December 23, 2022

The Honorable Kathy Hoffman
Superintendent of Public Instruction
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007-3209

Dear Superintendent Hoffman:

I am writing in response to Arizona's request to the U.S. Department of Education (Department) on December 12, 2022, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Under ESEA Section 1111(A)(6)(B)(i), if a State makes any significant changes to its plan at any time, such information shall be submitted to the Secretary in the form of revisions and amendments to the State plan.

I have determined that the amended request meets the requirements in the ESEA, and for this reason, I am approving Arizona's amended State plan. A summary of Arizona's amendment is enclosed. This letter, as well as Arizona's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Arizona's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Arizona's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Arizona's responsibility to comply with these civil rights requirements.

Thank you for all the work you have led on behalf of Arizona's schools and students. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: OESE.Titlei-a@ed.gov.

Sincerely,

James F. L

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure
cc: Devon Isherwood, Deputy Associate Superintendent

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Amendment to the Arizona Consolidated State Plan

The following is a summary of Arizona's amendment request. Please refer to the Department's website https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/ for Arizona's complete consolidated State plan.

Approved Amendments
The following amendments are aligned with the statute and regulations:

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

- *Academic Standards and Assessments*
  The Arizona Department of Education (ADE) provided clarification on its process for establishing and adopting State academic standards.

- *Eighth Grade Math Exception*
  ADE no longer offers end of course assessments for high school and therefore administers a statewide reading/language arts (R/LA) and mathematics assessments to all students in grade 8. In high school, ADE will administer a grade 11 assessment to all students in R/LA and mathematics.

- *Subgroups*
  ADE removed from its State accountability system the subgroup of students who take advanced mathematics end-of-course assessments prior to high school (ADE no longer offers end-of-course assessments for high school).

- *Minimum N-Size*
  ADE changed its minimum n-size for accountability from 10 to 20 students. ADE did not change its minimum n-size of 10 for reporting.

- *Academic Achievement Long Term Goals*
  ADE removed its MIPs and long-term goals for R/LA and mathematics end-of-course assessments that are no longer offered in the State and replaced them with MIPs and long-term goals for its grade 11 R/LA and mathematics assessments, using the same process to establish these as the State used for its other academic achievement long-term goals. Finally, ADE deleted references to the "Arizona Education Progress Meter," which was a set of procedures used to develop goals for multiple facets of education but is no longer being used by the State.

- *English Language Proficiency Long Term Goals*
  ADE aims to increase the number of students achieving progress toward proficiency by three percentage points each year.

- *Academic Achievement Indicator*
  ADE clarified that the Academic Achievement indicator is based on the percentage of students who are proficient on the State's R/LA and mathematics assessments. The indicator accounts for 60 percent of the school's points, or a maximum of 60 points, in its accountability system.

- *Other Academic Indicator*
  ADE clarified its Other Academic Indicator for elementary and secondary schools that are not high schools is student growth measured by student growth percentiles for students in grades 4-8 and provided additional information about how it is calculating the indicator. This indicator is

worth 20 percent or a maximum of 20 points. ADE will calculate the median student growth percentile for a school and multiply that value by 20 percent to determine the number of points a school will earn for this indicator.

- *Graduation Rate Indicator*
  ADE uses the 4- year adjusted cohort graduation rate for its Graduation Rate indicator. This indicator is worth 20 percent or a maximum of 20 points in the grades 9-12 accountability model, and 5 percent or a maximum of 5 points in schools serving multiple grades (including grade 12). To calculate a school's points, the graduation rate (percentage) is multiplied by the number of available points.

- *Progress in Achieving English Language Proficiency Indicator*
  ADE measures English learner (EL) proficiency and growth in its Progress in Achieving English Language Proficiency (ELP) indicator. ELP points are earned for a school based on the percentage of students who exit EL status in a school compared to the State's average. Progress in achieving English language proficiency points are earned for a school based on the school's aggregated growth (change in performance levels) compared to the State's average change in performance levels in the prior year. The Progress in Achieving ELP indicator is worth 10 percent or a maximum of 10 points in all accountability models (i.e., 5 points for EL proficiency and 5 points for progress). In Arizona, a student becomes proficient in English when they score proficient in the domains of reading and writing, and achieve a specific composite score on the ELP assessment.

- *School Quality or Student Success Indicator*
  ADE uses chronic absenteeism as its School Quality or Student Success (SQSS) indicator for K-8 schools. A school's chronic absenteeism rate is calculated and subtracted from 100 percent, and the percentage is applied toward 10 points in the accountability system. ADE uses dropout as its SQSS indicator for 9-12 schools. A school's dropout rate is calculated and subtracted from 100 percent, and the percentage is applied toward 10 points in the accountability system. Schools that serve students in K through grade 12 will receive up to five points each for chronic absenteeism and dropout.

- *Annual Meaningful Differentiation/Weighting*
  ADE provided the total number of possible points for each school configuration type (e.g., K-8 schools, 9-12 schools) and explained how points are calculated for each indicator in order to meaningfully differentiate schools. The highest number of points a school may receive is 100 points. When a school does not meet the minimum n-size for an indicator, ADE will reduce the denominator based on the total possible points available for that school.

<u>K-8 schools</u>
Academic Achievement indicator (proficiency) - 60%
Other Academic indicator (growth) - 20%
Progress in Achieving ELP (achievement and growth) - 10%
SQSS (chronic absenteeism) - 10%

<u>9-12 schools</u>
Academic Achievement (proficiency) - 60%
Graduation Rate - 20%
Progress in Achieving ELP (achievement and growth) - 10%
SQSS (drop-out) - 10%

<u>Schools serving a combination of grade spans, including grade 12</u>
Proficiency - 60%
Progress in Achieving ELP (achievement and growth) - 10%
Growth - 15%
Chronic Absenteeism - 5%
Graduation - 5%
Drop-out - 5%

<u>Schools serving a combination of grade spans NOT including grade 12</u>
Proficiency - 60%
Progress in Achieving ELP (achievement and growth) - 10%
Growth - 20%
Chronic Absenteeism - 5%
Drop-out - 5%

- *Alternate Methodology*
  For K-2 schools for which the State's accountability system does not have sufficient data, ADE will use the statewide assessment data in R/LA and mathematics in grade 3 and the data from the Progress in Achieving ELP indicator for students enrolled in kindergarten through grade 2. For the achievement data, if there are not 20 students in the current year, ADE will pool data over three years. The achievement data will account for 90 percent and the Progress Achieving ELP indicator data will account for 10 percent of the school's overall score.

- *Comprehensive Support and Improvement, Additional Targeted Support and Improvement Schools that have not Exited*
  Additional Targeted Support and Improvement (ATSI) schools will become Comprehensive Support and Improvement (CSI) schools after four years of not exiting ATSI status. These schools will first be identified for CSI in school year 2024-2025.

- *Targeted Support and Improvement, Consistently Underperforming Subgroups*
  ADE identifies schools for targeted support and improvement based on consistently underperforming subgroups (TSI) if any subgroup in the school is performing two standard deviations below the statewide mean of total points for each school type (e.g., K-8, 9-12) for each of the three prior years. For identification in fall 2022, ADE will use data from the 2021-2022, 2018-2019, and 2017-2018 school years.

- *Annual Measure of Achievement*

ADE clarified that it will adjust its Academic Achievement indicator using the greater of 95 percent or the actual number of students tested as its denominator, consistent with the requirement in ESEA section 1111(c)(4)(E).

- *Comprehensive Support and Improvement, Exit Criteria*
  ADE clarified its third exit criterion for schools identified as CSI due to being in the lowest performing five percent of Title I school such that a school must no longer be in the bottom five percent of all indicators. Additionally, ADE continues to require that a school increase student achievement on State assessments and implement improvement goals and strategies in order to exit. ADE added exit criteria for CSI schools identified based on not having exited ATSI status. In order to exit CSI status, these schools must meet the following criteria: 1) A minimum of two consecutive years of increased overall and subgroup achievement; and 2) Implementation of school improvement goals, strategies, and action steps in the State required Integrated Action Plan that are relative to overall and subgroup achievement; and 3) Overall and subgroup achievement above the lowest performing 5% of Title l schools.

- *Other Continued Support*
  ADE removed references to its tiered continuum of comprehensive supports previously provided by the State.

Title II, Part A: Supporting Effective Instruction

- *Improving Skills for Educators*
  ADE adapted its system for professional development to align with the State's new model for standards. ADE also updated its consolidated State plan to specify that Title II-funded professional development activities are aligned with the statutory definition of professional development. Additionally, ADE updated its consolidated State plan to delete time-limited information and add detail to its description of its consultation process.

- *Equitable Access to Teachers in Title I Schools*
  ADE updated its consolidated State plan to provide additional detail to its previous strategy for recruitment and retention.

- *System of Certification and Licensing*
  ADE updated its consolidated State plan to elaborate on its strategy to recruit teachers using alternative pathways to certification.

Title III, Part A: English Language Acquisition

- *SEA Support for English Learner Progress (ESEA section 3113(b)(6))*
  ADE updated its consolidated State plan to provide additional detail regarding the approved language acquisition models LEAs may adopt, and to align professional development with these models. ADE also updated its consolidated State plan to provide additional detail about its monitoring process and technical assistance plan for LEAs that are out of compliance.

Title VII, Subtitle B: Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act:

- *Student Identification (722(g)(1)(B) of the McKinney-Vento Act)*

ADE updated its consolidated State plan to provide additional detail regarding the identification and assessment of needs of students experiencing homelessness.

- *Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act)*
  ADE updated its consolidated State plan to provide additional detail regarding homeless enrollment dispute procedures and, in particular, the SEA appeal process.

- *Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act)*
  ADE updated its consolidated State plan to provide additional detail regarding its technical assistance, training and professional development for school personnel on addressing the needs of students experiencing homelessness.

- *Access to Services (722(g)(1)(F) of the McKinney-Vento Act)*
  ADE updated its consolidated State plan to provide additional detail regarding how LEAs will remove barriers toaccessing academic and extracurricular activities.

- *Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act)*
  ADE updated its consolidated State plan to provide additional detail regarding its strategies to address other problems listed in this requirement.

- *Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act)*
  ADE updated its consolidated State plan to provide additional detail regarding how it and LEAs in Arizona have developed, and will review and revise, policies to remove barriers to the identification, enrollment and retention of homeless children and youth, including due to outstanding fees or fines, or absences.

- *Assistance from Counselors (722(g)(1)(K))*
  ADE updated its consolidated State plan to reframe how it supports and ensures that counselors in LEAs provide assistance to youth experiencing homelessness to be ready for college.

Title I, Part C: Migrant Education Program

- *Supporting Needs of Migratory Children*
  ADE added detail regarding what information is included in individual needs assessments for migratory children and updated its description of other programs with which the Title I, Part C – Migrant Education Program (MEP) coordinates to provide services. The State revised its nine measurable program objective and outcomes (MPOs) for migratory children by removing the time-bound element that is now outdated ("by the end of the 2019-20 performance period".)

- *Promote Coordination of Services*
  ADE added more information about how the State manages and exchanges migratory student records; added a statement that the State MEP coordinates with LEAs and local community organizations to ensure that services are available to all migratory children; and added to its list of partners and agencies the two consortium incentive grants (CIGs) in which ADE currently participates. ADE removed reference to a specific State with which Arizona was coordinating, and removed reference to health records; however, newly added references to the Migrant Student Information Exchange (MSIX) are an acceptable substitution, given that MSIX requires minimum health information.

- *Use of Funds*

ADE updated previous reference to its use of Title I, Part C funds aligning to four goal areas, to more specifically state that it requires MEP-funded LEAs to align their budgets to meet the MPOs outlined in the Service Delivery Plan. The State also added specificity regarding how LEAs access information about individual migratory students to determine necessary services – by naming the State's migrant-specific database (MIS2000) and relevant data points contained in the system.