



Arizona's ESSA Plan Revision Round II

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 - Deleted incorrect or no longer applicable information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



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)



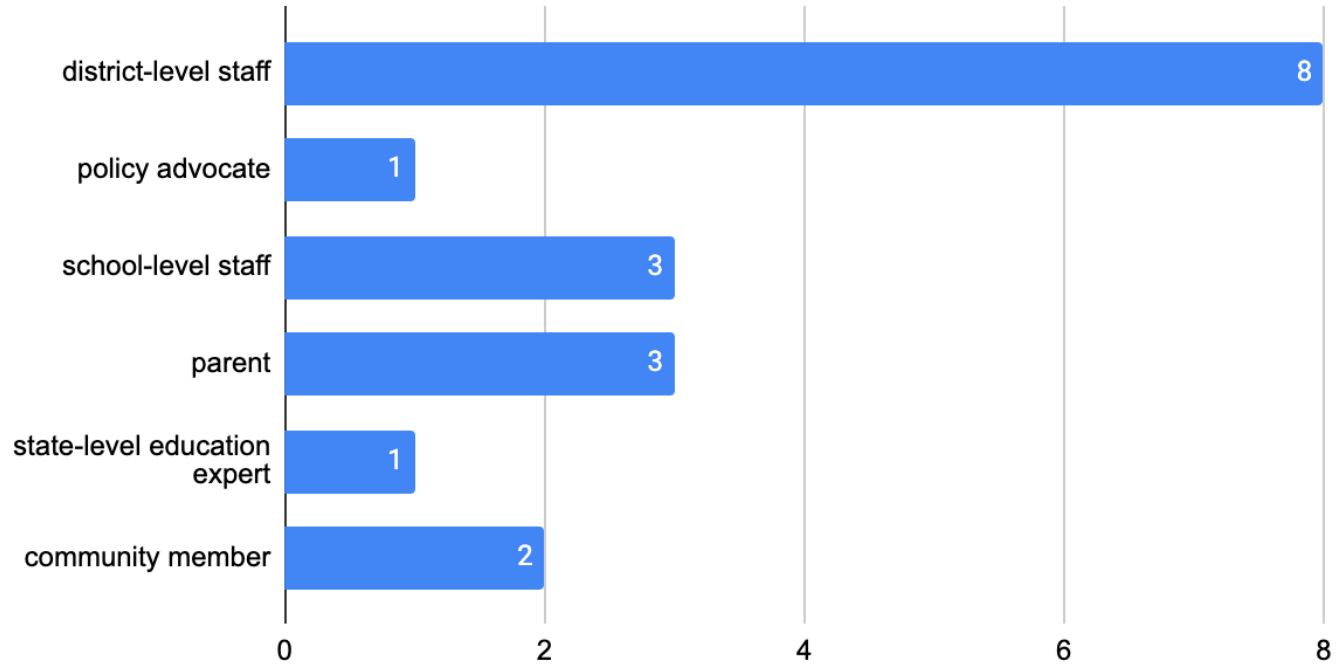
Today's Overview

- Survey data from Round I will be shared
- Equity work within ESSA and across programs will be highlighted
- Review Title II, Part A (Supporting Effective Instruction, Equitable Access to Effective Teachers) feedback from Round I and highlight modifications/edits based on that feedback.
- The plan remains in DRAFT form—feedback and input is needed



Round I – Survey, Title II, Part A

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

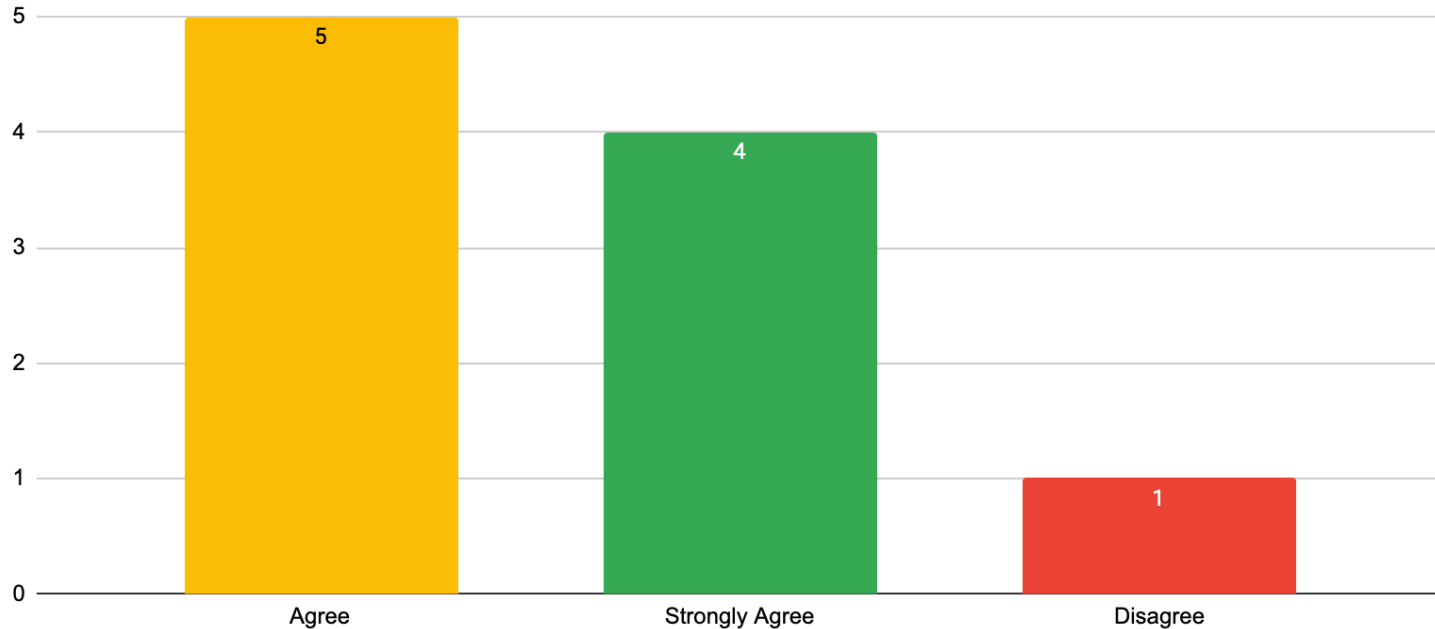


Total Responses:
10
Total Round 1
Participants:
18



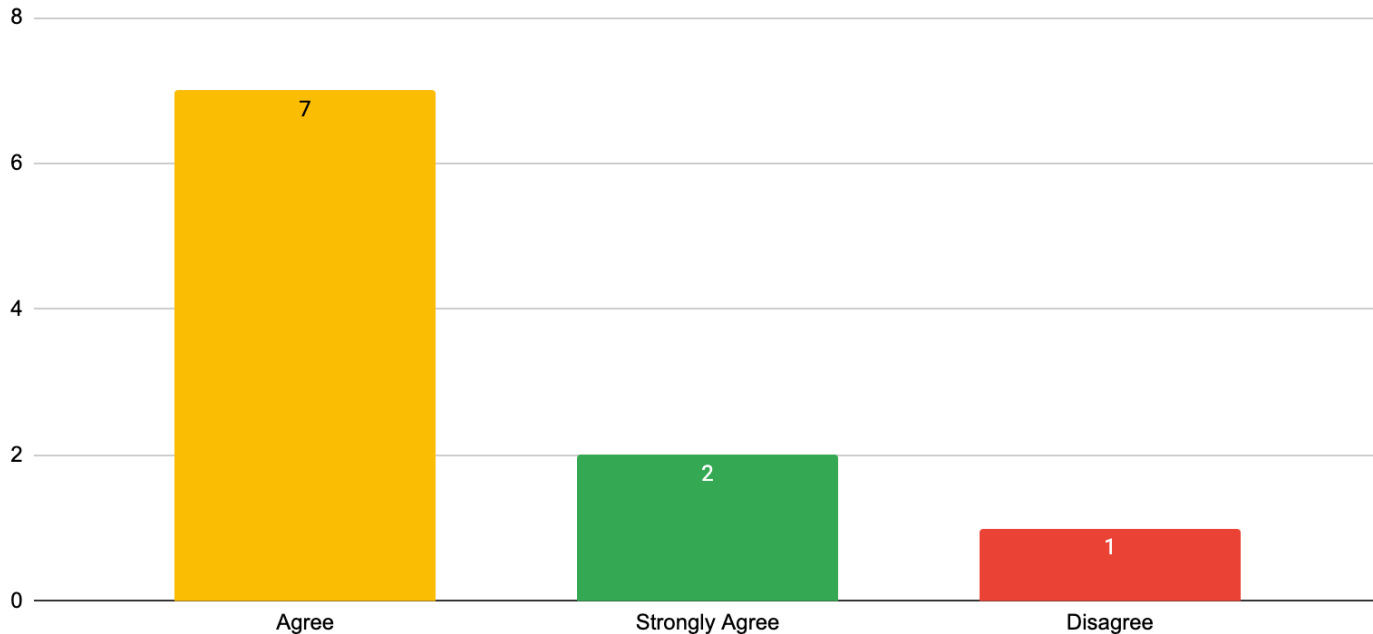
Round I - Survey, Title II, Part A

The proposed changes and adjustments to the Title II, Part A (Supporting Effective Instruction) Section of the ESSA plan make sense to me.



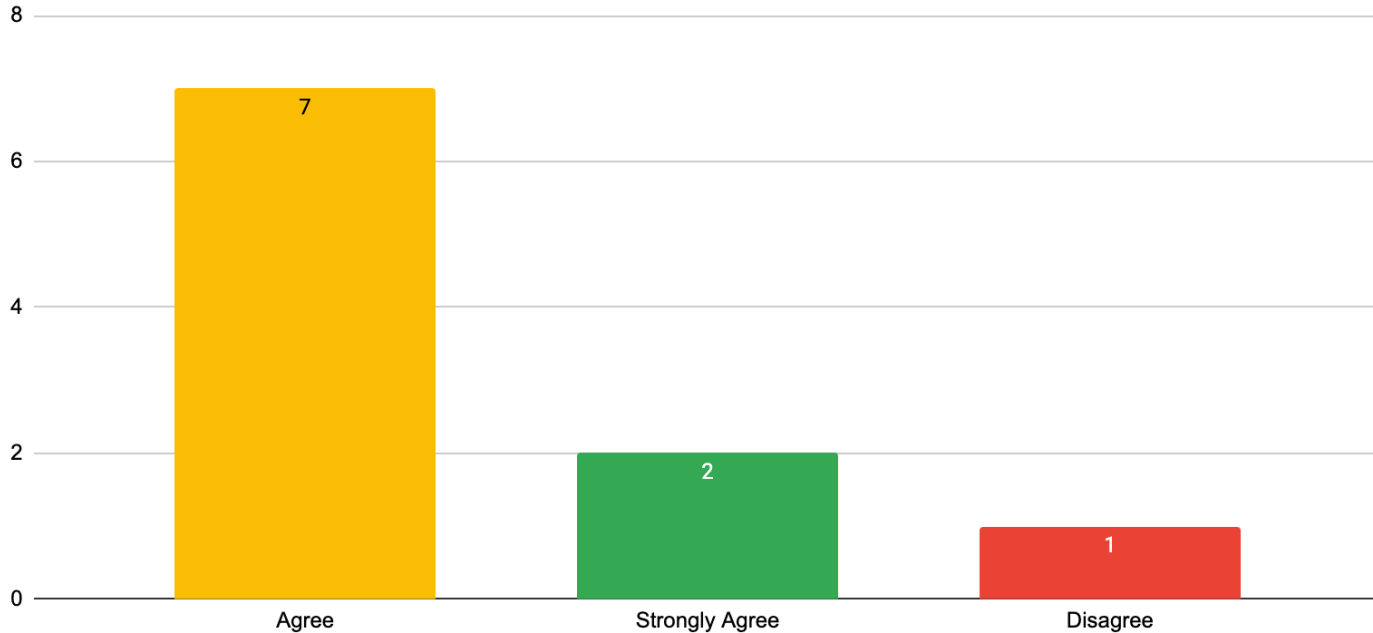
Round 1 - Survey, Title II, Part A

The proposed changes and adjustments to the Title II, Part A (Supporting Effective Instruction) Section of the ESSA plan will improve educational outcomes for students.



Round 1 - Survey, Title II, Part A

I support the proposed changes and adjustments to the Title II, Part A (Supporting Effective Instruction) Section of the ESSA plan.



Round 1 - Survey, Title II, Part A

Please provide any specific comments on the Title II, Part A (Supporting Effective Instruction) Section of the ESSA plan, the changes that have been described, and any additional changes that you think are needed.

- ❖ Would like to see more of a prioritization (focus and funding) of early literacy and early learning, both of which would help strengthen the equity emphasis outlined in the changes. Would like to see an emphasis on building educator capacity in the science of reading, more emphasis on literacy coaches for high need schools, and equitable access to quality early learning opportunities (with a statewide Kindergarten entry tool to assess strengths of children as they enter school).
- ❖ Consultation with colleges and universities should be done so that teaching programs are specifically revised to meet the needs and challenges of today's students.
- ❖ I see no mention of aspects that address digital divide or strengthening educators to meet the needs of students across varied modalities of instruction that will no doubt continue to be critical even post-pandemic.



Review of Specific Title II, Part A DRAFT

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.

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.



Review of Specific Title II, Part A DRAFT

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.



Review of Specific Title II, Part A DRAFT

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.

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.



Review of Specific Title II, Part A DRAFT

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.

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.



Title II, Part A – Other Sections

3. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

...Examples of these professional development opportunities and trainings include:...**LETRS, and intensive professional development opportunity that increases teacher knowledge of literacy so that participants are provided with comprehensive and practical knowledge of how children learn to read, write, and spell and how they can use this knowledge to improve and focus instruction;** OELAS Conference, providing meaningful professional development opportunities for educators of ELLs, designed to help meet the unique challenges faced in the Structured English Immersion or mainstream classroom; **Balance Writing Instruction for the SEI K-2 Classroom, a workshop focusing on foundational writing instruction in the K-2 Structured English Immersion classroom;**...



Title II, Part A – Other Sections

Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

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. ...

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.***



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 [click here](#)
 - The first 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

