



Title I COP September 2022

School Support Updates Federal Improvement Elementary & Secondary School Emergency Relief Funds (ESSER)

School Year 2022-23

Devon Isherwood
Deputy Associate Superintendent

Federal Accountability vs. State Accountability

Identifies schools for support



- ESSA requires accountability and action **to effect positive change** in our lowest-performing schools; where groups of students are not making progress, and where graduation rates are low.
- Arizona's approved ESSA Plan identifies the criteria used to identify schools that need the most **support**.
- Based on these criteria, the lowest performing schools are identified for Comprehensive **Support** for overall low achievement and low graduation rate and Targeted **Support** for low subgroup achievement.

Rates schools **A-F**



- Arizona Revised Statute §15-241 requires ADE to develop an annual achievement profile for every public school in the state based on an **A through F** scale.
- **A through F** reflects the achievement performance for each public school and local education agency on the academic and educational performance indicators adopted by the State Board of Education.
- This annual achievement profile is used to determine a **standard measurement of acceptable academic progress** for each school and local education agency and the school and local education agency's **A-F** classification.

Federal Accountability

New Federal Comprehensive Support and Improvement, and Improvement Schools have been identified for SY 2022-23 based on SY 2021-22 data.

Targeted Support and Improvement and Additional Targeted Support will be identified in November.



ROAD TO
SUCCESS

Identification Criteria

Proficiency
Growth

EL Achievement and Growth
Chronic Absenteeism

Graduation rate
Drop Out

Depending on grade level models

25

20

15

10

5

Comprehensive Support and Improvement Schools Low Achievement

Lowest Performing Schools (CSI-LA)

The Every Student Succeeds Act of 2015 requires states to identify a minimum of the lowest performing 5% of Title 1 receiving schools. All schools, both traditional and alternative, must be identified based on the same criteria. This identification identified schools with a total % < 22.

Schools are identified every three years. If they do not meet exit criteria in 4 years, they are placed in “more rigorous options” and received additional oversight.

Exit criteria:

- a minimum of one year of increased achievement for SY 2022-23 only; a minimum of two years of consecutive increased achievement (subsequent years) and
- implementation of school improvement goals, strategies, and action steps, in state required Integrated Action Plan; and
- above bottom 5% of Title I schools considering all applicable criteria (22 or higher).



Additional Targeted Support and Improvement Schools (aTSI)

Any school with any subgroup of students, that on its own, would lead to identification as a Comprehensive Support and Improvement School.

Schools are identified every three years. LEAs are responsible for the oversight and support of the identified schools. SSI works with the LEA TSI team.

If aTSI schools do not meet exit criteria by the end of the 4th year, Title 1 schools become Comprehensive Support and Improvement Schools.

Exit Criteria:

- a minimum of one year of increased subgroup achievement for SY 2022-23 only; a minimum of two years of consecutive increased subgroup achievement (subsequent years); and
- implementation of school improvement goals, strategies, and action steps relative to subgroup achievement in state required Integrated Action Plan; and
- subgroup achievement above bottom 5% of Title I schools, considering all applicable criteria.



Targeted Support and Improvement Schools (TSI)

Any school that has one or more *consistently underperforming subgroups*; one standard deviation below the **ALL** mean, by model type (grades served), using the three most recent years of data.

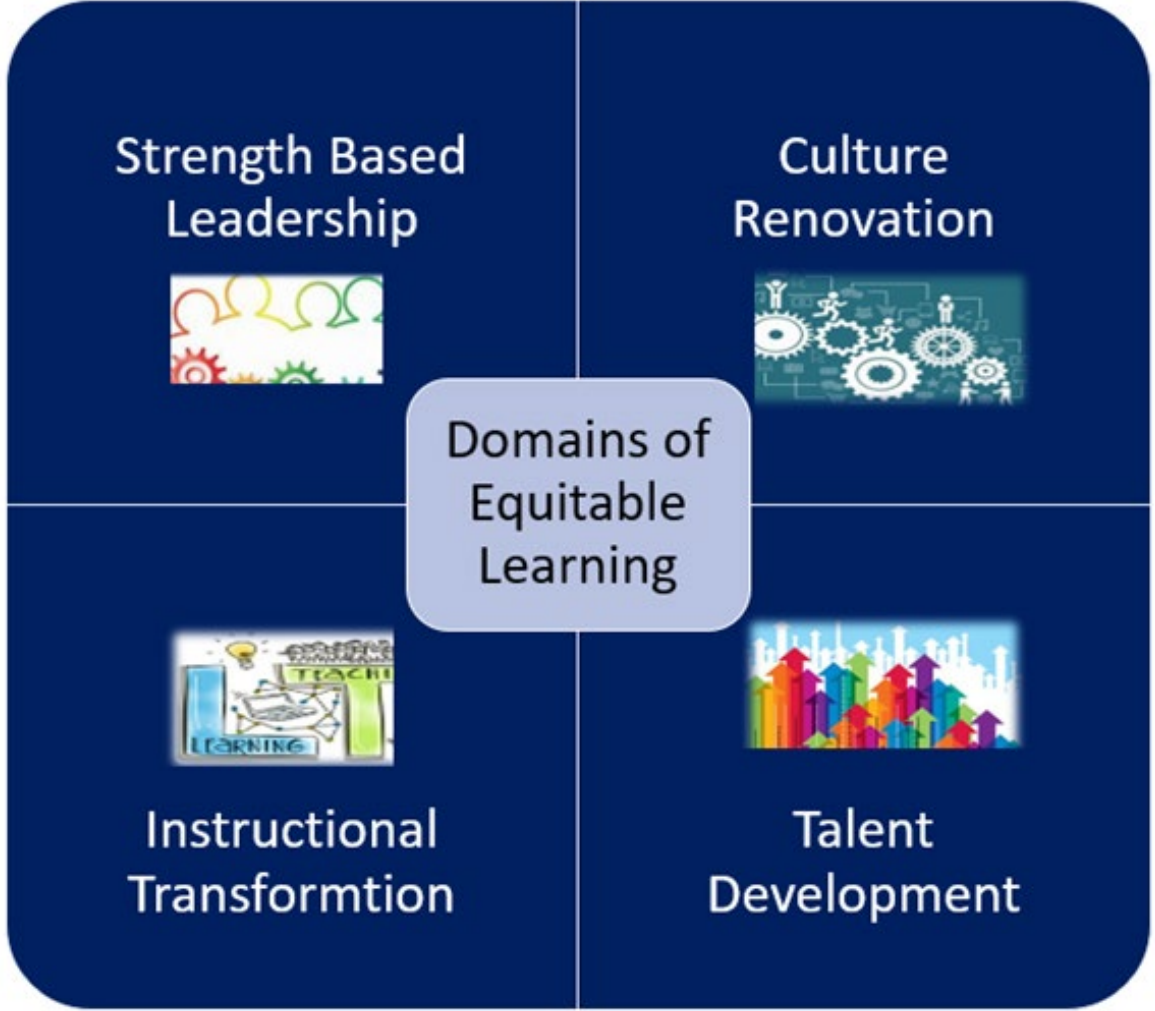
All schools may be identified for TSI, regardless of Title 1 status.

No exit criteria-TSI identification occurs annually, beginning 2022 (COVID delayed).



Support





Renovation for Equitable Learning

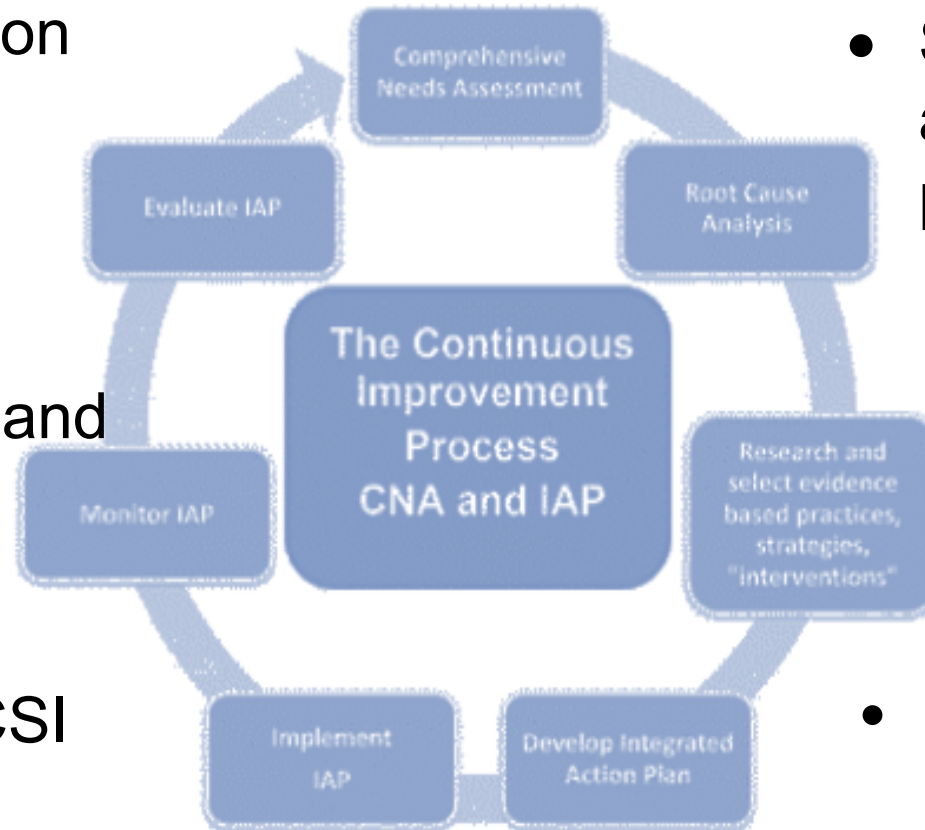
CREATING EQUITABLE OUTCOMES FOR ALL

Support and Monitoring Continuous improvement Process Aligned Process: CNA-RCA-GOALS-IAP

- Evidence Based Decision

- Evidence-Based Interventions selection and implementation

- On-site support visits-CSI schools



- Support with grant applications and budgeting processes

- Personalized Professional Learning Opportunities

- Ongoing desktop support CSI schools and TSI LEAs



Cohort 7 begins in January 2023
Openings are still available
Apply NOW!

ELEVATE is a two-year evidence-based, executive leadership program developed and presented by the School Support and Improvement Unit of the Arizona Department of Education

ELEVATE centers on equity-focused leadership and develops the knowledge, competencies and skills necessary for systemic change.

ELEVATE focuses on the culture of learning and high expectations for all, instructional infrastructure and talent management at the systems level within LEAs and schools.

LEA and School Leadership teams participate in 8 convenings
National experts and supported planning and implementation of systemic improvement

Funding available for all LEAs with CSI or TSI Schools

Information and video: <https://www.azed.gov/improvement>

Contact Christina Aldrich christina.aldrich@azed.gov for information and application.

School Support and Improvement Team

CSI only Schools and CSI/TSI Dual Identified LEAs

Flagstaff

Colleen Clark
Tony Cuevas

Tucson

Lucedes McBroom
Sarah Barnes

Phoenix

Jen Zorger
Cindy Robinson
Amanda Wilber
Becca Moehring
Michael Hansen
Kelly Curtin

aTSI and TSI only LEAs

Ken Roach
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Serena Lobo

Data Specialist

Russell Potter

Devon Isherwood- Deputy Associate
Superintendent

Christina Aldrich-Director
Cindy Richards –Project Manager

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Elementary & Secondary School Emergency Relief Funds ESSER I, II, III



The
ESSER
Team
says...



ESSER I

Project end date: September 30, 2022
ALL funds must be spent

FY21 ESSER Carryover Grant

- Waive funds **TODAY**, if not using them;
avoid CR

- Completion reports due **no later** than 12/30/22



ESSER II

Project end date 9/30/23

All projects completed and funds spent

Completion reports:

- Opens 10/1/22
- Complete as soon as money is spent, after 10 1/22
- CR deadline 12/30/23



ESSER III

Project end date 9/30/24

All projects must be completed, and funds spent

Completion reports:

- Opens 10/1/23
- Complete as soon as money is spent, after 10/1/23
- CR deadline 12/30/24



ESSER III
20% Set Aside
Evidence of Impact



ESSER III

American Rescue Act (ARP)...

Requires that at least 20% of the total allocation be spent on direct services to students to address unfinished learning (learning loss) through the implementation of evidence-based strategies, programs, interventions or activities that respond to students' academic, social, and emotional needs.



ESSER Programmatic Monitoring and Evaluation

- Year 1 programmatic monitoring finishes in October
- Year 2 will begin in Spring 2023 and will focus on 20% set aside implementation and construction and HVAC projects.



It is time to begin gathering data to measure the efficacy of the evidence-based practices, strategies, programs or interventions implemented using the ESSER III required 20% set-aside funds.



Professional Learning Opportunities

Partnership with WestEd and REL West

Virtual meetings for LEA Teams responsible for the implementation and oversight of ESSER set aside strategies, programs, interventions or activities; Teaching and Learning staff (curriculum and instruction), Federal Programs staff, School Improvement staff, etc.

Registration: EMS

What: ESSER Program Monitoring and Evaluation Session #1- Intended Outcomes, Success Indicators, Four Types of Data to Consider

When: October 6, 2022, 9:00-11:00 **OR** 3:00-5:00 **OR** October 13, 2022, 9:00-11:00 (sessions are all the same, repeated)

What: Open Office Hours for individualized support and questions

When: October 12, 2022, 11:00-12:00 **OR** October 18, 2022, 3:00-4:00

What: ESSER Program Monitoring and Evaluation Session #2- Using Data Protocols

When: December 1, 2022, 9:00-12:00 **and/or** 2:00-5:00



ESSER Team

Teresa Morales, Specialist

Britt Adams, Specialist

Gina Tignini, Specialist

Jessica Deery, Specialist

Part-time Assistance

Alisa Garwick

Jen Zorger

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