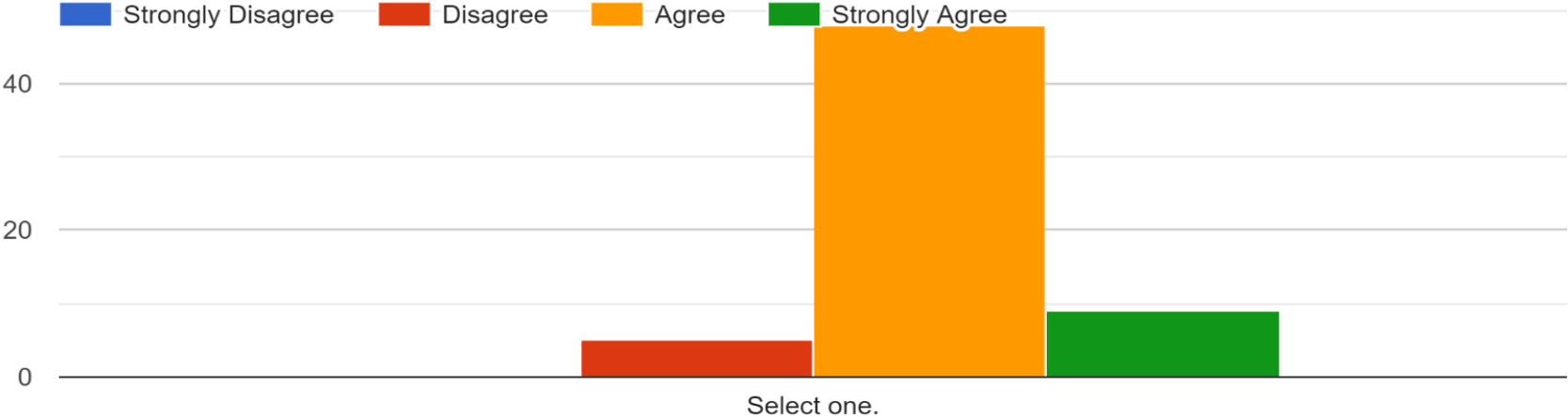
60 responses

Stakeholder Group	Count
policy advocate	5 (8.3%)
district-level staff	36 (60%)
school-level staff	16 (26.7%)
parent	4 (6.7%)
student	0 (0%)
community member	2 (3.3%)
ADE	4 (6.7%)
Board Advisor	1 (1.7%)
state level education expert	1 (1.7%)
ADE Employee	1 (1.7%)
ESE Unit of ADE	1 (1.7%)
County School Superintendent	1 (1.7%)
ADE staff	1 (1.7%)
early learning and literacy ex…	1 (1.7%)
EL Program Specialist (ADE)	1 (1.7%)

Round I - Survey

The proposed changes and adjustments to the ESSA plan make sense to me.

Round 1 - Survey

I support the proposed changes and adjustments to the ESSA plan.
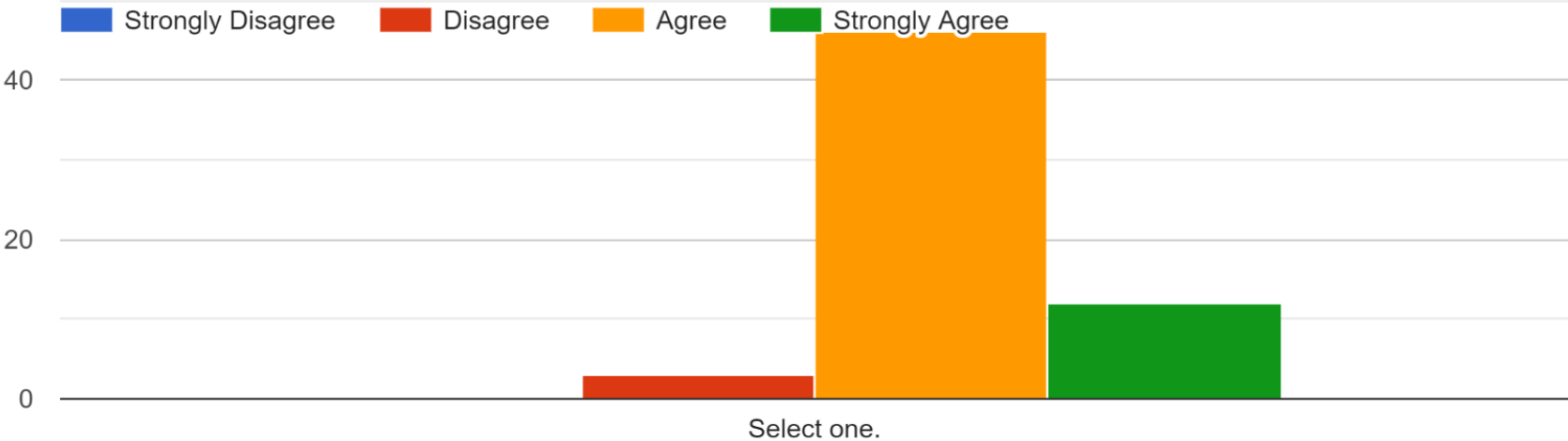
Round 1 - Survey

Please provide any specific comments on the ESSA plan, the changes that have been described, and any additional changes that you think are needed.

I think this will be a fantastic update and useful tool for both the SEA and LEAs. Thank you!
The cadre for Title I-D is a great addition
I think this was a high overview of what is to come, and at this time I will reserve more detailed feedback until more in depth details are presented in future presentations. Thank you.
As ADE's new mission is on equity for all students, what data does ADE use to identified systemic, academic and social emotional learning inequities to develop the ESSA plan?
I think your analogy between the first round and second round was absolutely clarifying and excellent. The first plan was written at the beginning of ESSA and we were projecting what things would look like. Now that we are living in ESSA we need to refine this plan to correct errors, improve sections based on our experiences and reflect our actual best practices. You said that beautifully and I wanted to record that for you so that you can use it again.
The equity section may need more work

Round 1 - Survey

Please provide any specific comments on the ESSA plan, the changes that have been described, and any additional changes that you think are needed.

With Pandemic affecting our student's learning opportunity, I think 2022 is too soon for changes. Our teachers and students need more time to recover the year they have loss in teaching and learning.

I am very impressed with the process and communication of the changes. The changes seem logical and well thought out. I am especially glad to hear about the work on plans for support in the classroom

Can we PLEASE revisit the requirement that intervention teachers possess an endorsement (Reading, Math, etc.) to fill intervention positions? Where I come from (Michigan), this endorsement is not required and they are actually closing the achievement gaps with students.

If when selecting an action step, evidence is required, it would be beneficial to have a list to select from. It is realized that not all resources can be listed, but types can be. For small to midsize schools who have one person, wearing many hats, completing this process is sometimes overwhelming! Yes, linked resources are being provided, but if already know the types of evidence that are strong, moderate, promising, etc... PLEASE just provide a list of types! There also has to be a better way to update the SIAPs and LIAP. Having to open, edit, then save every single time an edit is made is time consuming. The current system is better than ALEAT, but still can it be improved? Can it be made to stay in an edit mode that is still viewable to the reviewer?

Round 1 - Survey

Please provide any specific comments on the ESSA plan, the changes that have been described, and any additional changes that you think are needed.

I think it's too soon to say whether the adjustments will improve educational outcomes. My answer there is "unsure".

Appreciate the focus on equity throughout the plan

A lot more organized and easier to follow.

The timeline for school identification and grant application are not always in line with fiscal year planning. I would recommend those methods and timelines be reviewed with District Leadership in a stakeholder grants forum.

We'd love to continue to partner together to ensure that the goals for students in the ESSA plan are still aligned with the goals in the Education Progress Meter. This is of significant importance to Expect More Arizona and to the broader education community so there are not multiple sets of goals out there. I'm happy to talk further about this and would be glad to continue to partner with you! :)

Equity Focused Intentions

➢ ***Renewed focus on Equity***

➢ Shared responsibility and accountability for all Arizona students

➢ Collaboration internally and externally

➢ Measurable program outcomes

➢ Equitable access and opportunity for all Arizona students to achieve academically, become proficient in academic English, and flourish socially and emotionally (*Instructional Equity*)

Equity Focused Intentions

➤ **Identification and recruitment to ensure targeted support to meet the unique strengths and needs of all subgroups**

➤ **Comparable positive academic and social outcomes** (*Achievement Equity*)

➤ **Educator and school excellence** (professional learning, technical support and guidance)

➤ **Intentional focus on cradle to career** (early literacy-post-secondary)

Equity in Action

- ➢ **Educator and School Excellence**
  - ➢ Working with Region 15 Rural School consortium in the area of infrastructure, access to services, and recruitment and retention of qualified educators

- ➢ **Academic Standards**
  - ➢ Providing targeted funding and support focused on early literacy for schools that serve K-3 students and have 90% or more of their students who are eligible for free or reduced lunch
  - ➢ Focus on the birth to five space supporting preschool and early care institutions that serve the states most vulnerable populations

Equity in Action

➢ **School Support and Improvement**

  ➢ Requirement of disaggregated data to ensure each child is achieving and demonstrating progress

  ➢ Inclusion of non- Title I schools in the identification as CSI schools

  ➢ Targeted focus on building leadership capacity to focus on improving teaching and learning for all students

➢ **21st Century**

  ➢ Requirement of enrichment offerings to focus not only on academics, but also culture and social and emotional learning

  ➢ Addition of urban vs. rural to state's application process to ensure a geographic and proportionate mix of awards throughout the state

Equity in Action

Unique Populations (English Learners, Migrant, and Homeless)

➢ **English Leaners**

    ➢ Arizona's Language Development Approach

    ➢ Development and implementation of research-based SEI Models

➢ **Migrant**

    ➢ Accountability for use of targeted funding to provide wrap-around services

    ➢ Measurable program outlines of specific supplemental instructional needs in math, reading, early childhood and high school graduation,

➢ **Homeless**

    ➢ Accountability systems and processes for LEAs to develop, review and revise LEA policies to ensure the elimination of barriers for homeless barriers for homeless students to access equitable educational opportunities

    ➢ Access to early childhood and CTE programs

Revision 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 click here ESSA Plan
  - The second round of feedback will be collected through August 27, 2021

- Access www.azed.gov/essa for:
  - Overview webinar
  - Individual program webinars
  - Survey links for feedback
  - FAQs

- Questions – ESSAinbox@azed.gov