



Arizona's ESSA Plan Revision

Today's Overview

- Review of General information
- Review of Accountability Survey data and comments from Round I
- The plan remains in DRAFT form—feedback and input is needed

What: Arizona's ESSA Plan...

- Is the state's response to the Every Student Succeeds Act, 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 and 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 4 years since Arizona began implementing the initial ESSA plan. Arizona has had an opportunity to reflect and adjust.

How: Process for Revision — Completed Work

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Deleted incorrect or no longer applicable information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

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

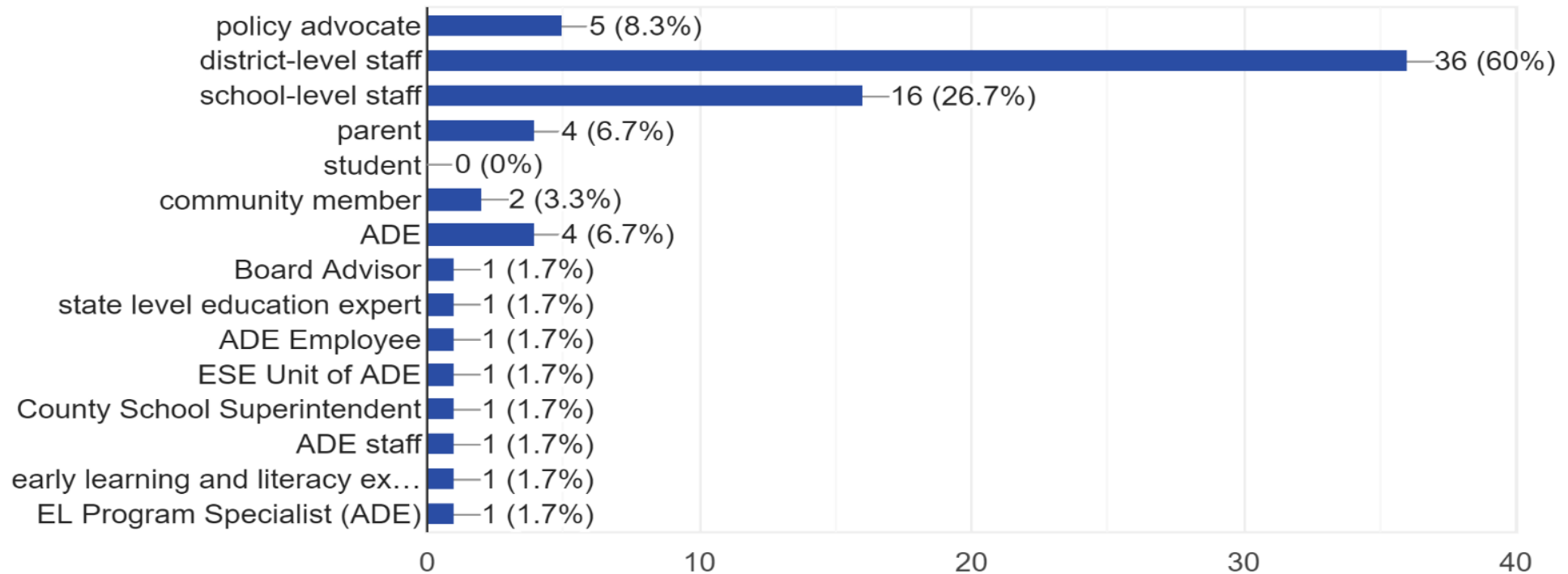
Throughout the process, ADE collaborated with the Region 15 Comprehensive Center at WestEd

Round I – General Survey Data

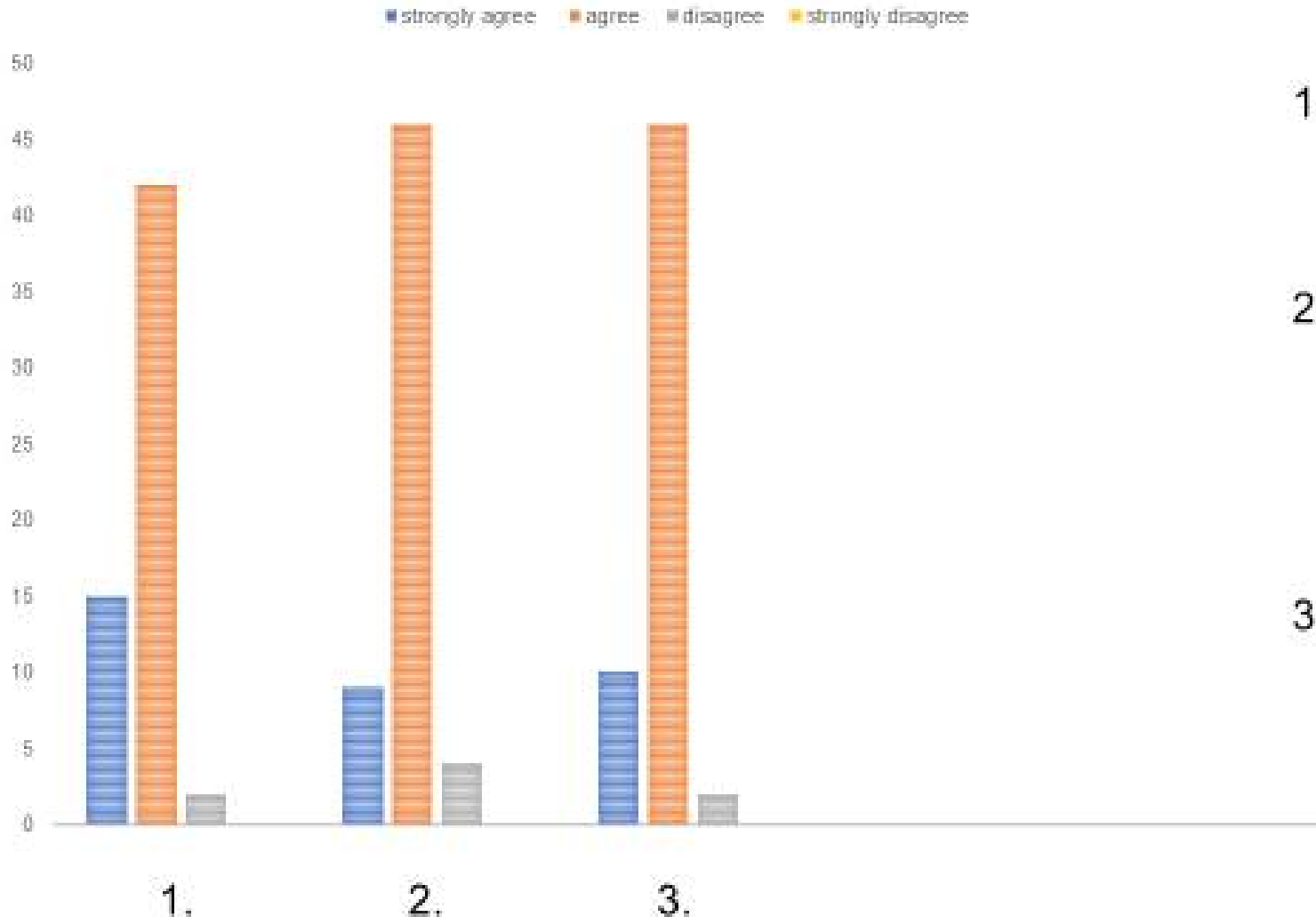
Total Responses:
63

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

60 responses



General Feedback



1. The proposed changes and adjustments to the Title 1 Part A (accountability) Section of the ESSA plan makes sense to me.
2. The proposed changes and adjustments to the Title 1 Part A (accountability) Section of the ESSA plan will approve educational outcomes for students.
3. I support the proposed changes and adjustments to ESSA Plan.



Round 1 – General Survey Comment Examples

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.
Leanne Bowley

The equity section may need more work

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

Renewed Equity Focus

Equity Focused Intentions

- **Educational Equity:** Equitable access and opportunity for all Arizona students to achieve academically, become proficient in academic English and flourish socially and emotionally
- **Achievement Equity:** Comparable positive academic and social outcomes for all students
- **Educator and School Excellence:** Profession learning, technical support and guidance
- Shared responsibility and accountability for ALL Arizona students
- Collaboration across agencies, LEAs, schools, families and communities
- Educator identification and recruitment to ensure targeted support to meet the unique strengths and needs of all student populations
- Intentional focus on cradle to career: early literacy to post secondary
- **Take action:** Measurable outcomes



ACCOUNTABILITY

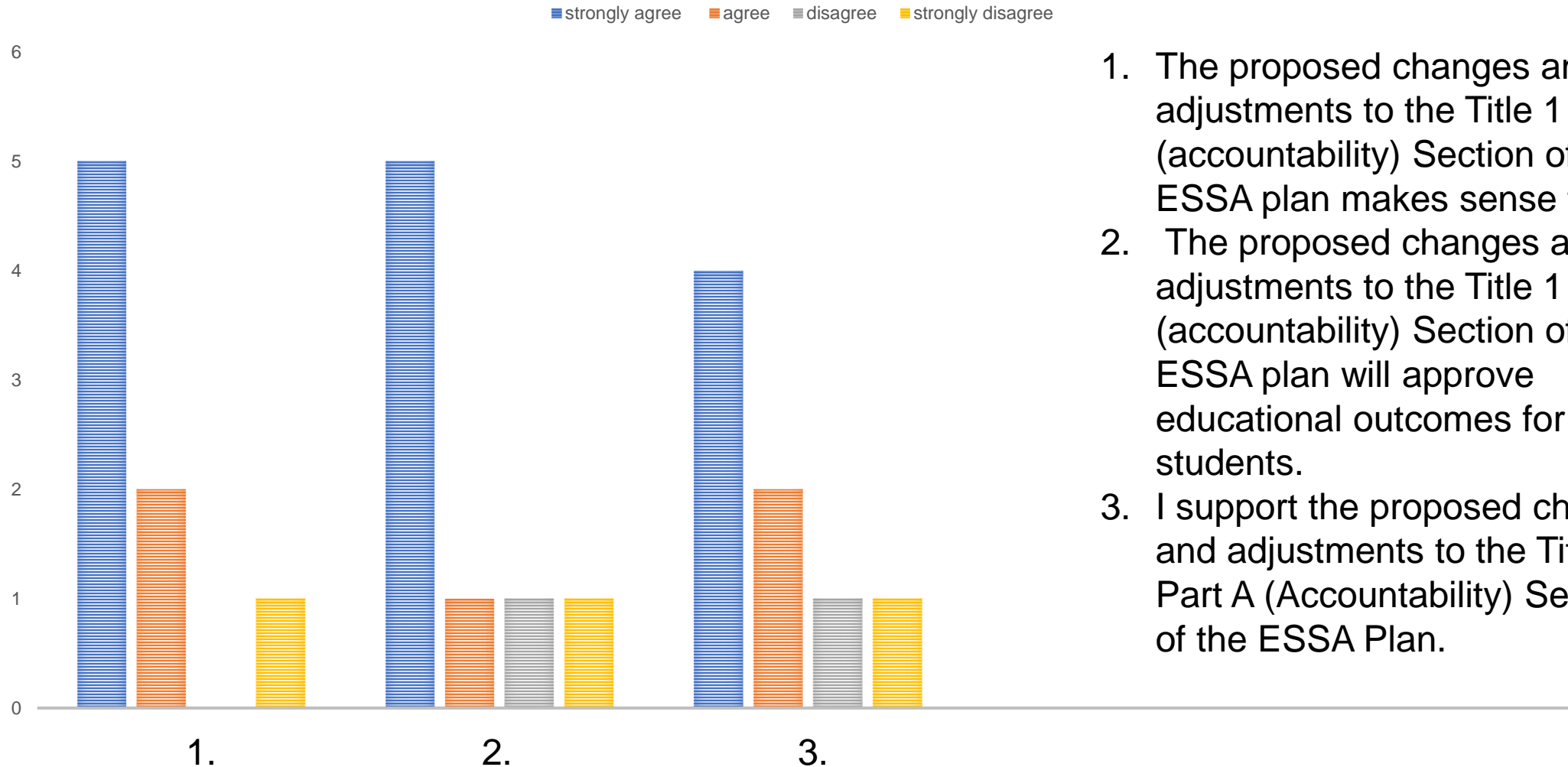
Title I, Part A: Improving Basic Programs Operated by
Local Educational Agencies (LEAs)

Initial Webinar Attendance: 57

Survey Respondents: 9

Specific Comments: 3

Specific Accountability Feedback



1. The proposed changes and adjustments to the Title 1 Part A (accountability) Section of the ESSA plan makes sense to me.
2. The proposed changes and adjustments to the Title 1 Part A (accountability) Section of the ESSA plan will approve educational outcomes for students.
3. I support the proposed changes and adjustments to the Title 1, Part A (Accountability) Section of the ESSA Plan.

Accountability Survey Comment

iv. Indicators (ESEA 1111(c)(4)(B))

Expansion of Dropout and Chronic Absenteeism Description

Comment: “Chronic absenteeism clarifications and calculations are important because of the direct impact chronic absenteeism has on early literacy development. National best practice is to refrain from high stakes accountability around chronic absenteeism but collect and publish the data.

There are three concerns about the clarifications and calculations for chronic absenteeism:

- 1. exclusion of Kindergarten data*
- 2. exclusion of chronically ill students*
- 3. using dropout, a lagging indicators, instead of chronic absenteeism for grades 9-12*

By excluding the above groups of students, the lack of data obscures how many students are missing the opportunity to learn as measured by chronic absenteeism. National data sets show grade-level distributions at Kindergarten and 9th grade have some of the highest rates of chronic absence, and therefore missed learning opportunity rates, which are a leading equity indicator.”

Chronic Absenteeism Comment Response

- Dropout was placed in the School Quality and Success area for the 9-12 models. (4(iv)(b))
 - Previously incorrectly placed in “other academic indicator”
 - Drop-out is a leading indicator for schools serving high school students. Dropout rate is the same fiscal year as the assessments when used in calculations. For example, Fall 2022 identification will be using dropout rates from the 2021-2022 school year. This is the 9-12 School Quality and Success Indicator.
- Clarification and calculation for Chronic Absenteeism and Dropout were added and improved. (4(iv)(e))
 - Chronic Absenteeism is a leading indicator for student success. Thirty-six states and the District of Columbia use this indicator to identify schools for support and improvement. Kindergarten in the state of Arizona is not required by law. When a child is marked chronically ill this is out of the hands of the school and requires documented support. State technical advisory groups request these two impacting factors not be included in this indicator calculation due to the limited control a school may have to influence the outcome. This is the indicator for elementary configurations.

Accountability Comment and Response

Comment: “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.”

Response: We are required to identify schools for the current school year using statewide data from the previous year. These data not all available until the end of the summer.

As an example, for School year 2021-22, we will use 2021 data for Low Grad Rate Schools identification. Schools will receive notification end of beginning of September. Grants are then made available for those schools, making funds available by November 1.

Comment: ATSI Schools

Comment: “ATSI schools not exiting after 4 years should not be identified as Comprehensive Support and Improvement Schools.”

ESSA states:“(II) schools described in paragraph (2)(C), which, if not satisfied within a State-determined number of years, shall, in the case of such schools receiving assistance under this part, result in identification of the school by the State for comprehensive support and improvement under subsection (c)(4)(D)(i)(III)

Response: ESSA requires that any Title I school not exiting ATSI status after 4 years, become a CSI School. To provide equitable support to all students, non-Title 1 schools not exiting ATSI status after 4 years, will also become a CSI School.

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: Your survey link(s) is below:

[Title I, Part A \(Accountability\)](#)

- 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

- Accountability Formulas and Calculations: Achieve@azed.gov
- School Support & Improvement: SchoolImprovementInbox@azed.gov



Thank You !