Arizona State Board of Education

NOTICE OF SPECIAL MEETING
AMENDED AGENDA

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a special meeting, open to the public, on **Wednesday, December 14, 2016, at 1:00 PM at the Arizona Department of Education, Room 122,** 1535 W. Jefferson, Phoenix, AZ 85007. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically.

Pursuant to A.R.S. §38-431.02 (H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session for discussion or consultation for legal advice from the Board's attorneys concerning any item on this agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 13th day of December, 2016.

Arizona State Board of Education

By: _____
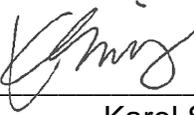
Karol Schmidt
Executive Director
(602) 542-5057

Wednesday, December 14, 2016
1:00 PM
Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

SPECIAL MEETING
AMENDED AGENDA
ARIZONA STATE BOARD OF EDUCATION
Wednesday, December 14, 2016
1:00 PM
Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

AMENDED AGENDA

1:00 PM   CALL TO ORDER AND ROLL CALL

A. Presentation, discussion and possible action regarding appointment to the National Association of State Boards of Education's Public Education Positions Committee and Government Affairs Committee

B. Presentation, discussion and possible action regarding the Board's 2017 legislative agenda:

1. Proposed amendments to A.R.S. § 15-211, A.R.S. § 15-701 and A.R.S. § 15-704

2. Proposed amendments to A.R.S. § 15-534.02 and proposed A.R.S. § 15-534.04

C. Presentation, discussion and possible action regarding the Board's responses to proposed or pending 2017 legislation

D. Presentation, discussion and possible action regarding the Board's processes for responses to proposed or pending 2017 legislation

E. Presentation, discussion and possible action regarding the second draft of the consolidated ESSA State Plan and the Implementation Plan consistent with § 299.13(b) of ESSA regulations

F. Discussion and possible action regarding adoption of additional policy guidelines for the A-F School Accountability Plan

F.G. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.

ADJOURN

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding appointment to NASBE's Public Education Positions (PEP) Committee

☒ Action/Discussion Item   ☐ Information Item

Background and Discussion

The Delegate Assembly of the National Associations of State Boards of Education recently adopted amendments that will do the following:

1) Open up membership on the Public Education Positions (PEP) Committee to one representative from each state, to be named by the state board. This brings the PEP committee into alignment with the Government Affairs Committee (GAC).

2) Open up membership on either the PEP Committee or the GAC to members of NCSBEE and NCOSEA. The specific language of the Bylaws amendment is as follows: "If no board member is available, the board may appoint a member of NCSBEE or NCOSEA from that state. However, membership will be limited to one person per state." NASBE wants to encourage participation from every member board – and that if a board cannot find a member who is free to participate in the work of the committee, either the board executive or the board attorney could fill that role.

Board nominees for the Public Education Positions Committee and the Government Affairs Committee must be submitted no later than December 19, 2016.

Recommendation to the Board

It is recommended that the Board nominate a representative to NASBE's Public Education Positions Committee and the Government Affairs Committee.

Contact Information:
Dr. Karol Schmidt, Executive Director State Board of Education

Issue:	Presentation, discussion and possible action regarding the Board's 2017 legislative agenda regarding proposed amendments to A.R.S. § 15-211, A.R.S. § 15-701 and A.R.S. § 15-704

☒ Action/Discussion Item   ☐ Information Item

Background and Discussion

The Board created a K-3 Literacy ad hoc and charged it with providing the Board with advice on statutory, rules and policy recommendations regarding K-3 Literacy.

The K-3 Literacy ad hoc committee met on October 7, 2016, October 17, 2016, November 4, 2016 and November 16, 2016. During the course of these meetings, the ad hoc discussed proposed statutory changes to the Move on When Reading statutes.

These changes include a new provision regarding the promotion of third grade students who demonstrate proficiency of all grade 3 reading standards as evidenced through a collection of reading assessments approved by the Board, including an alternative standardized reading assessment.

At the November 16, 2016 meeting, the ad hoc unanimously recommended the attached proposed amendments to A.R.S. § 15-211, A.R.S. § 15-701 and A.R.S. § 15-704 to the State Board of Education as proposed legislation.

The proposed statutory changes also clarify required notifications to parents or guardians. In addition, the proposed changes add an annual reporting requirement by the LEAs regarding the total number of students subject to retention, the number of students promoted, the total number of students retained and the interventions administered.

Recommendation to the Board

It is recommended that the Board approve the proposed amendments to A.R.S. § 15-211, A.R.S. § 15-701 and A.R.S. § 15-704 as proposed by the K-3 Literacy Ad Hoc Committee for submission to the state legislature.

Contact Information:
Dr. Karol Schmidt, Executive Director State Board of Education

DRAFT LEGISLATIVE CHANGES

15-211. <u>K-3 reading program; receipt and use of monies; additional funding; program termination</u>

A. The department of education shall administer a K-3 reading program to improve the reading proficiency of pupils in kindergarten programs and grades one, two and three in the public schools of this state.

B. Each school district and charter school shall submit to the department of education a plan for improving the reading proficiency of its pupils in kindergarten programs and grades one, two and three. The plan shall include baseline data on the reading proficiency of its pupils in kindergarten programs and grades one, two and three and a budget for spending monies from both the K-3 support level weight and the K-3 reading support level weight established in § 15-943. Each school district and charter school shall annually submit to the department of education on or before October 1 an updated K-3 reading program plan that includes data on program expenditures and results, except that beginning in fiscal year 2016-2017, a school district or charter school that is assigned a letter grade of A or B pursuant to § 15-241 shall submit this plan only in odd-numbered years.

C. School districts and charter schools shall use monies generated by the K-3 reading support level weight established in § 15-943 only on INSTRUCTIONAL PURPOSES INTENDED TO IMPROVE reading PROFICIENCY programs for pupils in kindergarten programs and grades one, two and three with particular emphasis on pupils in kindergarten programs and grades one and two.

D. Each school district and charter school that is assigned a letter grade of C, D or F pursuant to § 15-241 or that has more than ten percent of its pupils in grade three WHO DO NOT DEMONSTRATE SUFFICIENT reading far SKILLS AS ESTABLISHED BY THE STATE BOARD OF EDUCATION below the third grade level according to the reading portion of the STATEWIDE ASSESSMENT Arizona instrument to measure standards test, or a successor test, shall receive monies generated by the K-3 reading support level weight established in § 15-943 only after the K-3 reading program plan of the school district or charter school has been SUBMITTED, reviewed and recommended for approval by the department of education and approved by the state board of education.

E. Pupils in a charter school that is in its first year of operation and that is sponsored by the state board of education, the state board for charter schools, a university under the jurisdiction of the Arizona board of regents, a community college district or a group of community college districts are eligible for the K-3 reading support level weight.

F. The department of education shall solicit gifts, grants and donations from any lawful public or private source in order to provide additional funding for the K-3 reading program.

G. The state board of education may establish rules and policies for the K-3 reading program, including:

1. The proper use of monies in accordance with subsection C of this section.

2. The distribution of monies by the department of education in accordance with subsection B of this section.

3. The compliance of reading proficiency plans submitted pursuant to subsection B of this section with § 15-704.

H. The program established by this section ends on July 1, 2022 pursuant to § 41-3102.

15-701. Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit; definition

A. The state board of education shall:

1. Prescribe a minimum course of study, as defined in § 15-101 and incorporating the academic standards adopted by the state board of education, to be taught in the common schools.

2. Prescribe competency requirements for the promotion of pupils from the eighth grade and competency requirements for the promotion of pupils from the third grade incorporating the academic standards in at least the areas of reading, writing, mathematics, science and social studies. Notwithstanding § 15-521, paragraph 4, the competency requirements for the promotion of pupils from the third grade shall include the following:

(a) A requirement that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the ~~Arizona instrument to measure standards test, or a successor test,~~ STATEWIDE ASSESSMENT that DOES NOT demonstrate~~s~~ ~~that the pupil's reading~~ SUFFICIENT READING SKILLS ~~falls far below the third grade level or the equivalent~~ as established by the board. A pupil may not be retained if data regarding the pupil's performance on the ~~Arizona instrument to measure standards test, or a successor test,~~ STATEWIDE ASSESSMENT is not available before the start of the following academic year. A pupil who is not retained due to the unavailability of test data must receive intervention and remedial strategies pursuant to subdivision (c) of this paragraph if the third grade assessment data subsequently DOES NOT demonstrate~~s~~ SUFFICIENT READING SKILLS ~~that the pupil's reading ability falls far below the third grade level or the equivalent.~~

(b) A mechanism to allow a school district governing board or the governing body of a charter school to promote a pupil from the third grade who DOES NOT DEMONSTRATE SUFFICIENT READING SKILLS PURSUANT TO SUBDIVISION (a) OF THIS PARAGRAPH ~~obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates that the pupil's reading falls far below the third grade level~~ for any of the following:

(i) A ~~good cause exemption if the~~ pupil WHO is an English learner or a limited English proficient student as defined in § 15-751 and has had fewer than two years of English language instruction.

(ii) A pupil who is in the process of a special education referral or evaluation for placement in special education, a pupil who has been diagnosed as having a significant reading impairment, including dyslexia or a pupil who is a child with a disability as defined in § 15-761 if the pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's individualized education program.

(iii) A PUPIL WHO DEMONSTRATED OR SUBSEQUENTLY DEMONSTRATES PROFICIENCY OF ALL GRADE 3 READING STANDARDS AS EVIDENCED THROUGH A COLLECTION OF READING ASSESSMENTS DEVELOPED AND APPROVED BY THE STATE BOARD OF EDUCATION, WHICH INCLUDES AN ALTERNATIVE STANDARDIZED READING ASSESSMENT AS DEVELOPED AND APPROVED BY THE BOARD.

(iv) A pupil who receives intervention and remedial services during the summer or subsequent school year pursuant to subdivision (c) of this paragraph and demonstrates sufficient progress may be promoted from the third grade based on guidelines issued pursuant to subsection B, paragraph 6 of this section.

(c) EVIDENCE-BASED ~~I~~intervention and remedial strategies developed by the state board of education for pupils who are not promoted from the third grade. A school district governing board or the governing body of a charter school shall offer ~~at least one of~~ MORE THAN ONE OF the intervention and remedial strategies developed by the state board of education. The parent or guardian of a pupil who is not promoted from the third grade and the pupil's teacher and principal may choose the most appropriate intervention and remedial strategies that will be provided to that pupil. The intervention and remedial strategies developed by the state board of education shall include:

(i) A requirement that the pupil be assigned to a different teacher for EVIDENCE-BASED reading instruction WHO IS DESIGNATED IN ONE OF THE TOP TWO PERFORMANCE CLASSIFICATIONS IN THE TEACHER'S MOST RECENT EVALUATION.

(ii) Summer school EVIDENCE-BASED reading instruction WITH A TEACHER WHO IS DESIGNATED IN ONE OF THE TOP TWO PERFORMANCE CLASSIFICATIONS IN THE TEACHER'S MOST RECENT EVALUATION.

(iii) In the next academic year, intensive EVIDENCE-BASED reading instruction that occurs before, during or after the regular school day, or any combination of before, during and after the regular school day.[1]

(iv) ~~Online~~ TEACHER-LED SMALL GROUP EVIDENCE-BASED reading instruction, WHICH MAY INCLUDE COMPUTER-BASED INSTRUCTION.

(d) ANY SCHOOL DISTRICT GOVERNING BOARD OR THE GOVERNING BODY OF A CHARTER SCHOOL THAT PROMOTES A PUPIL BASED ON THE PROVISIONS OF PARAGRAPH 2, SUBDIVISION (b) OF THIS SUBSECTION SHALL PROVIDE ANNUAL REPORTING TO THE DEPARTMENT OF EDUCATION BY OCTOBER 1 OF EACH YEAR WHICH INCLUDES INFORMATION ON THE TOTAL NUMBER OF PUPILS SUBJECT TO THE RETENTION PROVISIONS OF PARAGRAPH 2, SUBDIVISION (a) OF THIS SUBSECTION, THE TOTAL NUMBER OF STUDENTS PROMOTED BASED ON THE PROVISIONS OF PARAGRAPH 2, SUBDIVISION (b) OF THIS SUBSECTION, THE TOTAL NUMBER OF PUPILS ACTUALLY RETAINED, AND THE INTERVENTIONS ADMINISTERED.

3. Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one through three that is designed to identify pupils who have reading deficiencies pursuant to § 15-704.

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[1] The K-3 Literacy Ad Hoc recommends adding the language of 15-701 (a)(2)(c)(iii) to 15-701 (a)(2)(c) as a required intervention for *all* students who are not promoted to the third grade.

4. Develop intervention and remedial strategies pursuant to paragraph 2, subdivision (c) of this subsection for pupils in kindergarten programs and grades one through three who are identified as having reading deficiencies pursuant to § 15-704.

5. Distribute guidelines for the school districts to follow in prescribing criteria for the promotion of pupils from grade to grade in the common schools. These guidelines shall include recommended procedures for ensuring that the cultural background of a pupil is taken into consideration when criteria for promotion are being applied.

B. School districts and charter schools shall provide annual written notification to parents of pupils in kindergarten programs and first, second and third grades that a pupil ~~who obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates the pupil is reading far below the third grade level~~ WHO DOES NOT DEMONSTRATE SUFFICIENT READING SKILLS PURSUANT TO SUBSECTION A, PARAGRAPH 2, SUBDIVISION (a) OF THIS SECTION will not be promoted from the third grade. SCHOOLS AND CHARTER SCHOOLS SHALL IDENTIFY EACH PUPIL WHO ~~If the school has determined that the pupil~~ is ~~substantially deficient in~~ reading BELOW GRADE LEVEL IN KINDERGARTEN AND GRADES ONE, ~~AND~~ TWO AND THREE ~~before the end of grade three~~, BASED UPON LOCAL OR STATEWIDE ASSESSMENTS, ~~the school district or charter school~~ AND shall provide to the parent OR GUARDIAN of that pupil ~~a separate~~ SPECIFIC written notification of the reading deficiency that includes the following information:

1. A DESCRIPTION OF THE SPECIFIC INDIVIDUAL NEEDS OF THE PUPIL.

2.~~1.~~ A description of the current reading services provided to the pupil.

3. ~~2.~~ A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. Each school district or charter school shall offer ~~at least one~~ MORE THAN ONE EVIDENCE-BASED intervention strategy and ~~at least one~~ MORE THAN ONE EVIDENCE-BASED remedial strategy DEVELOPED BY THE STATE BOARD OF EDUCATION for pupils with reading deficiencies. ~~The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose the strategy that will be implemented for that child.~~ THE PARENT OR GUARDIAN OF A PUPIL IN CONSULTATION WITH THE PUPIL'S TEACHER AND PRINCIPAL MAY CHOOSE THE MOST APPROPRIATE INTERVENTION AND REMEDIAL STRATEGIES THAT WILL BE PROVIDED TO THAT PUPIL.

3~~4~~. Parental strategies to assist the pupil to attain reading proficiency.

4~~5~~. A statement that the pupil will not be promoted from the third grade if the pupil ~~obtains a score on the reading portion of the Arizona instrument to measure standards test, or a successor test, that demonstrates the pupil is reading far below the third grade level~~ DOES NOT DEMONSTRATE SUFFICIENT READING SKILLS PURSUANT TO SUBSECTION A, PARAGRAPH 2, SUBDIVISION (a) OF THIS SECTION, unless the pupil is exempt from mandatory retention in grade three or the pupil qualifies for an exemption pursuant to subsection A, PARAGRAPH 2, SUBDIVISION (b) of this section.

5~~6~~. A description of the school district or charter school policies on midyear promotion to a higher grade.

[Repeat C-K verbatim]

§ 15-704. <u>Reading proficiency; definitions</u>

A. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including a motivational assessment, as defined by the state board of education, to monitor student progress. Each school shall use the diagnostic information to plan appropriate and effective intervention.

B. Each school district or charter school that provides instruction for pupils in kindergarten programs and grades one through three shall conduct a curriculum evaluation and adopt aN ~~scientifically~~ EVIDENCE-based reading curriculum that includes the essential components of reading instruction. All school districts and charter schools that offer instruction in kindergarten programs and grades one through three shall provide ongoing teacher training based on ~~scientifically~~ EVIDENCE-based reading research.

C. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall devote reasonable amounts of time to explicit instruction and independent reading in grades one through three.

D. A pupil in grade three who does not ~~meet or exceed~~ DEMONSTRATE PROFICIENCY ON the reading standards measured by the ~~Arizona instrument to measure standards test~~ STATEWIDE ASSESSMENT administered pursuant to § 15-741 shall be provided CORE READING INSTRUCTION AND intensive EVIDENCE-BASED reading instruction as defined by the state board of education until the pupil meets these standards.

E. The governing board of each school district and the governing body of each charter school shall determine the percentage of pupils at each school in grade three who do not ~~meet~~ DEMONSTRATE PROFICIENCY ON the reading standards prescribed by the state board of education and measured by the ~~Arizona instrument to measure standards test~~ STATEWIDE ASSSESSMENT administered pursuant to § 15-741. If more than twenty percent of students in grade three at either the individual school level or at the school district level do not ~~meet~~ DEMONSTRATE PROFICIENCY ON the standards, the governing board or governing body shall conduct a review of its reading program that includes curriculum and professional development in light of current, ~~scientifically~~ EVIDENCE-based reading research.

F. Based on the review required in subsection E of this section, the governing board or governing body and the school principal of each school that does not ~~meet~~ DEMONSTRATE PROFICIENCY ON the reading standards, in conjunction with school council members, if applicable, shall develop methods of best practices for teaching reading based on essential components of reading instruction and supported by ~~scientifically~~ EVIDENCE-based reading research. These methods shall be adopted at a public meeting and shall be implemented the following academic year.

G. Subsections E and F of this section shall be coordinated with efforts to develop and implement an improvement plan if required pursuant to § 15-241.02.

H. For the purposes of this section:

1. "Essential components of reading instruction" means explicit and systematic instruction in the following:

(a) Phonemic awareness.

(b) Phonics.

(c) Vocabulary development.

(d) Reading fluency.

(e) Reading comprehension.

2. "Reading" means a complex system of deriving meaning from print that requires all of the following:

(a) The skills and knowledge to understand how phonemes or speech sounds are connected to print.

(b) The ability to decode unfamiliar words.

(c) The ability to read fluently.

(d) Sufficient background information and vocabulary to foster reading comprehension.

(e) The development of appropriate active strategies to construct meaning from print.

(f) The development and maintenance of a motivation to read.

3. "~~Scientifically~~ EVIDENCE-based reading research" means research that ~~meets all of the following~~:

(a) ~~Applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and reading difficulties.~~ DEMONSTRATES A STATISTICALLY SIGNIFICANT EFFECT ON IMPROVING STUDENT OUTCOMES OR OTHER RELEVANT OUTCOMES BASED ON:

(i) STRONG EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND WELL-IMPLEMENTED EXPERIMENTAL STUDY; OR

(ii) MODERATE EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND WELL-IMPLEMENTED QUASI-EXPERIMENTAL STUDY; OR

(iii) PROMISING EVIDENCE FROM AT LEAST ONE WELL-DESIGNED AND WELL-IMPLEMENTED CORRELATIONAL STUDY WITH STATISTICAL CONTROLS FOR SELECTION BIAS; OR

(b) ~~Employs systematic empirical methods that draw on observation or experiment.~~ DEMONSTRATES A RATIONALE BASED ON HIGH-QUALITY RESEARCH FINDINGS OR POSITIVE EVALUATION THAT SUCH ACTIVITY, STRATEGY, OR INTERVENTION IS LIKELY TO IMPROVE STUDENT OUTCOMES OR OTHER RELEVANT OUTCOMES; AND

(c) ~~Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.~~ INCLUDES ONGOING EFFORTS TO EXAMINE THE EFFECTS OF SUCH ACTIVITY, STRATEGY, OR INTERVENTION.

~~(d) Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.~~

~~(e) Has been accepted by a peer reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.~~

~~(f) Contains all of the elements of the essential components of reading instruction.~~

Issue: Presentation, discussion and possible action regarding the Board's 2017 legislative agenda regarding proposed amendments to A.R.S. § 15-534.02 and proposed provision of A.R.S. § 15-534.04

☒ Action/Discussion Item   ☐   Information Item

Background and Discussion

The Board created a Certification Enforcement Actions ad hoc and charged it with providing the Board with advice on statutory, rule and policy recommendations regarding efficient and effective operations of certification enforcement actions.

The Certification Enforcement Actions ad hoc committee met on September 23, 2016, October 25, 2016, November 9, 2016 and November 28, 2016. During the course of these meeting, the ad hoc discussed proposed statutory changes relation to certification enforcement actions.

At the October 25, 2016 meeting, the ad hoc unanimously recommended the attached proposed amendments to A.R.S. §15-534.02 regarding restrictions on applications after surrender, revocation or denial of a certificate. Specifically, the proposed change would revise the 5-year ban on seeking certification after a denial of an application to a ban of up to 5 years.

At the November 28, 2016 meeting, the ad hoc unanimously recommended the attached proposed statutory provision of A.R.S. §15-534.04 creating a reciprocal discipline provision. This new statute would recognize findings of fact from another jurisdiction, require individuals seeking certification in Arizona who are subject to discipline in another state to complete the discipline prior to applying in Arizona, and require the Board to reciprocally impose revocations from another state to certificates issued in Arizona, subject to a hearing request.

Recommendation to the Board

It is recommended that the Board approve the proposed amendments to A.R.S. § 15-534.02 and the proposed provision of A.R.S. § 15-534.04 as proposed by the Certification Enforcement Actions Ad Hoc Committee for submission to the state legislature.

Contact Information:
Dr. Karol Schmidt, Executive Director State Board of Education

DRAFT LEGISLATIVE CHANGES

15-534.02. Restrictions on applications for certification after the surrender, revocation or denial of certificate

A. A person shall not submit an application for certification with the state board of education for a period of five years if any of the following occurs:

1. The person surrenders a certificate issued by the state board of education.

2. The person's certificate is revoked by the state board of education on grounds of immoral or unprofessional conduct pursuant to rules adopted by the state board of education pursuant to section 15-203.

~~3.~~ B. IF A ~~The~~ person's application for certification is denied by the state board of education on grounds of immoral or unprofessional conduct pursuant to rules adopted by the state board of education pursuant to section 15-203, THE STATE BOARD OF EDUCATION SHALL DETERMINE THAT THE PERSON IS PROHIBITED FROM SUBMITTING AN APPLICATION FOR CERTIFICATION FOR A SPECIFIED PERIOD OF UP TO FIVE YEARS. ~~This paragraph does not apply to a person who, after denial of an application for certification, provides additional information that was not previously considered by the state board of education and that addresses the grounds on which the state board of education denied the application for certification.~~

~~B.~~ C. The ~~five year~~ periodS prescribed in subsectionS A AND B begin~~s~~ on the date that the state board of education accepts a surrendered certificate, makes a final decision to revoke a certificate or makes a final determination to deny an application for certification.

~~C.~~ D. A person who has had a certificate revoked pursuant to section 15-550 is not eligible to apply for certification with the state board of education.

~~D.~~ E. The department of education shall not process an application for certification submitted by a person who is prohibited from submitting an application pursuant to subsections A, B and C of this section.

A.R.S. § 15-534.04. Reciprocal Discipline

A. A FINAL ADJUDICATION OR JUDGMENT IN ANOTHER JURISDICTION THAT A CERTIFICATED INDIVIDUAL HAS BEEN FOUND TO HAVE ENGAGED IN UNPROFESSIONAL OR IMMORAL CONDUCT SHALL ESTABLISH CONCLUSIVELY THE MISCONDUCT FOR PURPOSES OF A DISCIPLINE PROCEEDING IN THIS STATE.

B. AN APPLICANT WHO HAS RECEIVED DISCIPLINE IN ANOTHER JURISDICTION FOR UNPROFESSIONAL OR IMMORAL CONDUCT SHALL SUCCESSFULLY COMPLETE THE TERMS OF THAT DISCIPLINE PRIOR TO SEEKING A CERTIFICATE IN THIS STATE.

C. UPON NOTIFICATION THAT A CERTIFICATED INDIVIDUAL HAS HAD AN EDUCATOR CERTIFICATE REVOKED IN ANOTHER JURISDICTION, THE BOARD SHALL REVOKE ANY AND ALL CERTIFICATES ISSUED IN THIS STATE CONSISTENT WITH THE TERMS OF THAT REVOCATION IN ANOTHER JURISDICTION, UNLESS THE CERTIFICATED INDIVIDUAL REQUESTS A HEARING AND THE BOARD, AFTER HEARING THE MATTER, ENTERS AN ORDER DECLINING TO IMPOSE A REVOCATION.

EXECUTIVE SUMMARY

Issue:	Adoption of belief and value statements to guide the Board's positions on pending or proposed 2017 legislation

☒ Action/Discussion Item   ☐ Information Item

Background and Discussion

At the June, 2016 Board retreat, Vice-President Carter suggested gathering belief statements from Board members to guide the Board's positions on proposed or pending 2017 legislation.

These statements are set forth below:

Accountability	With respect to the accountability plan, the weighting and how points are awarded should emphasize proficiency and growth of individual students. That way, it is very clear and understandable whether the student has passed the test and how much the student has grown against the standards. This is important for the students to know, the parents to know, the students' teachers to know and for the State to know. (President Ballantyne)
	An accountability system which recognizes student growth and specific grade level outcome markers (such as reading at grade level by 3rd grade, college algebra by 8th grade, and attainment of AZ university entrance requirements met by graduation) as a successful model. Transparency of this model and clear communication to all constituencies is critical. (Member Cheng)
	Maintain and support policies that address the achievement gap while ensuring opportunities for all students to excel academically as measured by a valid and reliable accountability system. (Member Mak)
	Accountability to outcomes only (Member Taylor)
Access	Focus on student access to high quality education and all educational institutions participating in state funding being required to publish certain accountability measures. (Member Cheng)
Assessment	Oppose the Board's testing value statement that all AzMERIT testing must be computer based. (Supt. Douglas)
Choice	Choice provides parents with authentic control (and ownership) regarding their child's education. It is a powerful tool. Its success on

Contact Information:
<mark>Reginald M. Ballantyne III, President, State Board of Education</mark>
Dr. Karol Schmidt, Executive Director, State Board of Education

	a statewide basis, however, is highly dependent on two critical factors: • All choices must be quality choices. (The real prospect of segregating children according to their parent's ability to choose and act wisely will have dire consequences.) • Quality choices absolutely must be accessible to children in poverty. (Member Baker)
	Ensure that all families have adequate information through a transparent accountability system by which to make an informed choice. (Member Cheng)
	School choice (Member Taylor)
	I believe Arizona must continue to lead the nation in providing a robust and dynamic choice for our parents and their children toward the educational opportunities they seek. (Member Schmidt)
College and Career Readiness	Support the goal of AZ students being prepared and equipped to meet the challenges of a diverse and democratic society through a well-rounded education that prepares them for successful and productive post-secondary education and work (Member Mak)
ESA	The state should identify financial and academic accountability for all Empowerment Scholarship Accounts. (VP Carter)
	The SBE supports financial and academic accountability for all schools receiving state funding whether directly or through ESAs or tuition tax credits. (Member Cheng)
Funding	Support state funding for K -12 education that fosters excellence in college and career readiness outcomes and continuing, significant growth toward excellence. (President Ballantyne)
	The state should not impose mandates on districts, charters or state agencies (SBE) and ADE without providing adequate funding for implementation. (VP Carter; Supt. Douglas)
	The SBE supports a funding model providing state support for every student to meet or exceed the Arizona Academic Standards adopted by the SBE and graduation requirements leading to college and career readiness. (Member Cheng)
	The greatest challenge facing Arizona is successfully educating children in poverty. (Member Baker)
Local Control	The SBE supports adoption of academic standards and an accountability system to measure and inform constituencies of progress or achievement of these standards while maintaining flexibility for schools to be innovative and creative in implementing curriculum, programming and schedules. (Member Cheng)

Contact Information:
Reginald M. Ballantyne III, President, State Board of Education
Dr. Karol Schmidt, Executive Director, State Board of Education

	I believe that Arizona must ensure that our educational leaders are able to employ creative and cutting edge opportunities to educate our children, free from burdensome overreach and regulation. (Member Schmidt)
	Local control (Member Taylor)
	The state should support local control to the extent possible. (VP Carter)
Literacy	Support statewide commitment to fund and implement impactful early and K-12 literacy efforts. (President Ballantyne)
	Support efforts to ensure reading at grade level as a minimum standard of student achievement. (Member Cheng)
Standards	Support rigorous K-12 academic standards that promote college and career readiness for Arizona's K-12 students. (President Ballantyne)
Teacher Quality	Maintain policies that ensure that all students have access to appropriately certified educators with training and mentoring aligned to research-based and best practices in pedagogy. (Member Mak)
OTHER	Beliefs and needs as outlined in 2017 AZ Kids Can't Wait Plan. (Supt. Douglas)
	SBE should not impose mandates upon ADE without considering budgetary impact and providing adequate funding for implementation as required per Board rule R7-2-201 (E). (Supt. Douglas)

Recommendation to the Board
That the Board adopt belief and value statements to guide the Board's positions on proposed or pending 2017 legislation.

Contact Information:
Reginald M. Ballantyne III, President, State Board of Education
Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding the second draft of the consolidated ESSA State Plan and the Implementation Plan consistent with § 299.13(b) of ESSA regulations

☒ Action/Discussion Item   ☐ Information Item

Background and Discussion

On November 9, 2016, the Arizona Department of Education released a second draft of the consolidated ESSA State Plan and the Implementation Plan. Based on §299.13 (b) of the final ESSA regulations, ADE is required to engage in timely and meaningful consultation with stakeholders, including input on the design and development of the plan as well as on the implementation of the programs included in the plan. Under §299.15 (a)(3), these stakeholders include members of the State Board of Education.

In addition, A.R.S. §15-206 provides:

15-206. Federal grants for educational purposes; administration

A. The state board of education may accept on behalf of this state from any federal agency monies which have been appropriated by act of Congress for defense in education, reduction of illiteracy, teaching of immigrants, employment and training, educational support services or other educational purpose.

B. The state board of education shall not reserve funds for state use in excess of actual cost not to exceed ten per cent of the grants to this state for provision to school district governing boards under the elementary and secondary education act of 1965, as amended (20 United States Code sections 2911 through 2952 and 2971 through 2976).

C. The state board of education, following regular educational fiscal procedure for counties, shall be the chief educational authority for administration and supervision of the expenditure of federal appropriations described in subsection A, and the state treasurer shall be trustee thereof.

Recommendation to the Board

It is recommended that the Board provide input on the consolidated ESSA State Plan as well as on the implementation of programs included in the plans.

Contact Information:
Dr. Karol Schmidt, Executive Director State Board of Education

U.S. Department of Education
Every Student Succeeds Act (ESSA)

Arizona
State Education Agency (SEA)
Consolidated State Plan

2nd Draft for Public Comment
November 9, 2016

Table of Contents: Arizona ESSA SEA Consolidated State Plan

Reading Note

> **This plan is arranged according to ESSA requirements. Blue-shaded sections are direct references containing ESSA requirements, while un-shaded sections are Arizona's responses to the law. The plan has been designed to provide high-level responses to meet the requirements of the law, thereby reserving maximum flexibility for Arizona with respect to implementing Arizona's plan.**

State of Arizona
Department of Education
Office of Diane M. Douglas
Superintendent of Public Instruction

Dear Arizonan,

It is my pleasure to share with you the second draft of Arizona's State Plan for the Every Student Succeeds Act (ESSA). This document reflects much of the input we received after releasing the first draft of the State Plan in September, input that included thousands of comments from parents, teachers, school administrators, education stakeholder groups, business and community leaders, policymakers and members of the public. I was truly impressed by the amount of feedback shared and would like to thank each and every person who took the time to provide their thoughts on the Plan. Your voices are critical to making this State Plan a success and bringing to Arizona schools and students the flexibility promised under ESSA.

One of the common themes we heard after releasing the first draft of the Plan was that it lacked detailed explanations as to how it would be implemented in districts and schools. I want you to know that the Plan's high level approach was intentional, and was designed to preserve as much flexibility as possible for our state when we submit it for federal approval. With that said, in response to the feedback we received we are including with the release of the second draft a complementary Implementation Plan that we hope will provide you with the details you asked for.

As I indicated when the first draft was released, there is still much work to be done before the final State Plan is submitted to the U.S. Department of Education early next year. We are still actively seeking your comments on both this second draft and the Implementation Plan and will continue to do so through December. More importantly, we see the Implementation Plan as a living document that can continue to evolve and improve even after the State Plan is finalized. As a reminder, there are a number of ways to share your feedback, including my We Are Listening Tours, which will continue through the end of the year, and via our website, email and social media channels.

Arizona has a unique opportunity under ESSA to work together to improve education in our state, so I hope you will continue to join me in this critical discussion. Thank you for your interest, and I look forward to hearing your thoughts and suggestions.

Sincerely,

Diane M. Douglas
Arizona Superintendent of Public Instruction

Role of AZ Kids Can't Wait! in the Implementation of Arizona's ESSA SEA Consolidated State Plan

AZ Kids Can't Wait! complements the implementation of Arizona's ESSA SEA Consolidated State Plan as part of the Arizona Department of Education's comprehensive strategy for supporting Arizona's schools, teachers, students and families.

AZ Kids Can't Wait! was developed based on public feedback and ideas gathered during our annual statewide We Are Listening Tour.

Arizona ESSA Consolidated State Plan Major Components	AZ Kids Can't Wait! Plan
1) Consultation and coordination	1) Actively engage all Arizonans
2) Challenging academic standards & assessments	2) Arizona standards for Arizona students
3) Accountability, support and improvement for schools	3) Redesign Arizona's A-F Accountability System
4) Supporting excellent educators	4) Support teachers in and beyond the classroom
5) Supporting all students	5) Build a strong student support system

§ 299.14 Requirements for the Consolidated State Plan

(a) **Purpose.** Pursuant to section 8302 of the Act, the Department defines the procedures under which an SEA may submit a consolidated State plan for any or all of the programs listed in § 299.13(j).

(b) **Framework for the consolidated State plan.** Each consolidated State plan must address the requirements in §§ 299.15 through 299.19 for the following five components and their corresponding elements:

    (1) Consultation and coordination.

    (2) Challenging academic standards and academic assessments.

    (3) Accountability, support, and improvement for schools.

    (4) Supporting excellent educators.

    (5) Supporting all students.

(c) **Performance management and technical assistance.** In its consolidated State plan, each State must describe its system of performance management for implementation of State and LEA plans for each component required under §§ 299.16 through 299.19. This description must include—

    (1) The SEA's process for supporting the development of, review, and approval of the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities are aligned with the specific needs of the LEA and the State's strategies described in its consolidated State plan.

LEA Plan Development

The Arizona Department of Education (ADE) will employ a local Comprehensive Strategic Plan process, driven by a local Comprehensive Needs Assessment process to support the development of local school and Local Education Agency (LEA – which includes school districts and charter holders) strategic plans that also meet statutory and regulatory requirements.

The Arizona Department of Education recognizes that local control resides with LEAs through locally elected school boards, as well as charter holders for charter schools. The Comprehensive Needs Assessment and Comprehensive Strategic Plan process will be guided by each LEA's locally defined mission and vision.

Comprehensive Needs Assessment

The Arizona Department of Education will leverage the use of one Comprehensive Needs Assessment process at the school and LEA system level. This process will serve to streamline and replace the multiple needs assessments currently required across grant programs. The Comprehensive Needs Assessment will be used by schools and LEAs to inform the development of local Comprehensive Strategic Plans.

The needs assessment will be aligned to the following *Arizona Principles of Effective Schools*:
1. Effective Leadership
2. Effective Teachers and Instruction
3. Effective Organization of Time
4. Effective Curriculum

5. Data Culture
6. Conditions, Climate and Culture
7. Family and Community Engagement

The school level Comprehensive Needs Assessment will guide schools through a structured process of locally reviewing both quantitative and qualitative data and information that will help identify local areas of strength and challenges, providing actionable information to inform the development of the school's Comprehensive Strategic Plan. The school level process will further be guided by their LEA's locally defined mission and vision.

The LEA-level Comprehensive Needs Assessment will be informed by the local Comprehensive Needs Assessment(s) completed by an LEA's school(s) and locally defined mission and vision. The LEA-level Comprehensive Needs Assessment will further serve to identify and aggregate quantitative and qualitative data to help identify system trends, indicating strengths and challenges. These data will then inform LEA-level system areas of focus for the LEA Comprehensive Strategic Plan.

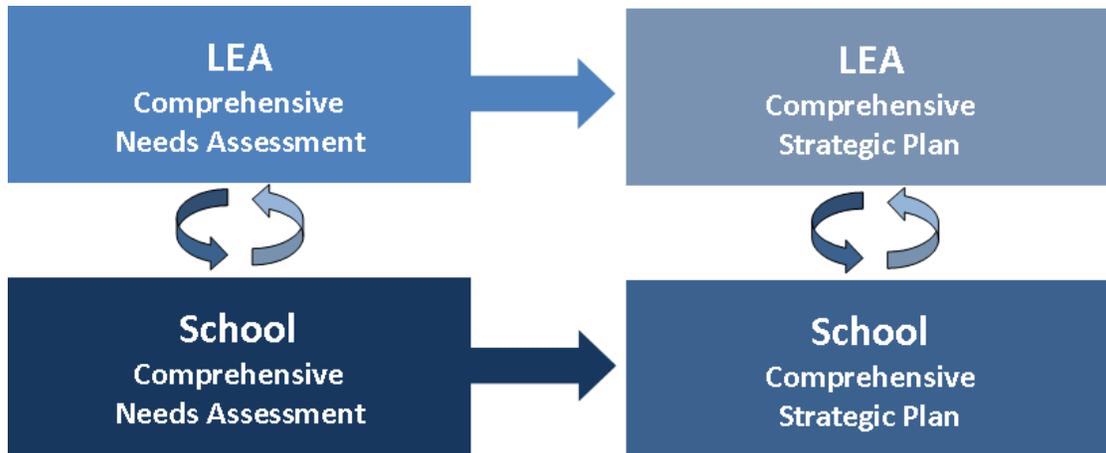### *Comprehensive Strategic Plan*

The Comprehensive Strategic Plan will provide the vehicle for schools and LEAs to create local plans that are guided by their locally defined mission and vision, as determined by their elected school board or charter holder, and driven by their Comprehensive Needs Assessments. The Comprehensive Strategic Plan should be developed in concert with all applicable stakeholders, to include opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs. LEAs and schools will leverage the Arizona Department of Education's current online tool to create and submit their plan for review.

The school-level Comprehensive Strategic Plan will truly be *comprehensive*, and will provide the opportunity for the school to address and satisfy the majority of the programmatic requirements of all state and federal grants received by the school in **one** comprehensive plan. This process will serve to streamline and replace the multiple plans currently required across grant programs to access state and federal grant resources.

The LEA plan will be designed to support the system areas of focus as identified and informed by the LEA Comprehensive Needs Assessment and the Comprehensive Strategic Plans developed by an LEA's schools, and will provide the opportunity for the LEA to address and satisfy the majority of the programmatic requirements of all state and federal grants received at the LEA level in **one** plan.

This new comprehensive planning process will unleash schools and LEAs by allowing them to plan more strategically, comprehensively and creatively with the focus being on improving outcomes for students.

The following provides a graphic overview of the LEA and school Comprehensive Needs Assessment and Comprehensive Strategic Plan processes:

Review of LEA Plans

School and LEA Comprehensive Strategic Plans will be reviewed by all applicable Arizona Department of Education program areas. Technical assistance, service and support will be provided both to help inform and improve local plans and ensure each plan is responsive to state and federal statutory and regulatory requirements, while remaining reflective of best/promising practices. The Comprehensive Strategic Plan process will serve to replace individually developed and submitted local plans for each Arizona Department of Education program area.

Approval of LEA Plans

School and LEA Comprehensive Strategic Plan approval will be based on the plan meeting all state and federal statutory and regulatory requirements – both programmatic and fiscal.

Arizona Department of Education program areas will review and approve each local plan, through the lens of their program area, to ensure the requirements of a given program area are appropriately met. Arizona Department of Education program areas will also review fiscal applications from schools and LEAs to ensure that state and federal grant funds are appropriately budgeted and expended in accordance with state and federal requirements, and that expenditures are aligned to the school or LEA Comprehensive Strategic Plan.

Local school and LEA Comprehensive Strategic Plans will be used by the Arizona Department of Education to drive the agency's ongoing performance management, technical assistance, service and support as provided through the agency's Comprehensive System of Support model.

(2) The SEA's plan, including strategies and timelines, to—   (i)   Collect and use data and information, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes;

Statewide Risk Assessment

The Arizona Department of Education will annually collect and review school and LEA Comprehensive Needs Assessments that will provide data and information regarding local areas of strengths and challenges.

Comprehensive Needs Assessment information will be combined with programmatic and fiscal data from other Arizona Department of Education data systems, such as statewide assessment data and fiscal data from the state grants management system, to inform a Statewide Risk Assessment tool to help guide the performance management and monitoring of LEA and school use of state and federal resources.

The Statewide Risk Assessment process will allow the Arizona Department of Education to identify and flag LEAs and schools most in need of support from the ADE, including monitoring. LEAs and schools will be tiered based on identified needs. Technical assistance, service and support will be guided by and aligned to those local needs, then operationalized through the Arizona Department of Education Comprehensive System of Support.

(ii)   Monitor SEA and LEA implementation of included programs using the data in paragraph (c)(2)(i) of this section to ensure compliance with statutory and regulatory requirements; and

Collaborative Monitoring

Entities will be identified to participate in the Arizona Department of Education annual cross-program area Collaborative Monitoring Process, based on their relative programmatic and/or fiscal risk(s) as identified through the Arizona Department of Education Statewide Risk Assessment Process.

Onsite Monitoring
- Entities will be identified for onsite monitoring through the risk assessment process.
- Onsite monitoring will leverage a collaborative, cross-program area model to reduce the need for multiple monitoring sessions from multiple program areas in isolation.
- The monitoring process will include both programmatic and fiscal components and will include the provision of targeted technical assistance and support, and the collaborative development of a Corrective Action Plan. The focus will be on continuous improvement, service and support rather than only compliance.

Desk Review
Entities will be identified for desk review monitoring through the risk assessment process.

| (iii)	Continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes; and

Performance Management

The Arizona Department of Education will leverage an ongoing performance management process through which program areas will engage in their own performance management process for their grantees through the lens of their program requirements.

Arizona Department of Education program areas will engage in an ongoing review of local Comprehensive Strategic Plans, through both a programmatic and fiscal lens, to monitor progress toward meeting locally identified Goals, Activities / Action Steps and Tasks identified through the local needs assessment and planning process, as well as a fiscal review to ensure resources are budgeted and expended appropriately based on program requirements and guidelines.

The Arizona Department of Education Performance Management process will help to ensure state and federal resources are appropriately used based on their programmatic and fiscal statutory and regulatory requirements, while providing ongoing technical assistance, service and support to help local schools and LEAs leverage these resources effectively to meet their local needs.

The focus of the Performance Management process will be on continuous improvement, service and support – rather than just compliance. Technical assistance, service and support provided by the Arizona Department of Education will be guided by and aligned to local needs and operationalized through the Arizona Department of Education Comprehensive System of Support.

Below is a graphic overview of the Arizona Department of Education's full performance management model for the Arizona ESSA Consolidated State Plan, incorporating the relationship between each major component and school and LEA Comprehensive Strategic Plans:
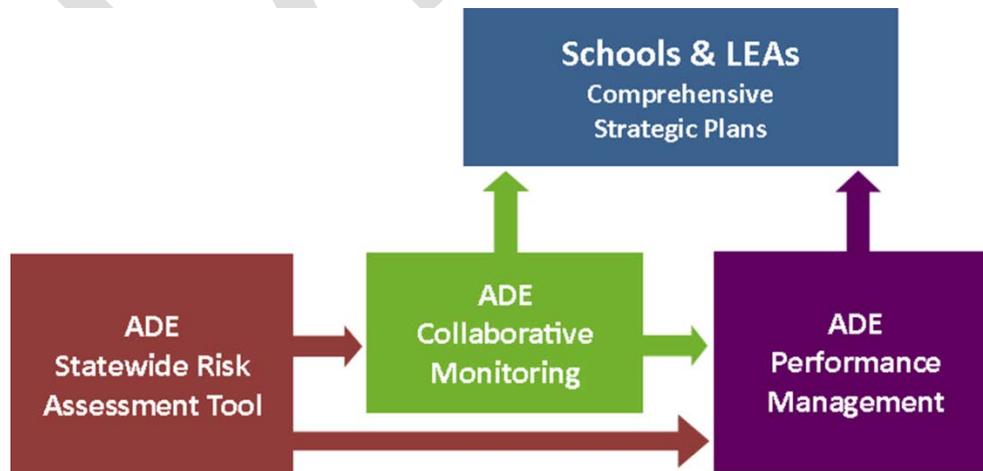
> (3) The SEA's plan, including strategies and timelines, to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.
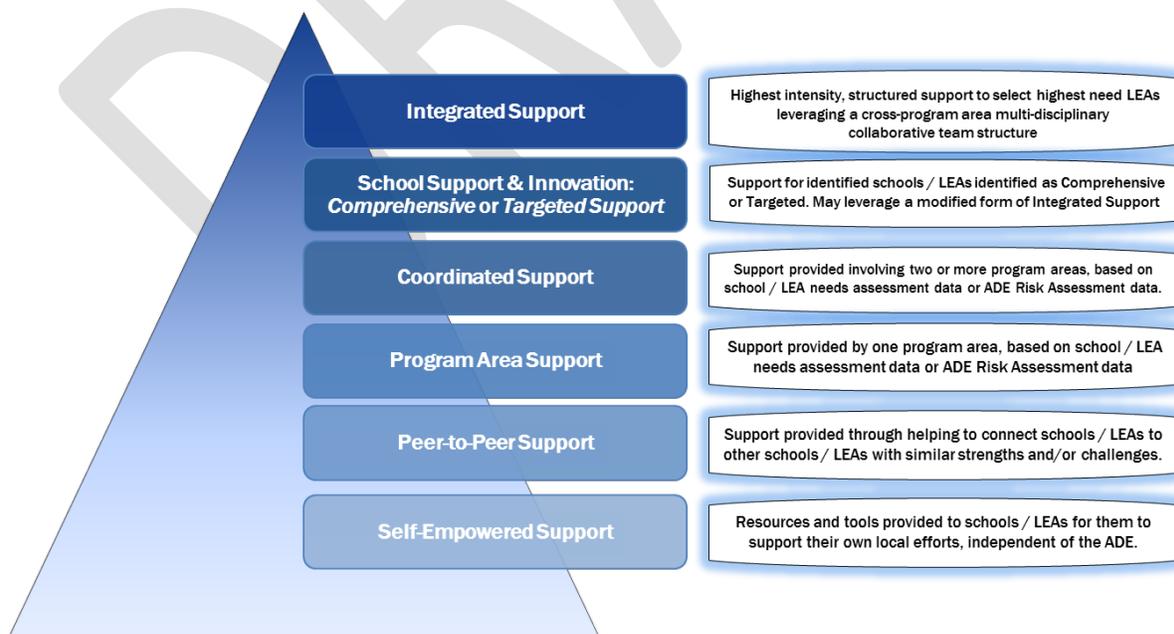
Comprehensive System of Support

The Arizona Department of Education will provide differentiated technical assistance, services and support to LEAs and schools, aligned to local needs, to support the effective implementation of locally developed Comprehensive Strategic Plans.

Local school and LEA Comprehensive Needs Assessment data will be used, in conjunction with other Arizona Department of Education programmatic and fiscal quantitative and qualitative data sources, such as the Arizona Department of Education Statewide Risk Assessment Model, to identify the level and form of aligned support needed from the Arizona Department of Education.

Technical assistance, service and support may be provided by the Arizona Department of Education through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences).

Support, at any level, may also be provided in conjunction with other partners – such as Regional Centers, County Education Service Agencies (ESA), postsecondary institutions and others.

The following areas describe the tiered continuum of comprehensive supports to be provided by the Arizona Department of Education, in conjunction with other partners:

Tier	Description
Integrated Support	Highest intensity, structured support to select highest need LEAs leveraging a cross-program area multi-disciplinary collaborative team structure
School Support & Innovation: *Comprehensive* or *Targeted Support*	Support for identified schools / LEAs identified as Comprehensive or Targeted. May leverage a modified form of Integrated Support
Coordinated Support	Support provided involving two or more program areas, based on school / LEA needs assessment data or ADE Risk Assessment data.
Program Area Support	Support provided by one program area, based on school / LEA needs assessment data or ADE Risk Assessment data
Peer-to-Peer Support	Support provided through helping to connect schools / LEAs to other schools / LEAs with similar strengths and/or challenges.
Self-Empowered Support	Resources and tools provided to schools / LEAs for them to support their own local efforts, independent of the ADE.

§ 299.15 Consultation and coordination

Consultation. In its consolidated State plan, each SEA must describe how it engaged in timely and meaningful consultation consistent with § 299.13(b) with stakeholders in the development of each of the four components identified in §§ 299.16 through 299.19 of its consolidated plan. The stakeholders must include the following individuals and entities and must reflect the geographic diversity of the State:

The Arizona Department of Education (ADE) has engaged in meaningful consultation in the development of each of the following required areas of the consolidated plan:

- Consultation and coordination
- Challenging academic standards and academic assessments
- Accountability, support, and improvement for schools
- Supporting excellent educators
- Supporting all students

Engagement has been conducted by Arizona Department of Education program areas that align with the above areas, using multiple means and methods including: face to face meetings, focus groups, conferences, trainings, phone conferences and webinars.

The Arizona Department of Education has further leveraged a single-point method to capture submitted stakeholder feedback: www.azed.gov/ESSA. This website serves as the primary connection point to provide stakeholders information and resources regarding both ESSA and the development of Arizona's SEA Consolidated State Plan, to include the following primary areas:

- Arizona ESSA Plan Development Timeline
- ADE's ESSA Plan Activities and Resources
- Updates on ESSA Proposed Rulemaking
- ESSA Resources on Ed.gov

All public webinars and communication resources that have been created are posted on this site. Additionally, the site allows stakeholders to submit their feedback electronically, take a brief survey and see and review all other submitted ESSA Survey Responses and Comments. The Arizona Department of Education has also posted formal written feedback provided by stakeholder organizations that have chosen to submit their feedback in this manner.

Communication Objectives (See Appendix A: Arizona Department of Education *ESSA Communications Plan*)

1. Educate the public and stakeholders about the Every Student Succeeds Act (ESSA) and its potential impact on Arizona schools, parents, educators and students.
2. Solicit 1) public input on ESSA to be used in the development and drafting of Arizona's ESSA Consolidated State Plan and 2) stakeholder input on ESSA to be used in the development and drafting of Arizona's ESSA Consolidated State Plan.
3. Obtain public input about the ESSA Consolidated State Plan and its implementation.
4. Go beyond the U.S. Department of Education's minimum communications requirements

to ensure all stakeholders have an opportunity to provide meaningful feedback to the plan.

Target Audiences (minimum, as required by ESSA)
(1)   The Governor, or appropriate officials from the Governor's office;
(2)   Members of the State legislature;
(3)   Members of the Arizona State Board of Education;
(4)   LEAs, including LEAs in Rural Areas;
(5)   Representatives of Indian Tribes located in the State;
(6)   Teachers, Principals, other School Leaders, Paraprofessionals, Specialized Instructional Support Personnel, and Organizations representing such individuals;
(7)   Charter School Leaders;
(8)   Parents and Families;
(9)   Community-Based Organizations;
(10)   Civil Rights Organizations, including those representing Students with Disabilities, English Language Learners, and other Historically Underserved Students;
(11)   Institutions of Higher Education (IHEs);
(12)   Employers; and
(13)   The Public.
- Students
- Health/Mental Health providers
- Early Childhood Organizations and Providers
- Local Elected Officials

Positioning Statement (Internal and External)
The Arizona Department of Education, in collaboration with stakeholders, is working to create a state plan under ESSA that will represent Arizona stakeholders' feedback and will serve the best interests of Arizona students by providing them with the quality education they deserve.

Desired Action(s)
The public will:
- Learn about ESSA through media coverage and social media opportunities
- Provide feedback on ESSA through multiple vehicles on ESSA (survey, website, email, etc.)
- Provide feedback through attendance at the We Are Listening Tour meetings

Stakeholders will be asked to:
- Provide specific input on ESSA via 1-1 meetings with Arizona Department of Education leadership
- Participate in stakeholder meetings on specific ESSA subject areas convened by Arizona

Department of Education Associate Superintendents or their designated staff
- Attend meetings in the field designed to solicit feedback and invite participation in the ESSA plan
- Share information on ESSA with their networks and ask them to provide feedback on specific parts of the plan
- Review drafts of the ESSA plan after they are developed by the Arizona Department of Education

Key Dates
2016

May – October	**Stakeholder Meetings & Public Feedback**
	June – December **"We Are Listening" Tour meetings**
	July – August **1-1 Stakeholder Meetings**
July – September	**Gather ESSA feedback and comments on Draft State Plan**
July – December	**Webinars for stakeholders as needed. First Webinar released July 25**
September 7	**Post FIRST Draft Plan for Public Comment**
November 9	**Post SECOND Draft Plan for Public Comment Period**
December 9	**Deadline for Public Comment on Revised Draft Plan**
Early December	**Send THIRD Plan to Governor and State Board of Education**

2017

January 2017	**Submit Final Plan to US Dept. of Education**

Coordination. In its consolidated State plan, each SEA must **describe how it is coordinating its plans for administering** the included programs, other programs authorized under the ESEA, as amended by the ESSA, and IDEA, the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

The Arizona Department of Education will coordinate its plans for administering included programs authorized under the Elementary and Secondary Education Act (ESEA), as amended by applicable federal acts, through the framework and system described under the Arizona Department of Education response to **Section 299.14 (c) 1-3 – (See Pages 5-10).**

§ 299.16 Challenging academic standards and academic assessments.

Challenging State academic standards. In its consolidated State plan, each SEA must—

Provide evidence at such time and in such manner specified by the Secretary that the State has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of the Act;

The Arizona State Board of Education (SBE) has adopted the following challenging content standards (http://www.azed.gov/standards-practices/):

- **Arts Education** standards adopted May 18, 2015
- **Early Learning** standards adopted May 2013
- **Education Technology** standards adopted May 18, 2009
- **English Language Arts** standards adopted June 28, 2010
    - *Currently under revision with adoption anticipated December 2016*
- **Health Education** standards adopted October 29, 2009
- **Mathematics** standards adopted June 28, 2010
    - *Currently under revision with adoption anticipated December 2016*
- **Physical Education** standards adopted May 18, 2015
- **Science** standards adopted May 24, 2004
    - *Currently under revision*
- **Social Studies** standards adopted September 26, 2005
    - *Currently under revision*
- **World and Native Languages** standards adopted May 18, 2015

Additionally, the Arizona Department of Education Career and Technical Education Unit - in conjunction with secondary and postsecondary educators and business and industry partners – identifies and maintains comprehensive, industry-validated standards for each Career and Technical Education program. http://www.azed.gov/career-technical-education/tech-standards/

(1) If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the Act; and

Arizona has adopted alternate achievement standards for students with the most significant cognitive disabilities in 2015. These assessments were submitted for peer review in March 2016.

(2) Provide evidence at such time and in such manner specified by the Secretary that the State has adopted English language proficiency standards under section 1111(b)(1)(F) of the Act that—
(i) Are derived from the four recognized domains of speaking, listening, reading, and writing;
(ii) Address the different proficiency levels of English language learners; and

(iii)	Are aligned with the State's challenging academic standards.

The Arizona Department of Education Office of English Language Acquisition Services (OELAS) developed, and the SBE approved in 2011, English Language Proficiency (ELP) Standards. The original standards were created in 2004; those standards went through a rigorous review and revision process from 2009-2011. The English Language Proficiency Standards will be revised, as necessary, to align with revised English Language Arts standards once formally adopted by the State Board of Education.

(i) **Are derived from the four recognized domains of speaking, listening, reading, and writing;**
The current English Language Proficiency Standards are organized within the Listening and Speaking, Reading, and Writing Domains and Language Strand. The Standard English Conventions and Vocabulary Standards are found in the Language Strand.

(ii) **Address the different proficiency levels of English language learners; and**
The labels used in the standards document match the Arizona English Language Learner Assessment (AZELLA) proficiency levels of the students (Pre-Emergent, Emergent, Basic, Intermediate). Individual subtest proficiency scores (Oral, Reading, Writing) can be used to guide instruction. The goal is to move students from their identified proficiency level to proficient as measured by AZELLA.

(iii) **Are aligned with the State's challenging academic standards.**
The Arizona English Language Proficiency Standards provide expectations for the foundational linguistic knowledge for students who are not proficient in English. These language skills are necessary in order for English language learners (ELLs) to access academic content required by the Arizona Academic Standards. There is a purposeful overlap of English Language Proficiency and English Language Arts language skills. This overlap is evident throughout the ELPs and is further defined in our correlation guide. This Correlation Guide is provided as a curricular resource and is intended to give information to the practitioner of English language learning, demonstrating how the revised/finalized English Language Proficiency Standards contribute to the skill sets required in the Arizona Academic Standards. This document is evidence of the alignment between the English Language Proficiency and Arizona Academic Standards and will be revised, as necessary, to align with revised English Language Arts standards once formally adopted by the State Board of Education.

Standards and Correlation Guides
http://www.azed.gov/english-language-learners/elps/

Guidance
Document **https://cms.azed.gov/home/GetDocumentFile?id=54de1d88aadebe14a87070f0**

(a) **Academic assessments**. In its consolidated State plan, each SEA must—
(1) Identify the high-quality student academic assessments that the State is implementing under section 1111(b)(2) of the Act, including:
(A) High-quality student academic assessments in Mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B) of the Act;

Arizona administers AzMERIT English Language Arts (ELA) and Mathematics tests as end of grade assessments in Grades 3-8 and as end of course (EOC) assessments in high school. Arizona administers AIMS Science in Grades 4, 8, and 10 in accordance with Arizona Revised Statutes §15-741.

(B) Any assessments used under the exception for advanced middle school Mathematics under section 1111(b)(2)(C)(iii) of the Act;

AzMERIT End of Course (EOC) Algebra I. Per section 1111(b)(2)(C)(iii) of the Act, only advanced 8th graders may participate in high school math assessment and will be limited to participating in AzMERIT EOC Algebra I. This provision does not prohibit students from taking advanced courses in middle school; however, all middle school students, with the exception of advanced 8th graders, must continue to take grade level AzMERIT assessments.

(C) Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;

Arizona administers the Multi-State Alternate Assessment (MSAA) ELA and Mathematics tests in Grades 3-8 and 11 and administers AIMS A Science in Grades 4, 8, and 10.

(D) Uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills consistent with §200.6(f)(3); and

Arizona administers the AZELLA in Grades K-12 for identifying English language learners and for the annual assessment of English proficiency of English language learners in accordance with Arizona Revised Statutes §15-756.

(E) Any approved locally selected nationally recognized high school assessments consistent with §200.3;

Arizona is developing a Menu of Assessments for use in high school in lieu of AzMERIT for use beginning in school year 2017-18, in accordance with Arizona Revised Statutes §15-741.02. Arizona is reviewing ways to reduce standardized testing.

(2) Provide evidence at such time and in such manner specified by the Secretary that the State's assessments identified in paragraph (b)(1) of this section meet the requirements of section 1111(b)(2) of the Act;

Arizona submitted the AzMERIT and MSAA tests for peer review in March 2016. AIMS Science and AIMS A Science have previously passed peer review.

(3) Describe its strategies to provide all students in the State the opportunity to be prepared for and to take advanced Mathematics coursework in middle school consistent with section 1111(b)(2)(C) and § 200.5;

All schools have the opportunity to offer advanced coursework to students. Students may begin taking Algebra I prior to high school.

(4) Describe the steps it has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act;

The contracts for both AzMERIT and MSAA require that the development of test items, the construction of the test forms and the delivery of the tests are in accordance with universal design principles.

The AzMERIT Test Delivery System is AA-level certified meaning it exceeds the Web Content Accessibility Guidelines (WCAG) 2.0.

(5) Consistent with § 200.6, describe how it will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner—

(A) The opportunity to participate in the assessment; and

Arizona has provided extensive guidance regarding accessibility and accommodations for all students including English language learners. There are test accommodations available to English language learners that are intended to allow students to better demonstrate their content knowledge without being hampered by their current lack of English proficiency.

http://www.azed.gov/assessment/files/2016/03/azmerit-testing-conditions-tools-and-accommodations-2016.pdf

As a requirement for inclusion on the Menu of Assessments, accessibility features and accommodations similar to those provided on AzMERIT must be made available to students as appropriate.

(B) Any of the benefits from participation in the assessment that are afforded to students who are not English language learners;

As a requirement for inclusion on the Menu of Assessments, any benefits associated with the assessment, such as college entrance or college course placement, must be afforded to English language learners participating in the assessment with or without accommodations that are similar to those available on AzMERIT.

(6) Describe how it is complying with the requirements in § 200.6(f)(1)(ii)(B) through (E) related to assessments in languages other than English;

Arizona does not permit statewide assessment in languages other than English, per Arizona Revised Statute §15-752.

(7) Describe how the State will use formula grant funds awarded under section 1201 of the Act to pay the costs of development of the high-quality State assessments and standards adopted under section 1111(b) of the Act or, if a State has developed those assessments, to administer those assessments or carry out other assessment activities consistent with section 1201(a) of the Act.

Arizona will use the formula grant funds awarded under section 1201 of the Act in combination with State funds for:

- The ongoing development of AzMERIT
- The revision of the State's science standards
- The revision of the State's science assessments
- Ensuring the provision of appropriate accommodations for English language learners and students with disabilities
- Developing and improving AZELLA
- Ensuring the continued validity and reliability of the State's assessments
- Refining the State assessments to ensure their continued alignment with the State's challenging academic standards
- Developing and/or improving student progress/growth models
- Developing and improving assessments for students with disabilities
- Collaborating with other organizations to improve the quality, validity, and reliability of the State's assessments
- Developing the state report card

§ 299.17 Accountability, support, and improvement for schools

(a) Long-term goals

In its consolidated State plan, each SEA must describe its long-term goals, including how it established its ambitious long-term goals and measurements of interim progress for academic achievement, graduation rates, and English language proficiency, including its State-determined timeline for attaining such goals, consistent with the requirements in §200.13 and section 1111(c)(4)(A) of the Act.

To ensure a unified state and federal system of accountability for all Arizona public schools and Local Educational Agencies (LEAs), the final methodology will reflect recommendations adopted by the State Board of Education (SBE) for the A-F Letter Grade Accountability System required by Arizona Revised Statutes §15-241.

(b) Accountability system

In its consolidated State plan, each SEA must describe its statewide accountability system consistent with the requirements of section 1111(c) of the Act and § 200.12, including—

(1) The measures included in each of the indicators and how those measures meet the requirements described in § 200.14(c) through (e) and section 1111(c)(4)(B) of the Act for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State;

The Arizona Department of Education (ADE) intends to include explicitly required indicators as outlined in the Act and provide additional, more comprehensive information to the public regarding how schools and LEAs are supporting a well-rounded education for their students, and to help inform and empower school choice through helping parents identify the most appropriate school for their child. To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the SBE for the A-F Letter Grade Accountability System.

The State Board of Education has responsibility for decisions regarding the design of Arizona's accountability system. The State Board of Education created an A-F Ad-Hoc Committee consisting of parents, teachers, superintendents, board members, education policy members and a charter representative to design and provide recommendations to the Board. The Arizona Department of Education is a liaison to the A-F Ad-Hoc Committee and is committed to providing information and support as the committee develops Arizona's new accountability system.

In addition to Arizona's accountability system, a diverse group of stakeholders representing multiple educational partners have collaboratively developed indicators, currently known as the Progress Meter, to help further assess the status of education for the state as a whole and for counties, LEAs and schools, where data are available. There are currently more than 100 individuals working to collaboratively set goals for each indicator by the end of this year.

Further, while not part of the A-F accountability system, Arizona recognizes the need to provide

more useful, comprehensive information regarding schools and LEAs to the public – beyond just summative ratings – particularly with respect to how schools and LEAs are supporting a well-rounded education for their students. The Arizona Department of Education will provide more comprehensive data and information to the public for schools and LEAs to help inform and empower school choice, through helping parents identify the most appropriate school for their child. School and LEA searchable school report card profile information will be made available online through the Arizona Department of Education website that will include more comprehensive information on academic and other programs and options offered by a school or LEA – including elements such as Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options - such as advanced placement programs and gifted education programs -, arts and music programs, athletics and physical education programs and educational technology options and supports.

(2) The subgroups of students from each major racial and ethnic group, consistent with § 200.16(a)(2);

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(3) If applicable, the statewide uniform procedures for:

(i) Former English language learners consistent with § 200.16(b)(1), and

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. However, the Arizona Department of Education intends to use the flexibilities described in the Act for all students who are Former English language learners consistent with § 200.16(b)(1)

(ii) Recently arrived English language learners in the State to determine if an exception is appropriate for an English learner consistent with section 1111(b)(3) of the Act and §200.16(b)(4);

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. However, the Arizona Department of Education intends to use the flexibilities described in the Act for all (ii) recently arrived English language learners consistent with section 1111(b)(3) of the Act and §200.16(b)(4)

(4) The minimum number of students that the State determines are necessary to be included in each of the subgroups of students consistent with § 200.17(a)(3);

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final n-¬size will reflect policy decisions adopted by the State Board of Education for

the A-F Letter Grade Accountability System.

(5) The State's system for meaningfully differentiating all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the Act and § 200.18, including—
(i) The distinct levels of school performance, and how they are calculated, under § 200.18(b)(3) on each indicator in the statewide accountability system;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(ii) The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with § 200.18(c) and (d); and

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(iii) The summative ratings, including how they are calculated, that are provided to schools under § 200.18(b)(4);

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

Letter Grades where:
- **"A"** describes an excellent level of performance per Arizona Revised Statutes §15-241.
- **"B"** describes less than excellent level of performance with final determination upon State Board of Education adoption
- **"C"** describes less than excellent level of performance with final determination upon State Board of Education adoption
- **"D"** describes less than excellent level of performance with final determination upon State Board of Education adoption
- **"F"** describes failing level of performance per Arizona Revised Statutes §15-241.

(6) How the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of § 200.15;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(7) The State's uniform procedure for averaging data across school years and combining data across grades as defined in § 200.20(a), if applicable;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(8) If applicable, how the State includes all public schools in the State in its accountability system if it is different from the methodology described in paragraph (b)(5), including—
(i) Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a formal assessment to meet this requirement;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(ii) Schools with variant grade configurations (e.g., P-12 schools);

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(iii) Small schools in which the total number of students that can be included on any indicator under §200.14 is less than the minimum number of students established by the State under § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under § 200.20(a), if applicable;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(iv) Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings, students living in local institutions for neglected or delinquent children, students enrolled in State public schools for the blind, recently arrived English language learners); and

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs including those described here and cited by Arizona Revised Statutes §15-241, the final methodology will reflect policy decisions adopted by the SBE for the A-F Letter Grade Accountability System.

(v) Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under § 200.20(a), if applicable.

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(c) Identification of schools.
In its consolidated State plan, each SEA must describe—

(1) The methodologies by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act and §200.19(a), including:

(i) Lowest-performing schools;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System but will reflect at least the lowest 5% of all schools based on summative scores in addition to any schools that receive the "F" letter grade as required by Arizona Revised Statutes §15-241.

(ii) Schools with low high school graduation rates; and

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(iii) Schools with chronically low-performing subgroups;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(2) The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State under section 1111(d)(3)(A)(i) of the Act and consistent with the requirements in § 200.21(f)(1), including the number of years over which schools are expected to meet such criteria;

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(3) The State's methodology for identifying schools with "consistently underperforming" subgroups of students, including the definition and time period used by the State to determine consistent underperformance, under § 200.19(b)(1) and (c);

To ensure a single system of accountability for all Arizona public schools and LEAs, the final

methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(4) The State's methodology for identifying additional targeted support schools with low-performing subgroups of students under § 200.19(b)(2); and

To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(5) The uniform exit criteria for schools requiring additional targeted support due to low-performing subgroups established by the State consistent with the requirements in § 200.22(f).

To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.

(d) State support and improvement for low-performing schools. In its consolidated State plan, each SEA must describe—
(1) Its process for making grants to LEAs under section 1003 of the Act consistent with the requirements of § 200.24 to serve schools implementing comprehensive or targeted support and improvement plans under section 1111(d) of the Act and consistent with the requirements in §§ 200.21 and 200.22;

Schools that are identified as comprehensive or targeted support and improvement schools are invited to apply for grant funding.

1. Local Educational Agency (LEA) and School teams complete Comprehensive Needs Assessment and analyze the data.
2. LEA and School teams complete the school and LEA Comprehensive Strategic Plans leveraging the Arizona Department of Education (ADE) current online tool to create and submit their plans for review.
3. LEA and School teams complete the application and proposed budget.
4. Support and Innovation (SI) staff reads and scores applications to determine eligibility.

Allocations:

A. Criteria:
- The total dollar amount Arizona Department of Education Support and Innovation receives
- Evidence of need in the application
- Planned use of funds for "…evidenced based strategies to improve student achievement, instruction and schools"
- The thoroughness and alignment of the proposed budget application and Comprehensive Strategic Plan
- The LEAs plan to monitor and evaluate Comprehensive Strategic Plan implementation and the use of funds to effectively implement selected evidenced-based interventions, strategies and action steps

B. Priority consideration will be given to LEAs that serve high numbers of schools demonstrating the greatest need and strongest commitment to using funds to improve student achievement and student outcomes.

C. Priority consideration will be given to LEAs serving the highest percentage of schools identified for comprehensive support and improvement and implementing targeted support and improvement plans.

D. Fiscal Review Process:
- Quarterly fiscal monitoring
- Revision review
- Reimbursement requests review
- Cash management review
- Completion Report review and approval

(2) Its process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions, to hold all public schools accountable for student academic achievement and school success consistent with §§ 200.21 through 200.24, and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans;

Development and implementation of school and LEA Comprehensive Strategic Plans, which include evidence-based interventions addressing student academic achievement and school success including, but not limited to such topics as:

- Evidence-based academic interventions which are bold and innovative and based on data
- School culture and climate
- Alternatives to suspension
- Restorative Justice
- Conscious Discipline
- Whole School Reform models
- School wellness indicators
- Gifted education and accelerated learning opportunities, including advanced placement programs
- Multi-Tiered System of Support (MTSS) strategies

Arizona Department of Education Support and Innovation provides support, technical assistance and monitoring:

- Review of Comprehensive Needs Assessment
- Conduct differentiated on-site support visits based on needs
- Assist LEAs with the evidence-based decision making process
- Support use of transparent robust high-quality data
- Support the initial development of LEA & School Comprehensive Strategic Plans with encouragement to select bold, innovative evidenced-based interventions
- Support implementing & monitoring LEA & School Comprehensive Strategic Plans
- Monitor strategies and action steps for completion and success
- Support implementation of bold evidence-based LEA and school systems and structures to create powerful change
- Support and guide selection and implementation of innovative, locally selected evidence-based interventions leading to dramatic increases in student achievement
- Review quarterly data submissions and discuss needed midcourse adjustments
- Review resource allocation by the LEA to comprehensive and targeted support and improvement schools

Other Support Structures:

- Integrated Support Teams across Arizona Department of Education program areas
- Strategic Partner (vetted external providers) support based on school specific needs matched with Strategic Partners areas of specific expertise

- Scheduled open office hours
- Ongoing desktop support as needed

(3) The more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the Act and § 200.21(f);

For comprehensive support and improvement schools that have not made sufficient progress to exit comprehensive support and improvement status after 3 years, the rigor of interventions and supports must increase. To ensure implementation of more rigorous and bold evidence-based interventions that are focused on the root causes for insufficient progress, Arizona Department of Education (all program areas involved) will conduct an in-depth needs assessment of the LEA and school(s) focused on the current state of implementation of their Comprehensive Strategic Plan; this process will help identify what is working and what is not and the next best high-leveraged steps to improve student outcomes. This process will include all stakeholders at each step of the process. These findings will be shared with the LEA, schools, families and community to assist in determining additional needs, gaps in the current implementation of interventions and to identify possible new bold and innovative interventions and actions. New Comprehensive Strategic Plans written with direct assistance from Arizona Department of Education Integrated Support Teams (involves all necessary program areas). Additional support will be provided through the integrated support team model). Considering a variety of innovative evidenced-based interventions and selecting ones from interventions highly successful with similar populations and settings will be encouraged.

(4) Its process, consistent with the requirements in section 1111(d)(3)(A)(ii) of the Act and §200.23(a), for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the State serving a significant number of schools identified for comprehensive support and improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans; and

As part of the site visit and fiscal review protocols, Arizona Department of Education Support and Innovation staff will address allocation of resources to schools in improvement in LEAs serving a significant number of schools identified for comprehensive support and improvement and LEAs serving a significant number of schools implementing targeted support and improvement plans. Evidence of the LEA providing adequate additional resources allocated to schools remaining in improvement status will be reviewed. Assistance with integrated budgeting and planning will be given. Additional support will be provided through the integrated support team model, involving all necessary program areas.

(5) Other State-identified strategies, including timelines and funding sources from included programs consistent with allowable uses of funds provided under those programs, as applicable, to improve low-performing schools.

Currently, the only funding source in Arizona for low-performing schools is Title I.
- Comprehensive Support and Improvement Schools will exit at the end of three years if

they no longer meet identification criteria.
- Targeted Support and Improvement Schools will exit after two years if they no longer meet identification criteria.
- If after three years in improvement, a school has not exited, the Arizona Department of Education will take actions to initiate and support additional bold, systemic changes in LEAs and schools, to include the implementation of evidence-based interventions and supports proven successful in schools serving similar populations of students in similar contexts.
- In LEAs where a significant number of schools are consistently identified for comprehensive school improvement and/or are not meeting the state's exit criteria or a significant number of targeted improvement and support schools exist, the Arizona Department of Education will take actions to initiate and support additional bold, systemic changes in LEAs and schools.

(e) Performance management and technical assistance. In addition to the requirements in § 299.14(c), each SEA must describe—

(1) Its process to approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with the requirements in section 1111(d)(1)(B)(v) and (vi) of the Act and § 200.21(e); and

The Arizona Department of Education will initially approve LEA Comprehensive Strategic Plans each school year. The Arizona Department of Education will periodically monitor and review LEA Comprehensive Strategic Plans through site visits and desktop support differentiated by needs of each LEA. Arizona Department of Education Support and Innovation staff will provide technical assistance to the LEA based on need.

(2) The technical assistance it will provide to each LEA in the State serving a significant number of schools identified for comprehensive and targeted support and improvement, including technical assistance related to selection of evidence-based interventions, consistent with the requirements in section 1111(d)(3)(A)(iii) of the Act and § 200.23(b).

In addition to the technical assistance described in previous sections, the Arizona Department of Education will partner with Regional Centers and vetted strategic partners to provide targeted support based on the identification of the root causes for the targeted areas identified in need of improvement. Specific examples of evidenced-based interventions that are bold and innovative in nature will be analyzed in collaboration with the LEA and LEA stakeholders, including the families of the students served by the LEA as well as community members.

(3) Any additional improvement actions the State may take consistent with § 200.23(c), including additional supports for or interventions in LEAs, or in any authorized public chartering agency consistent with State charter school law, with a significant number of schools identified for comprehensive support and improvement that are not meeting exit criteria or a significant number of schools identified for targeted support or improvement.

The Arizona Department of Education will also partner with Arizona's five Regional Centers, the

Arizona State Board for Charter Schools and the Arizona Charter Schools Association and vetted strategic partners to provide targeted support based on the identification of the root causes for the targeted areas identified in need of improvement. Specific examples of evidenced-based interventions that are bold and innovative in nature will be analyzed in collaboration with LEA stakeholders including the families of the students served by the LEA and community members.

§ 299.18 Supporting excellent educators

(a) __Systems of educator development, retention, and advancement__
In its consolidated State plan, consistent with sections 2101 and 2102 of the Act, each SEA must describe its educator development, retention, and advancement systems, including, at a minimum—

> (1) The State's system of certification and licensing of teachers and principals or other school leaders;

The Arizona Department of Education (ADE) has a robust multi-tiered licensing system for teachers, principals, superintendents, and other school leaders. Arizona certification rules and statutes ensure that students are served by quality educators who must meet high standards. A Teaching Certificate can be earned with a bachelor's degree, fingerprint clearance, appropriate coursework or completion of an approved Educator Preparation Program and passage of subject and content knowledge exams. Arizona also provides a pathway for career changers to complete a teacher preparation program leading to full state certification while teaching full time.

Additionally, Arizona statutes allow teachers and school administrators who are fully certified out of state and in good standing in their state to qualify for an eight year Teaching Certificate. These reciprocity rules will help Local Education Agencies (LEAs) recruit qualified educators from other states and reduce burdens on educators who have already met certification requirements in another state.

The Arizona Department of Education Certification Unit is also reviewing the relevant research and the policies of other states to determine the best course of action in developing, implementing and supporting a professional development system that will assist a teacher in identifying and displaying completed professional learning opportunities.

> (2) The State's system to ensure adequate preparation of new educators, particularly for low-income and minority students; and

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.

R7-2-604.01. Educator Preparation Programs
A. Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experiences, and a capstone experience.

R7-2-604.7 "**Field experience**" means scheduled, directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards.

(1) The State's system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the State has elected to implement such a system. Alternatively, the SEA must describe how it will ensure that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.

The Arizona Department of Education, in conjunction with the State Board of Education, has implemented the *Arizona Framework for Measuring Educator Effectiveness* (*http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/educator-evaluation-framework-revised-042516.pdf*), a framework for LEAs in the state to utilize in the creation and implementation of their local principal and teacher evaluation systems. While LEAs have the flexibility to implement their own instruments for educator evaluation, they are required to align with the Arizona Framework. Included in the framework, are recommendations that teachers and principals utilize the best practices outlined in the revised and newly adopted Professional Teaching and Administrative Standards throughout the process. Additionally, the Arizona Department of Education recommends LEAs develop and/or participate in professional learning that meets the Arizona Standards for Professional Learning to ensure that all professional learning for educators meets the highest standards of quality.

In an effort to improve and support the practice of teachers and principals, the Arizona Department of Education has offered numerous professional learning opportunities, including:
- A Qualified Evaluator Academy designed to provide tools, strategies, and resources to principals and other leaders charged with the responsibility of observing and evaluating teachers.
- Learning Leaders for Learning Schools, in partnership with Learning Forward, is a principal professional learning initiative focused on instructional leadership skills and behaviors.
- Project Elevate, in partnership with Arizona State University, Center for the Art and Science of Teaching, is designed to educate and empower LEA and school leaders to focus on improving teaching and learning that results in significant gains in student achievement.
- LEA and School leadership team professional learning in Examining Data to Improve Student Achievement (EDISA) provides support to develop a dynamic, sustainable action plan outlining the application of evidence-based practices to be implemented during the school year.

- Induction and mentoring programs are in place to support teachers of special education students.
- Breakout sessions on leadership and effective instruction at our annual Leading Change, Teachers' Institute and Educator Evaluation Summit conferences. Topics have included Professional Learning Strategies, Use of Data to Drive Professional Learning Decisions, Teacher Retention, Instructional Rounds, Validity and Reliability with Data, Student Learning Objectives, ESSA Updates and Culturally Inclusive Practices.
- Opportunities to improve the use of workplace and evaluation data and its alignment with school performance.
- Early Childhood Education leadership track of professional development for Leading Pre-K-3 Communities.

The Arizona Department of Education also provides ongoing specific and comprehensive technical assistance to LEAs during its Collaborative Monitoring process, which will include guidance on effective expenditures for Title II-A funds related to:
- New teacher induction programs
- Mentoring programs for teachers in years 1-3
- Ongoing/embedded professional learning for teachers and leaders
- Recruitment and retention stipends for teachers and principals
- Differential pay incentives for career advancement
- Teacher leader opportunities
- Teacher and principal reimbursements

(b) Support for educators

(1) In its consolidated State plan, each SEA must describe how it will use title II, part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

(i)   Increase student achievement consistent with the challenging State academic standards;

The Arizona Department of Education has created and is implementing with LEAs from different geographic regions and school demographics, an Arizona K-12 Academic Standards aligned Student Learning Objective (SLO) process to support the teacher evaluation process and in the end, improve student achievement. An important component of the Student Learning Objective process is the setting and reaching of goals aligned to these standards. Title II-A funds are utilized to support the Student Learning Objective process, including the professional learning involved in the basic knowledge of the process. Continued professional learning supported by Title II-A funds is required during the implementation phase. Additionally, the Arizona Department of Education provides free and low-cost trainings to strengthen teachers' content and instructional expertise.

(ii)   Improve the quality and effectiveness of teachers and principals or other school leaders;

The Arizona Department of Education continues to support, leveraging Title II-A funds, many

initiatives and projects to improve the quality and effectiveness of teachers and principals including, but not limited to:
- Instructional Rounds
- Qualified Evaluator Academy training
- Student Learning Objective training
- Learning Leaders for Learning Schools
- Arizona Department of Education hosted Educator Stakeholder Roundtables
- Arizona Department of Education sponsored conferences
- Title I/II Regional training opportunities
- School climate (physical, social and emotional safety and health)
- CPR certification requirement, as identified in state law
- Supporting students with chronic health conditions, as identified in state law
- Ensuring the level of support includes school staff to address children with special health care needs in preparing them to be ready to learn
- Bullying prevention training
- School safety policy recommendations for providing a safe learning environment
- Suicide prevention training
- Supporting LEAs in providing professional development for teachers regarding the emergency response plan and other prevention programs
- Providing teachers with appropriate training for instruction in early childhood education, including the five essential domains of learning, standards, developmentally appropriate practice, on-going progress monitoring, and the formative assessment process

	(iii)	Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and

The Arizona Department of Education has utilized Title II-A funds to implement a number of projects, instruments and frameworks to increase the number of teachers who can effectively improve student achievement in schools:
- The annual Educator Evaluation Summits (2011-2016) have been instrumental in providing professional learning opportunities related to the Educator Evaluation Framework, which uses a formula based on both teaching performance/professional practice and student academic progress. This Framework also states that the local educational agency (LEA) should take all necessary steps to align professional learning to the evaluation outcome to strengthen teacher and principal effectiveness.
- External experts provide content knowledge to LEAs on data analysis, validity and reliability, and formative assessments.
- Allow the LEAs to utilize stipends to retain effective teachers and principals with a proven record of increasing student academic achievement especially with diverse and high poverty learners.
- Educator Preparation Programs have been strengthened through increased requirements, ongoing monitoring, and support. Educator Preparation Programs will

continue to evolve by providing increased teacher readiness that accounts for Arizona's growing diversity of demographics. Programs should ensure that best practices and readiness levels in place for students of poverty are embedded in the curriculum for all teachers to be trained on and use regardless of content area or their students' particular population.

(iv)	Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in paragraph (c) of this section.

The Arizona Department of Education is partnering with various research-based advocacy groups to assist LEAs in developing a culture of opportunity that will allow them to utilize human capital management data to make effective decisions that will ensure high needs students and diverse learners have access to the most effective teachers. The agency has published its equity plan, (*Ensuring Equitable Access to Excellent Educators in Arizona,* 2015), which outlines several in-depth root cause analyses and a series of data driven performance objectives designed to reduce the three demonstrated equity gaps.

http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf

Recruitment stipends have also been utilized as a strategy to promote equitable distribution of effective teachers, particularly in low-income and minority demographic areas.

(2) In its consolidated State plan, each SEA must describe—

(i)	How the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students consistent with section 2101(d)(2)(J) of the Act, including strategies for teachers of, and principals or other school leaders in schools with:

(A) Low-income students;
(B) Lowest-achieving students;
(C) English language learners;
(D) Children with disabilities;
(E) Children and youth in foster care;
(F) Migratory children, including preschool migratory children and migratory children who have dropped out of school;
(G) Homeless children and youths;
(H) Neglected, delinquent, and at-risk children identified under title I, part D of the Act;
(I) Immigrant children and youth;
(J) Students in LEAs eligible for grants under the Rural and Low-Income School Program under section 5221 of the Act;
(K) American Indian and Alaska Native students;
(L) Students with low literacy levels; and
(M) Students who are gifted and talented;

The Arizona Department of Education will work to improve the skills of educators across the

above-listed subgroups through providing technical assistance, services and support through the Arizona Department of Education Comprehensive System of Support, as aligned to local school and LEA system needs identified by local Comprehensive Needs Assessments and Comprehensive Strategic Plans.

Comprehensive System of Support
The Arizona Department of Education will provide differentiated technical assistance, services and support to LEAs and schools, aligned to local needs, to support the effective implementation of locally developed Comprehensive Strategic Plans.

Local school and LEA Comprehensive Needs Assessment data will be used, in conjunction with other Arizona Department of Education programmatic and fiscal quantitative and qualitative data sources, such as the Arizona Department of Education Statewide Risk Assessment Model, to identify the level and form of aligned support needed from the Arizona Department of Education.

Technical assistance, service and support may be provided by the Arizona Department of Education through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences).

Support, at any level, may also be provided in conjunction with other partners, such as Regional Centers, County Education Service Agencies (ESA), postsecondary institutions and others.

See Pages 9-10.

(ii)	If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the Act; and

The Arizona Department of Education has implemented a series of Qualified Evaluator Academies to support LEAs in implementing the *Arizona Framework for Measuring Educator Effectiveness*. An informational podcast and resources are available on the Arizona Department of Education website. The Arizona Department of Education provides LEAs access to the Instructional Rounds protocol training and cohort participation. Professional Learning opportunities related to teacher and principal evaluation systems are available at agency-sponsored conferences.

(iii)	If the SEA plans to use funds under one or more of the included programs for this purpose, how the State will improve educator preparation programs consistent with section 2101(d)(2)(M) of the Act.

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.

> (3) In its consolidated State plan, each SEA must describe its rationale for, and its timeline for the design and implementation of, the strategies identified under paragraph (b)(1) and (2) of this section.

> • Ongoing technical assistance and support are being developed throughout the year as needed.

(c) Educator equity

> (1) Each SEA must demonstrate, consistent with section 1111(g)(1)(B) of the Act, whether low-income and minority students enrolled in schools that receive funds under title I, part A of the Act are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under title I, part A of the Act in accordance with paragraph (c)(3) of this section.

In 2006, the Arizona Department of Education submitted to the US Department of Education (USED) a report detailing its Equity Plan for Highly Qualified Teachers in response to requirements of the 2002 reauthorization of the Elementary and Secondary Education Act (ESEA), known as No Child Left Behind.

The conversation among Arizona educators and policy makers has shifted from ensuring students are taught by *highly qualified* educators to *highly effective* teachers who are appropriately certified.

This follows a national trend of using data and performance measures to define quality instruction that correlates to increases in student achievement. During school year 2014-15, the Arizona Department of Education set in motion a process to review and address the long-term needs for improving equitable access to effective and highly effective teachers and leaders. This revised plan was in response to the July 7, 2014 letter from former U.S. Secretary of Education Arne Duncan in order to comply with Section 1111(b)(8)(C) of the ESEA. The final plan was approved by USED in October 2015 and has been updated with respect to its Theory of Action and progress toward goal completion.

> (2) For the purposes of this section, each SEA must establish and provide in its State plan different definitions, using distinct criteria so that each provides useful information about educator equity and disproportionality rates, for each of the terms included in paragraphs (c)(2)(i) through (iii) of this section—

> (i) A statewide definition of "ineffective teacher", or statewide guidelines for LEA definitions of "ineffective teacher", that differentiates between categories of teachers;

Arizona Revised Statutes 15-203 (A) (38) requires the adoption and maintenance of model framework for principal and teacher evaluations that outlines four performance classifications: highly effective, effective, developing, and ineffective. Local school boards will adopt the

classification definitions set forth in the model framework, as adopted by the Arizona State Board of Education.

Per the State Board of Education approved *Arizona Framework for Measuring Effective Educators, a*n "ineffective teacher" is one who consistently fails to meet expectations and requires a change in performance due to minimal competency with adopted professional standards. Students with an ineffective teacher generally make unacceptable levels of academic progress, as measured by the appropriate course or grade level assessment.

http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/educator-evaluation-framework-revised-042516.pdf

(ii)	A statewide definition of "out-of-field teacher" consistent with § 200.37;

An "out-of-field teacher" is defined as "not teaching in the subject or field for which the teacher is appropriately certified according to applicable state law," per the Arizona Department of Education's approved equity plan, *Ensuring Access to Excellent Educators in Arizona.* This would include the requirement for special education teachers to be appropriately certified consistent with the Individuals with Disabilities Education Act (IDEA).

http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf

(iii)	A statewide definition of "inexperienced teacher" consistent with § 200.37;

An "inexperienced teacher" has three years or less of practical classroom teaching experience, per the Arizona Department of Education's approved equity plan, Ensuring Access to Excellent Educators in Arizona.

http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf

(iv)	A statewide definition of "low-income student";

"Low-income student", used interchangeably with "economically disadvantaged", are those students eligible for the federal free and reduced lunch programs, per the Arizona Department of Education's approved equity plan, Ensuring Access to Excellent Educators in Arizona.

http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf

(v)	A statewide definition of "minority student" that includes, at a minimum, race, color,

and national origin, consistent with title VI of the Civil Rights Act of 1964; and

"Minority student" is often used interchangeably with "student of color" and "diverse learner" and includes those students identifying as American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races (Arizona Department of Education, 2015), per the Arizona Department of Education's approved equity plan, Ensuring Access to Excellent Educators in Arizona.

http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf

(vi)	Such other definitions for any other key terms that a State elects to define and use for the purpose of making the demonstration required under paragraph (c)(1) of this section.

Not applicable.

(3) For the purpose of making the demonstration required under paragraph (c)(1) of this section--	
(i)	Rates.
	Each SEA must annually calculate and report, such as through a State report card, statewide based on student level data, except as permitted under § 299.13(d)(3), the rates at which—
	(A) Low-income students enrolled in schools receiving funds under title I, part A of the Act, are taught by—
	(1) Ineffective teachers;
	(2) Out-of-field teachers; and
	(3) Inexperienced teachers; and
	(B) Non-low-income students enrolled in schools not receiving funds under title I, part A of the Act, are taught by—
	(1) Ineffective teachers;
	(2) Out-of-field teachers; and
	(3) Inexperienced teachers; and
	(C) Minority students enrolled in schools receiving funds under title I, part A of the Act are taught by—
	(1) Ineffective teachers;
	(2) Out-of-field teachers; and
	(3) Inexperienced teachers; and
	(D) Non-minority students enrolled in schools not receiving funds under title I, part A of the Act are taught by--
	(1) Ineffective teachers;
	(2) Out-of-field teachers; and
	(3) Inexperienced teachers; and
(ii)	Other rates. Each SEA may annually calculate and report statewide at the student level, except as permitted under §299.13(d)(3), the rates at which students represented by any other key terms that a State elects to define and use for the purpose of this section are taught by ineffective teachers, out-of-field teachers, and inexperienced teachers.

SY 2016 – Poverty and Minority

	# of Individual Schools	% of Teachers Rated Ineffective or Developing	% of Teachers Identified as Out of Field (Non-HQ)	% of Inexperienced Teachers
Statewide	1866	4.81%	3.22%	22.51%
Q1 (lowest poverty)	444	3.27%	2.58%	20.04%
Q4 (highest poverty)	466	8.39%	4.01%	26.43%
Q1 (lowest minority status)	461	5.98%	2.55%	19.75%
Q4 (highest minority status)	472	5.38%	3.16%	23.07%

(iii) (Disproportionate Rates. Each SEA must calculate and report the differences, if any, between the rates calculated in paragraph (c)(3)(A) and (B), and between the rates calculated in paragraph (c)(3)(C) and (D) of this section.

Equitable Access Gap Summary--2016

	Economically Disadvantaged	Diverse Learners
Teachers Rated as Ineffective or Developing	5.12% more in Q4 than Q1	.6% less in Q4 than Q1
Teachers Identified as Out of Field	1.43% more in Q4 than Q1	.61% more in Q4 than Q1
Inexperienced Teachers	6.39% more in Q4 than Q1	3.32% more in Q4 than Q1

(4) Each SEA must publish and annually update--	
(i)	The rates and disproportionalities required under paragraph (c)(3) of this section;
(ii)	The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher" under paragraph (c)(2)(i) of this section, consistent with applicable State privacy policies;
(iii)	The percentage of teachers categorized as out-of-field teachers consistent with § 200.37; and
(iv)	The percentage of teachers categorized as inexperienced teachers consistent with § 200.37.

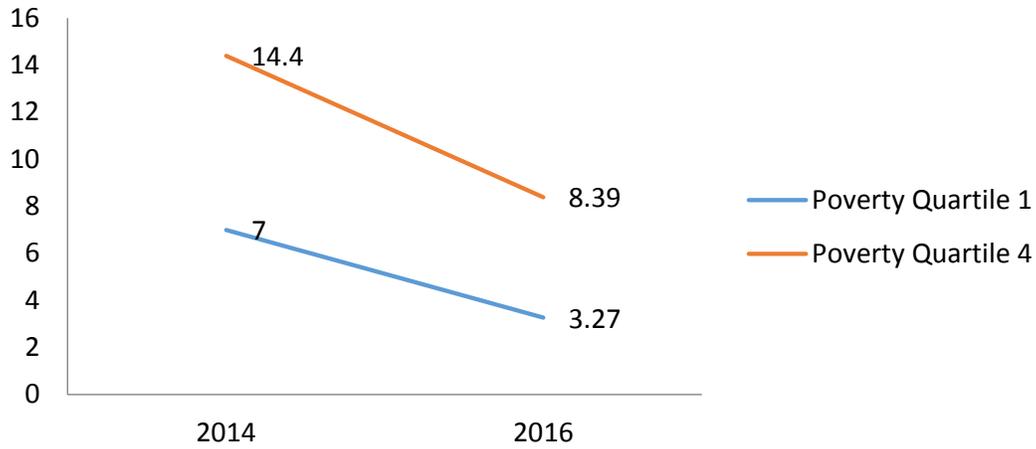| 2014-15	Ineffective	Developing	Effective	Highly Effective
Statewide (54,024)	586 (1.08%)	3391 (6.28%)	24,212 (44.82%)	25,835 (47.82%)

(v) The information required under paragraphs (c)(4)(i) through (iv) of this section in a manner that is easily accessible and comprehensible to the general public, available at least on a public Web site, and, to the extent practicable, provided in a language that parents of students enrolled in all schools in the State can understand, in compliance with the requirements under § 200.21(b)(1) through (3). If the information required under paragraphs (c)(4)(i) through (iv) is made available in ways other than on a public Web site, it must be provided in compliance with the requirements under § 200.21(b)(1) through (3).

(5) Each SEA must describe where it will publish and annually update the rates and disproportionalities calculated under paragraph (c)(3) of this section and report on the rates and disproportionalities in the manner described in paragraph (c)(4)(v) of this section.
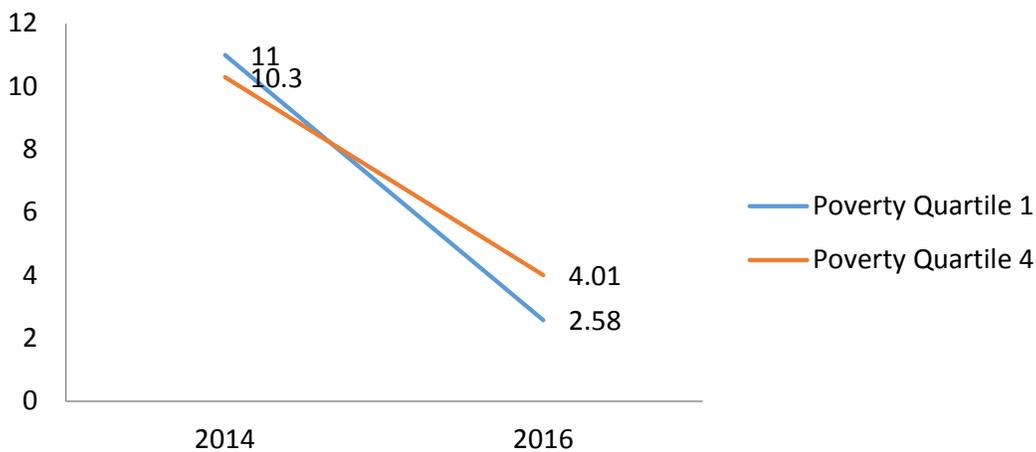
The Arizona Department of Education will publish and annually update the rates and disproportionalities calculated under paragraph (c)(3) of this section and report on the rates and disproportionalities in the manner described in paragraph (c)(4)(v) of this section on the Arizona Department of Education website and in update equity documentation. Current data is showing an improvement in two years of work in reducing the equity gaps, although the data does indicate an increase in inexperienced teachers.

The following charts report the Percent of Teachers Rated Ineffective and Developing in 2014-2016, the Percent of Teachers Identified as Out of Field, and the Percent of Teachers Identified as Inexperienced:
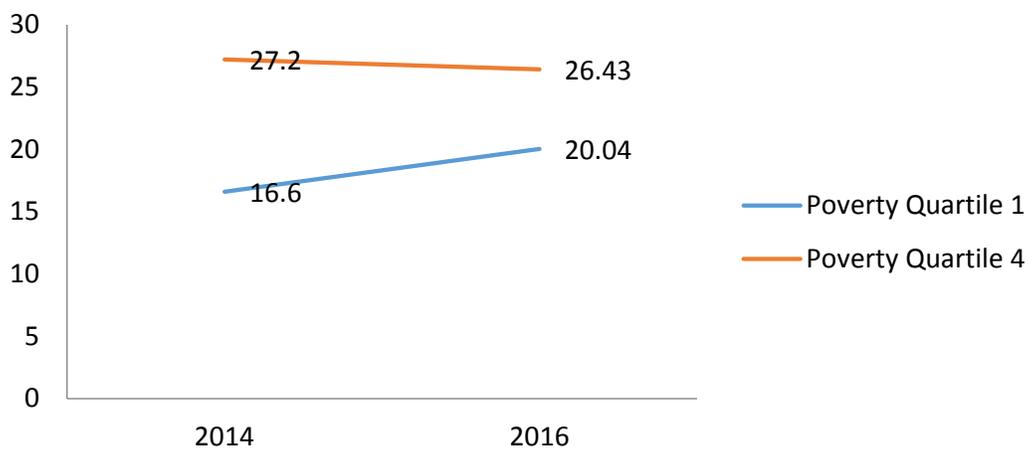
Percent of Teachers Rated Ineffective & Developing 2014 to 2016

Legend:
- Poverty Quartile 1
- Poverty Quartile 4

Data points:
- 14.4 (2014, Poverty Quartile 4)
- 8.39 (2016, Poverty Quartile 4)
- 7 (2014, Poverty Quartile 1)
- 3.27 (2016, Poverty Quartile 1)

Percent of Teachers Identified as Out of Field

Legend:
- Poverty Quartile 1
- Poverty Quartile 4

Data points:
- 11 (2014, Poverty Quartile 1)
- 10.3 (2014, Poverty Quartile 4)
- 4.01 (2016, Poverty Quartile 4)
- 2.58 (2016, Poverty Quartile 1)

Percent of Teachers Identified as Inexperienced

Line chart showing:
- Poverty Quartile 1 (blue): 16.6 (2014), 20.04 (2016)
- Poverty Quartile 4 (orange): 27.2 (2014), 26.43 (2016)

(5) Each SEA that demonstrates, under paragraph (c)(1) of this section, that low-income or minority students enrolled in schools receiving funds under title I, part A of this Act are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers must—

    (i)   Describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g. statewide, between LEAs, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated under paragraph (c)(1) of this section; and

The Arizona Department of Education's *Ensuring Access to Excellent Educators in Arizona* (2015) report included a Root Cause analysis examining the factors causing the identified equity gaps, revealing three areas of concern:

1. **Disconnect Between Educator Evaluation Ratings And Student Achievement Prevents Equitable Access;**
2. **Difficulty Retaining and Recruiting Highly Effective Teachers; and,**
3. **Negative Perception of the Profession.**

Root Cause Analysis Findings Key Concern 1: Disconnect Between Educator Evaluation Ratings And Student Achievement Prevents Equitable Access.

- **Lower Performing Schools Rate Teachers Mostly Effective and Highly Effective.** Schools and teachers may face negative consequences for low ratings, schools are competing with neighboring LEAs and cannot afford a lower rating, and negative coverage in the media, coupled with factors among the school culture may drive this data point.
- **Insufficient or inadequate training of evaluators.** Limited leadership capacity, limited training, lack of training resources and oversight, combined with a culture that may not support the changes called for in a new evaluation system may drive this data point.
- **Limited content training or knowledge of evaluators.** Most administrators are trained

as managers, not instructional leaders, time and resources are limited and the evaluator cannot be expected to know all contents at all grade levels, although they should be able to recognize good pedagogy regardless of the content or grade level.

- **Inconsistent definitions of "Highly Effective."** Even though they are guided by definitions in the Arizona Department of Education Framework for educator evaluations, Arizona LEAs are free to develop their own definition and measurement of effectiveness.
- **Varying use of instruments.** LEAs are free to use the evaluation instrument of their choice. Anecdotal data indicates that most LEAs are using the Danielson model, but LEAs are not required to report the tool used so the Arizona Department of Education does not have specific quantitative data to back up its assumption.

Root Cause Analysis Findings Key Concern 2: Difficulty Retaining and Recruiting Highly Effective Teachers.

- **Insufficient support.** Teachers report the impact of increased accountability with reduced support. Such support may include reduced funding for resources, reduced leadership capacity, lack of mentoring/coaching, and training or professional learning not aligned to an individual teacher's actual needs.
- **Reduced pipeline of new teacher candidates.** The decrease in teachers in traditional educator preparation programs as well as non-traditional programs has put an additional burden on already crowded schools facing an increasing shortage of teachers as the current workforce reaches retirement age.
- **Salary increases in neighboring states, competition with neighboring LEAs and charter schools.** Each of the states bordering Arizona provided pay raises to teachers in 2015. LEAs in Yuma, Bullhead City and Kingman report losing teachers to San Diego, Laughlin and Las Vegas as those communities pay considerably more. Schools in rural areas find it difficult to retain or recruit candidates and often lose their "home-grown" teachers to Tucson and Phoenix where LEAs pay more and where there are greater opportunities in the larger urban setting. Lower performing LEAs, with limited resources to improve, may lose highly effective teachers to a neighboring, higher performing charter school.
- **Limited incentive to serve in hard to fill content areas.** Through grant funding some LEAs are able to provide stipends or incentives for teachers to work in hard to fill content areas or at lower performing schools. However, those hard to fill areas also face other challenges and the support may not be available to completely incentivize an effective teacher to move there.
- **Leadership pathways.** Limited pathways exist for professional advancement for those who desire to provide leadership yet want to remain in the classroom rather than take an administrative position or seek employment at a university, government agency or consulting firm.

Root Cause Analysis Findings Key Concern 3: Negative Perception of the Profession.

- **Current policies and legislation.** Increased LEA oversight, opportunities for improved charter wait lists and school choice, and scrutiny of state government have led to

- misinformation, miscommunication and negative impressions of the teaching field both inside and outside the profession.
- **High stakes accountability.** Schools are increasingly held accountable for student learning with limited funding while outside societal influences on education remain beyond an educator's control.
- **Reduced school funding and salaries not competitive with private industry.** Arizona leads the nation in the rate of funding cuts to both K-12 and post-secondary institutions and salaries have not kept up with neighboring states even after the economic recovery. This leads to fewer people entering the field and more teachers and leaders choosing to leave the field in order to support their families or have greater opportunity for advancement.
- **Internal culture of the profession.** Teachers are often not politically savvy or active and do not understand policy decisions and some may try to dissuade students and family members from entering the profession. Teachers are also held to higher standard by the community and media so when one chooses to make a poor decision, the news reflects badly on everyone.
- **External perceptions of Arizona.** The state is an attractive place for new teachers, particularly those from the Midwest and east coast, to seek jobs. Its climate, beautiful natural environment, abundance of sports and cultural opportunities and top-quality institutions of higher learning make it an ideal place to start a new job. However, the state's unique politics, low pay, and lack of support systems cause many to leave after only two or three years and either return to their home states or seek jobs in states that pay more and provide the necessary professional supports.

(ii)	`Provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated under paragraph (c)(1) of this section that—
	(A) Is based on the root cause analysis required under paragraph (c)(6)(i) of this section; and

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.

	(B) Focuses on the greatest or most persistent rates of disproportionality demonstrated under paragraph (c)(1) of this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under § 200.19 that are contributing to those disproportionate rates.

The following are the goals for reducing the equity gap as defined in the Arizona Department of Education's approved educator equity plan: *Ensuring Access to Excellent Educators in Arizona* (2015):

	Economically Disadvantaged	Diverse Learners	By 2018	By 2020
Inexperienced Teachers	10.6%	11.8%	Reduce by 50% the number of students with access only to Inexperienced teachers.	Reduce by 100% the number of students with access only to Inexperienced teachers.
Teachers Rated as Developing or Ineffective	7.4%	6.3%	Reduce by 50% the number of students taught by only developing or ineffective teachers.	Reduce by 100% the number of students taught by only developing or ineffective teachers.
Out of Field / Unqualified Teachers	-.7%	3.5%	Reduce by 50% the amount of diverse learners receiving instruction from an out of field or unqualified teacher.	

(6) To meet the requirements of paragraph (c)(6) of this section, an SEA may—

(i) Direct an LEA, including an LEA that contributes to the disproportionality demonstrated by the SEA in paragraph (c)(1) of this section, to use a portion of its title II, part A, funds in a manner that is consistent with allowable activities identified in section 2103(b) of the Act to provide low-income and minority students greater access to effective teachers and principals or other school leaders, and

The Arizona Department of Education, through the Title II-A approval process, encourages the use of Title II-A funds for equitable access to effective teachers. Due to the teacher and principal shortage in Arizona and the State's historical commitment to local control vested in LEAs, the role of the Arizona Department of Education is to provide technical support around equitable access to effective teachers and principals.

(ii) Require an LEA to describe in its title II, part A plan or consolidated local plan how it will use title II, part A funds to address disproportionality in educator equity as described in this paragraph (c) and deny an LEAs application for title II, part A funds if an LEA fails to describe how it will address identified disproportionalities or fails to meet other local application requirements applicable to title II, part A.

The Arizona Department Education, through the Title II-A approval process, encourages the use of Title II-A funds for equitable access to effective teachers and principals, as described in their LEA Comprehensive Strategic Plan. Due to the teacher and principal shortage in Arizona and the Arizona Department of Education's historical commitment to local control vested in LEAs, the role of the Arizona Department of Education is to provide technical support around equitable access to effective teachers and principals. An example of this would be funding the implementation of an Opportunity Culture Model, and it being addressed in the LEA's Comprehensive Strategic Plan.

REFERENCES
Project ELEVATE leadership development training designed and implemented in partnership with the Arizona State University (ASU) Center for the Art and Science of Teaching http://www.darden.virginia.edu/darden-curry-ple/ http://centeronschoolturnaround.org/wp-content/uploads/2015/01/CenteronSchoolTurnaround_StatePolicyBrief_New_Mexico_Final.pdf http://centeronschoolturnaround.org/school-turnaround-leader-modules/ Arizona Department of Education. (2015). *Ensuring Access to Excellent Educators in Arizona.* http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf   Arizona State Board of Education. (2016). *Arizona Framework for Measuring Educator Effectiveness.*

§ 299.19 Supporting all students

(a) Well-rounded and supportive education for students

   (1) In its consolidated State plan, each SEA must describe its strategies, its rationale for the selected strategies, timelines, and how it will use funds under the programs included in its consolidated State plan and support LEA use of funds to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma consistent with §200.34, for, at a minimum, the following:

      (i) The continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;

Local Educational Agencies (LEAs) will use a Multi-Tiered System of Support (MTSS) framework that incorporates Universal Design for Learning (UDL) strategies for instruction, as appropriate. Instruction will be provided using within-class groups whenever feasible. Students will move between within-class groups based on the student's response to instruction and intervention as well as in-class assessment results. Intervention strategies will be aligned directly to student need and time in intervention will vary to meet those needs. Processes to support students as they transition between school years will be determined by LEAs. The Arizona Department of Education will provide professional learning, technical assistance, service and support to LEAs as needed or appropriate to support the implementation of these strategies.

Arizona recognizes the need to support schools and LEAs in their efforts to provide a well-rounded education for their students, including academic and other programs and options such as Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options -such as advanced placement programs and gifted education programs -, arts and music programs, athletics and physical education programs and educational technology options and supports.

| | (ii) | Equitable access to a well-rounded education and rigorous coursework in subjects such as English, reading/language arts, writing, science, technology, engineering, Mathematics, foreign languages, civics and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects in which female students, minority students, English language learners, children with disabilities, and low-income students are underrepresented; |

LEA curriculum and instruction, as required by Arizona Revised Statutes §15-701, will be aligned to challenging academic standards. Through alignment to Arizona standards, all Arizona students will be provided equal access to a challenging, well-rounded instructional experience. Struggling learners will be addressed through intervention strategies while advanced learners receive acceleration and enrichment based on individual student needs. Gifted learners will receive appropriate gifted education services and support in accordance with Arizona Revised Statutes § 15-779, 15-779.01 and 15-779.02.**Error! Bookmark not defined.**

| (iii) | School conditions for student learning, including activities to reduce— |
| | (A) Incidents of bullying and harassment; |

LEAs will provide instruction in the identification of bullying and harassment behavior and strategies to reduce bullying and harassment at least annually to all enrolled students and school staff. LEAs will use positive behavior intervention strategies reported in accordance with Arizona Revised Statutes §15-341(A)(36) to reduce bullying and harassment. Each LEA will document and report to the Arizona Department of Education the number of bullying and harassment incidents each school year to ensure these incidents are reduced.

| | (B) The overuse of discipline practices that remove students from the classroom, such as out-of-school suspensions and expulsions; and |

LEAs will develop strategies that identify patterns of misbehavior resulting in students removed from the classroom for reasons of discipline. The LEA will use positive behavior supports to reduce out of class removals. Safeguards and procedures related to disciplinary practices are outlined in Arizona Revised Statutes §§15-841 and 15-842.

| | (C) The use of aversive behavioral interventions that compromise student health and safety; |

LEAs shall not use behavioral interventions that are aversive or compromise the student's health and safety. Physical restraint shall only be used consistent with Arizona Revised Statutes §15-505.

(iv) The effective use of technology to improve the academic achievement and digital literacy of all students;

The Arizona Department of Education supports schools and LEAs to effectively leverage technology to support student learning and digital literacy. The State Board of Education adopted Educational Technology standards to help guide teachers to support these efforts: http://www.azed.gov/standards-practices/academic-standards/2009-technology-standard/.

The Arizona Department of Education has supported schools and LEAs to complete technology readiness assessment, to help local systems to gauge their ability and capacity to support online learning and assessment from a systems, connectivity and capacity perspective. Additionally, the Arizona Department of Education has procured a statewide Learning Management System (LMS) solution – Blackboard Learn™ and Collaborate™ - that is available for LEAs to opt-into to support student K-12 online and hybrid learning and educator professional learning. http://www.azed.gov/aelas/lms/

The Arizona Department of Education also supports LEAs to identify and address technology needs for all students, in particular to help enhance the ability of at-risk and disabled learners to access text and facilitate their communication, motor, social/emotional, adaptive, and academic skills. Assistive technology supports will be provided to qualified students.

(v) Parent, family, and community engagement;

Arizona Revised Statutes §15-351 requires LEAs to form school councils to ensure that shared decision making occurs. At a minimum, these councils must include parents, teachers, students, community members and a school administrator. Additional constituents can be added by the LEA. School councils encourage parent and community engagement in their child's education by forming groups of local parent constituents at each school operated by the LEA to advise LEA leadership of each school's unique strengths and needs that affect student performance.

(vi) The accurate identification of English language learners and children with disabilities; and

English Language Learners
English language learners shall be identified in a uniform manner, using the Primary Home Language Other than English Survey (PHLOTE) and the AZELLA, in accordance with Arizona Revised Statutes Title 15, Chapter 7, Article 3.1. English Language Education for Children in Public Schools, in particular §15-756.

Arizona English Language Learner Guide for Local Educational Agencies (LEA):
https://cms.azed.gov/home/GetDocumentFile?id=5541130daadebe0b186bcb7b

Students with Disabilities

Students with disabilities shall be identified in a uniform manner in accordance with the Individuals with Disabilities Education Act (IDEA) and Arizona Revised Statute §§ 15-766, and State Board of Education Rules R7-2-401 Special Education Standards for Public Agencies Providing Educational Services.

ADE Resources and Guidance to Support Arizona Child Find:
http://www.azed.gov/special-education/az-find/

	(vii)	Other State-identified strategies.

LEAs will be encouraged to provide all school personnel professional development on topics that improve student learning outcomes such as: Multi-Tiered Systems of Support, Universal Design for Learning, evidence-based instruction, the Whole School, Whole Community, Whole Child Model (Center from Disease Control), school improvement, data driven instruction, disability awareness, behavior management, children with special health care needs, school safety, gifted learners or other professional development needs as identified by local Comprehensive Needs Assessments

Schools also develop an Education and Career Action Plan (ECAP) for all students in grade 9-12. (http://www.azed.gov/ecap/).

(2)	In describing the strategies, rationale, timelines, and funding sources in paragraph (a)(1) of this section, each SEA must consider—	
	(i)	The academic and non-academic needs of subgroups of students including—
		(A) Low-income students.
		(B) Lowest-achieving students.
		(C) English language learners.
		(D) Children with disabilities.
		(E) Children and youth in foster care.
		(F) Migratory children, including preschool migratory children and migratory children who have dropped out of school.
		(G) Homeless children and youths.
		(H) Neglected, delinquent, and at-risk students identified under title I, part D of the Act.
		(I) Immigrant children and youth.
		(J) Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the Act.
		(K) American Indian and Alaska Native students.

The Arizona Department of Education has, and will consider, the academic and non-academic needs of all subgroups of students listed above, to include the new requirements for children and youth in foster care, in the development and implementation of the strategies described in paragraph (a)(1) of this section.

	(ii)	Data and information on resource equity consistent with paragraph (a)(3) of this section.
(3)	In its consolidated State plan, the SEA must use information and data on resource equity collected and reported under section 1111(h) of the Act and §§ 200.35 and 200.37 including a	

review of LEA-level budgeting and resource allocation related to—
(A) Per-pupil expenditures of Federal, State, and local funds;
(B) Educator qualifications as described in § 200.37;
(C) Access to advanced coursework; and
(D) The availability of preschool.

The Arizona Department of Education will use the information and data on resource equity and a review of LEA-level budgeting and resource allocation related to the above categories.

(4) In its consolidated State plan, each SEA must describe how it will use title IV, part A and part B funds, and other Federal funds—
(i) To support the State-level strategies described in paragraph (a)(1) of this section and other State-level strategies, as applicable; and

Technical assistance, service and support will be provided by the Arizona Department of Education leveraging set-aside funds to support LEA local plans in alignment with allowed funding areas.

Support from the Arizona Department of Education will be provided using a cross-divisional collaborative model to align efforts to support LEA local plans, through the Arizona Department of Education Comprehensive System of Support described under the ADE's response to **Section 299.14 (c) 1-3 – (See Pages 5-10).**

(ii) To ensure that, to the extent permitted under applicable law and regulations, the processes, procedures, and priorities used to award subgrants under an included program are consistent with the requirements of this section.

The Arizona Department of Education will review and approve LEA applications for subgrants under included programs and provide technical assistance in the implementation of LEA plans in accordance with the performance management and technical assistance framework and model described in Section 299.14 (c) 1-3 (pages 5-10).

Further, for resources received by LEAs for Title IV-A:
- The Arizona Department of Education will support LEAs to leverage their local Comprehensive Needs Assessment information to inform their local plan development:
  - Guidance will be provided to support local LEA plan development by:
    - Encouraging the analysis of current successful programs and initiatives within the allowable funding framework; and,
    - Encouraging leveraging Title IV-A funds to deepen, accelerate, enhance or integrate current successful programs;
- Local programmatic and fiscal plans for Title IV-A will be reviewed and approved in accordance with the process described in Section 299.14 (c) 1-3 (pages 5-10);
- The Title IV-A allocation process is to be determined based on final funding level and USED guidance; and,

• Awards will be monitored using the SEA performance management process described in Section 299.14 (c) 1-3 (pages 5-10).

(b) Performance management and technical assistance
In addition to the requirements in § 299.14(c), each SEA must describe how it will use the information and data described in paragraph (a)(3) of this section to inform review and approval of LEA applications and technical assistance in the implementation of LEA plans.

The Arizona Department of Education will use the information and data described in in paragraph (a)(3) of this section to inform review and approval of LEA applications and technical assistance in the implementation of LEA plans in accordance with the performance management and technical assistance framework and model described in Section 299.14 (c) 1-3 **(see pages 5-10)**.

(c) Program-specific requirements

(1) **Title I, part A.**
Each SEA must describe the process and criteria it will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the Act submitted by an LEA on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

The following describes the process and criteria used by the Arizona Department of Education to waive the 40 percent schoolwide poverty threshold for Title I, part A:

1. Each LEA designates the program type and poverty measure within its Consolidated Application for each school it expects to serve with Title I funds. If an LEA requests to serve a school with less than 40% poverty with a schoolwide model, the LEA will be required to submit a written request within the application to waive the 40% threshold. The LEA must include a description of how the schoolwide program will serve the needs of all students in the school, including its lowest-achieving students.
2. The criteria for approval include:
    a. The LEA described how its decision for schoolwide program was made, including data from the school's Comprehensive Needs Assessment
    b. The LEA described how its choice of a schoolwide program will meet the needs of all students, including the lowest-achieving students

(2) **Title I, part C.** In its consolidated State plan, each SEA must describe—

(i)	How the SEA and its local operating agencies (which may include LEAs) will—
(A)	Establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual

basis;

The Arizona Department of Education Migrant Education Program Office (MEP) is currently revising its identification and recruitment plan for all migratory students, birth through 21 years of age, living in Arizona. The Arizona Department of Education Migrant Education Program Office is committed to maintaining a recruitment strategy that is relevant, collaborative and innovative while remaining in full compliance with State and Federal regulations. Documentation of student eligibility is a completed Certificate of Eligibility which is reviewed, verified and validated at the LEA and State level.

(B) Assess the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school;

The Arizona Department of Education Migrant Education Program Office completes the following four stage process in the continuous improvement cycle to ensure that all migratory students' needs in Arizona are met. This process includes: 1) a comprehensive needs assessment that captures the current needs of the Migratory students; 2) a service delivery plan is drawn up based on the needs identified in the first stage; 3) implementation of the program services needed to assist our students; and 4) a program evaluation to determine if the objectives of the services were met. The last stage informs the first stage for the next cycle.

(C) Ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; and

The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program LEAs to ensure that the full range of services is available for migratory children.

(D) Use funds received under title I, part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year;

The LEA Migrant Education Program ensures the timely record transfer of pertinent school records, including health information of migratory children. The Arizona Department of Education Migrant Education Program Office assists LEAs if a request for records is made to the Arizona Department of Education Migrant Education Program Office. The Arizona Department of Education Migrant Education Program works with school staff to locate historical and current

records from migratory students transferring to their LEA.	

	(ii)	The unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment;

The Arizona Department of Education Migrant Education Program Office assesses the educational needs of the migratory children during the Comprehensive Needs Assessment. Identified needs are then addressed in the Service Delivery Plan. The Arizona Department of Education Migrant Education Program Office offers technical assistance to Migrant Education Program LEAs in meeting the Measurable Program Outcomes (MPOs). Measurable Program Outcomes data is submitted annually to the Arizona Department of Education Migrant Education Program Office.

	(iii)	The current measurable program objectives and outcomes for title I, part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes;

The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program LEAs so as to ensure that the strategies and Measurable Program Outcomes in the Service Delivery Plan are being achieved. The Arizona Department of Education Migrant Education Program Office works collaboratively with the Migrant Education Program LEAs statewide to reach these outcomes.

	(iv)	How it will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of title I, part C programs that span not less than one school year in duration consistent with section 1304(c)(3) of the Act;

The State Migrant Parent Advisory Council (SMPAC) meets four times a year to consult with the Arizona Department of Education Migrant Education Program Office in the planning, operation and evaluation of the Arizona Migrant Education Program Office for both the state program and local projects.

Each Migrant Education Program LEA includes measurable parent involvement objectives. The activities designed to meet these objectives will encourage parents to become more actively involved in the educational process of their children.

	(v)	Its processes and procedures for ensuring that migratory children who meet the statutory definition of "priority for services" are given priority for title I, part C services, including—
		(A) The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;

The Arizona Department of Education Migrant Education Program Office sets a standard for LEAs to use as a set of procedures that includes reviewing the grade history and formative and summative assessment data for each newly identified migratory student. The local level enrollment information is recorded promptly and correctly and site staff has access to assessment and enrollment data.

(B) The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services; and

The Arizona Department of Education Migrant Education Program Office provides training and technical assistance to Migrant Education Program LEAs on the prompt identification and documentation of Priority for Service students.

(C) The timeline for making priority for services determinations, and communicating such information to title I, part C service providers.

The Migrant Education Program LEA identifies the Priority for Services students. Once a student of school age is identified as migrant, their "Priority for Service" is determined. Priority is given to migratory students who are failing, to meet stated academic achievement standards (State Assessments) and whose education has been interrupted during the regular school year.

(3) **Title III, part A.**
Each SEA must describe its standardized entrance and exit procedures for English language learners, consistent with section 3113(b)(2) of the Act. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must—

(i) Include a score of proficient on the State's annual English language proficiency assessment;
(ii) Be the same criteria used for exiting students from the English learner subgroup for title I reporting and accountability purposes;
(iii) Not include performance on an academic content assessment; and
(iv) Be consistent with Federal civil rights obligations.

Upon first enrollment in an Arizona public school, a parent/guardian will answer three questions regarding home language. If any of the three questions is answered with a language other than English, an AZELLA Placement test is administered to the student by a trained and qualified test administrator. If the student scores below "Proficient," he/she is offered English language services. All students who score below "Proficient" on the AZELLA, even those students who have been opted out of English language services by their parents, participate in AZELLA testing every Spring until they score "Proficient." Scoring "Proficient" on the AZELLA is a requirement for exiting English language services. To score "Proficient" on AZELLA requires the

student to score "Proficient" on the Reading domain, the Writing domain, and overall. The overall score is a composite score comprised of the Reading, Writing, Listening, and Speaking domain scores.

Arizona policies and procedures ensure consistency with the Federal civil rights guidelines.

(4) Title V, part B, subpart 2.
In its consolidated State plan, each SEA must provide its specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School program, if applicable.

The specific measurable program objectives and outcomes for each participating LEA related to the Rural and Low-Income School program will be driven by each LEA's Comprehensive Needs Assessments and aligned Comprehensive Strategic Plans, as well as requirements (as applicable) of Arizona's school and LEA accountability system.

(5) McKinney-Vento Education for Homeless Children and Youths program.
In its consolidated State plan, each SEA must describe—

(i)   The procedures it will use to identify homeless children and youths in the State and assess their needs;

Identification of children and youth experiencing homelessness will primarily be the responsibility of local educational agencies, with support materials provided by the National Technical Assistance Provider. Upon identification and enrollment, local educational agencies will assess the needs of children and youth experiencing homelessness through a locally developed informal needs assessment tool.

(ii)   Programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths;

The Arizona Department of Education Office of Homeless Education will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness. These training opportunities include in-person meetings, webinars and conferences and are conducted regionally throughout the State of Arizona.

(iii)   Its procedures to ensure that—
(A) Disputes regarding the educational placement of homeless children and youths are promptly resolved;

The Arizona Department of Education Office of Homeless Education has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, and enrollment or transportation feasibility. The procedure ensures a prompt resolution with a full timeline of review and delivery of decision within 14 working days.

(B) Youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school polices;

The Arizona Department of Education enables schools to maintain current course names and local course codes and also links those courses and codes to a common statewide course framework through the Arizona Education Data Standards (AzEDS) school and LEA data reporting process. Furthermore, the Office of Homeless Education works collaboratively with local educational agencies to develop locally driven policies and procedures to support children and youth experiencing homelessness and ensure they face no barriers that prevent them from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

(C) Homeless children and youths have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

Currently, Arizona does not have a public preschool program; however, children and youth experiencing homelessness have the same access to the provision of early childhood special education services as defined in Arizona Education Code. The Office of Homeless Education will continue to build upon existing collaboration with the Early Childhood Education Unit, providing new avenues for training, technical assistance and collaboration at the local level.

(D) Homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities; and

The Arizona Department of Education Office of Homeless Education provides ongoing training and technical assistance to local educational agencies, ensuring all barriers, including transportation, to academic and extracurricular activities are removed and addressed for children and youth experiencing homelessness.

(E) Homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, and local nutrition programs; and

The Arizona Department of Education Office of Homeless Education successfully collaborates with the National School Lunch Program to ensure all children and youth experiencing

homelessness receive free breakfast and lunch while enrolled in and attending school. Additionally, the Office of Homeless Education provides ongoing training and technical assistance to local educational agencies to include information on the categorical eligibility for children and youth experiencing homelessness in the National School Lunch Program.

> (iv)   Its strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with section 722(g)(1)(H) and (I) of the McKinney-Vento Act.

The Arizona Department of Education Office of Homeless Education provides training and technical assistance that ensures all barriers to the enrollment and retention of children and youth are removed. The training and technical assistance review both state education code and Every Student Succeeds Act requirements for removal of barriers for children and youth experiencing homelessness. These barriers include residency requirements, enrollment records, immunizations, health records and other documentation.

APPENDIX A

ADE ESSA Communications Plan

Section I. Communications Objectives & Target Audiences
Communication Objectives
1. Educate the public and stakeholders about the Every Student Succeeds Act (ESSA) and its potential impact on Arizona schools, parents, educators and students.
2. Solicit 1) public input on ESSA to be used in the development and drafting of Arizona's ESSA Consolidated State Plan and 2) stakeholder input on ESSA to be used in the development and drafting of Arizona's ESSA Consolidated State Plan.
3. Obtain public input about the ESSA Consolidated State Plan and its implementation.
4. Go beyond the U.S. Department of Education's minimum communications requirements to ensure all stakeholders have an opportunity to provide meaningful feedback to the plan.

Target Audiences (*Please Note: This is not intended to be an exhaustive list*)
    (1)   The Governor, or appropriate officials from the Governor's office;
    Education Policy Advisor

    (2)   Members of the State legislature;
    Legislative Staff

    (3)   Members of the Arizona State Board of Education;
    Executive and Deputy Directors

    (4)   LEAs, including LEAs in Rural Areas;

Arizona Educational Foundation, K-12 Center, Rodel Foundation, Arizona Education Association (AEA), El Pueblo Integral, Tucson Values Teachers, Maricopa County Education Service Agency, SOSAz, AzASCD, Teacher Retention Project, Arizona Rural Schools Association, Impact Aid Association, A for Arizona, County School Superintendents, Arizona Association of Independent Schools

(5) **Representatives of Indian Tribes located in the State;**
Tribal Nations, Council Members, Inter Tribal Council of Arizona and other Tribal leaders

(6) **Teachers, Principals, other School Leaders, Paraprofessionals, Specialized Instructional Support Personnel, and organizations representing such individuals;**
AEA, Arizona School Administrators (ASA), Greater Phoenix Educational Management Council (GPEMC), East Valley Think Tank,/East Valley Partnership, East Valley Consortium, Arizona School Counselors Association, Arizona School Personnel Association, Arizona Alternative Education Consortium, National Association of Social Workers AZ (NASW AZ), Arizona Association of School Psychologists, School Social Work Association of Arizona, Southwest Autism Research & Resource Center (SARCC), Decoding Dyslexia, New Way Academy, County School Superintendents

(7) **Charter School Leaders;**
Arizona Charter School Association, Arizona State Board for Charter Schools

(8) **Parents and Families;**
Arizona PTA, SOSAz and Arizona Parent Network, Scottsdale Parent Network, Gilbert Parents, Vail Parent Network, Stand for Children AZ

(9) **Community-Based Organizations;**
Expect More Arizona, United Way, Arizona College Access Network, A for Arizona, Helios Education Foundation, Arizona Community Foundation, Virginia G. Piper Charitable Trust, Center for the Future of Arizona, Flagstaff STEM City, Read On Arizona, Stand for Children Arizona, Isac Amaya Foundation, Center for Afterschool Excellence, SupportMyClub.org, GEAR UP, Interfaith Ministries

(10) **Civil rights organizations, including those representing Students with Disabilities, English Language Learners, and other Historically Underserved Students;**
ADE Latino American, African American, Asian American and Native American Education committees, Urban League of Greater Phoenix, Chicanos Por La Causa, Anti-Defamation League, Friendly House, League of United Latin American Citizens (LULAC), National Association for the Advancement of Colored People (NAACP), Inter Tribal Council of Arizona

(11)   Institutions of Higher Education (IHEs);
Arizona Board of Regents (ABOR), ASU, NAU, U of A, Maricopa Community Colleges Faculty Association, Arizona Community College President's Council, Arizona Commission for Postsecondary Education, GCU, AZ Transfer, College Success Arizona

(12)   Employers; and
Arizona Chamber of Commerce and Industry, Greater Phoenix Chamber of Commerce, Tucson Hispanic Chamber, Tucson Metro Chamber, Arizona Chamber Executives, Greater Phoenix Leadership (GPL), Northern Arizona Leadership Alliance (NALA), Greater Yuma Economic Development Corporation (GYEDC), Southern Arizona Leadership Council (SALC), Arizona Business and Education Coalition (ABEC), Greater Phoenix Economic Council (GPEC) and

(13)   The Public.
Students – Arizona Foundation for Legal Services & Education, Be a Leader, Center for Neighborhood Leadership, municipal Youth and Education commissions – e.g. Tucson Metropolitan Education Commission
Health/Mental Health providers – Department of Economic Security, Council of Human Services Providers, FosterEd, Protecting Arizona's Family Coalition (PAFCO), Children's Action Alliance, Coconino Coalition for Children and Youth, School Nurses Association of Arizona
Early Childhood Organizations – First Things First, AZECA, Coconino Commission for Children and Youth, Arizona Head Start Association
Local Elected Officials - Arizona Mayors Education Roundtable

Positioning Statement (Internal and External)
The Arizona Department of Education, in collaboration with stakeholders, is working to create a state plan under ESSA that will represent Arizona stakeholders' feedback and will serve the best interests of Arizona students by providing them with the quality education they deserve.

Desired Action(s)
The public will:
- Learn about ESSA through media coverage and social media opportunities
- Provide feedback through multiple vehicles on ESSA (survey, website, email, etc.)
- Provide feedback through attendance at We Are Listening Tour meetings

Stakeholders will be asked to:
- Provide specific input on ESSA via 1-1 meetings with Arizona Department of Education leadership

- Participate in stakeholder meetings on specific ESSA subject areas convened by Arizona Department of Education Associate Superintendents
- Attend meetings in the field designed to solicit feedback and invite participation in the ESSA plan.
- Share information on ESSA with their networks and ask them to provide feedback on specific parts of the plan
- Review drafts of the ESSA plan after being developed by ADE

Section II. Communication Platforms
Communication Channels, Target Audience & Message Frequency
(*Please Note: This is not intended to be an exhaustive list of channels and audiences*)

1. **Website Articles (Blog)**
   - New article at least every two weeks (see Section III for messaging topics)
   - **Target audience** includes:
     i. Parents and families
     ii. The public
     iii. Members of community-based organizations including faith-based groups
     iv. Civil rights organizations including Arizona Department of Education action groups (Latino American, African American, Asian American and Native American), those representing students with disabilities, English language learners and other historically underserved students
     v. Native American Tribes

2. **Email Marketing**
   - E-newsletter once every month internal and external
   - Periodic email blasts around key issues
   - Periodic email blasts soliciting input
   - **Target audiences:**
     i. Local Education Agencies (LEAs and charter schools) in rural areas
     ii. Teachers, principals, other school leaders, paraprofessionals, specialized instruction support personnel and organizations representing such individuals
     iii. Charter school leaders, if applicable

iv. Civil rights organizations including Arizona Department of Education action groups (Latino American, African American, Asian American and Native American), those representing students with disabilities, English language learners and other historically underserved students

3. **Facebook**
   - Multiple updates each week
   - Periodic promoted posts for excellent resources or important messages
   - **Target audience (bridge multigenerational demographics)**
      i. Parents and families
      ii. The public
      iii. Members of community-based and faith-based organization

4. **Twitter**
   - Multiple daily tweets
   - **Target audiences**:
      i. Parents and families
      ii. The public
      iii. Members of community-based and faith-based organizations
      iv. The media

5. **Earned Media**
   - News release distributed to Arizona media July 7, 2016 asking for feedback and referencing ESSA website, survey, etc.
   - "We Are Listening" Tour new releases and media advisories include information on ESSA and request for ESSA feedback (August – December 2016)
   - News release distributed to Arizona Spanish-language media about availability of ESSA materials in Spanish
   - Pitch and place Superintendent of Public Instruction on PBS "Horizon" and "Horizonte" PBS news show to publicize efforts to gain ESSA feedback
   - News releases timed to coincide with progress (i.e. when comments are submitted on rulemaking, as comments are analyzed, as plan is drafted, as comments are sought on draft plan, as plan is submitted to Governor, as plan is submitted to the federal government)
   - **Target audiences**:
      i. The media
      ii. Parents and families
      iii. The public
      iv. Members of community-based and faith-based organizations
      v. Employers

6. **Community Outreach**
   - Initial, when possible, face-to-face meetings

- Announcements/presentations at meetings of applicable organizations
- Email blasts
- Focus groups with targeted sets of stakeholders designed to address specific aspects of ESSA and the state plan
- "We Are Listening" Tour public meetings
- Partnerships with organizations that can solicit comments through their membership
- Webinars/Virtual Meetings (Flagstaff, Tucson, Maricopa County) for comments on draft plan
- Solicited comments posted on web site

Target Audiences:
  i. Members of the Arizona State Board of Education, if applicable
  ii. Local Education Agencies (LEAs and charter schools) in rural areas
  iii. Representatives of Indian tribes located in the state
  iv. Charter school leaders
  v. Community-based organizations
  vi. Civil rights organizations including Arizona Department of Education action groups (Latino American, African American, Asian American and Native American), those representing students with disabilities, English language learners and other historically underserved students
  vii. Institutions of higher learning
  viii. The public
  ix. Employers.

7. **Stakeholder Outreach**
- Initial 1-1 meetings
- Announcements/presentations at meetings of applicable organizations
- E-mail blasts
- Partnerships with organizations that can solicit comments through their membership
- Focus groups with targeted sets of stakeholders designed to address specific aspects of ESSA and the state plan
- "We Are Listening" Tour meetings
- Webinars for stakeholders
- Solicited comments posted on web site

Target Audiences:
  i. Members of the state board of education, if applicable
  ii. Local Education Agencies (LEAs and charter schools) in rural areas
  iii. Representatives of Indian tribes located in the state

     iv.   Charter school leaders

     v.   Community-based organizations

     vi.   Civil rights organizations including Arizona Department of Education action groups (Latino American, African American, Asian American and Native American), those representing students with disabilities, English language learners and other historically underserved students

     vii.   Institutions of higher learning

     viii.   The public

     ix.   Employers.

ESSA 1-1 Meetings Conducted July – August 2016

Arizona School Boards Association

Arizona School Counselors Association

Arizona Charter Schools Association

Arizona Chamber of Commerce & Industry

Arizona State Board of education

Arizona Board of Regents

Stand for Children Arizona

A for Arizona (Arizona Chamber Foundation)

Arizona K-12 Center

Arizona Business and Education Coalition

Support Our Schools Arizona

Expect More Arizona

Read On Arizona

JTED Consortium

Arizona School Administrators

Arizona Commission for Postsecondary Education

Association of County School Superintendents, Coconino County

Arizona Education Association

Helios Education Foundation

Arizona PTA

School Nurse Organization of Arizona

School Nutrition Association of Arizona

Arizona Health and Physical Education

Arizona Action for Healthy Kids

Section III. Messaging
Topics for Communications

- ESSA Fact Sheet Bulletin, FAQ, Comment Form (Communications Toolkit) English and Spanish
- *AZ Kids Can't Wait!* Tour information
- ESSA web site and survey
- Feedback/Input Critical
- Accountability
- Standards
- Assessments
- Health and Safety
- Teacher Qualifications
- Funding

Messaging

- We want to hear from you about your vision and values for Arizona's students and schools.
- It is critical to Arizona's economy and quality of life that children have access to a world class education. Arizona's children are counting on all of us to make sure that education is a top priority, so we need everyone to participate.
- The Superintendent's vision is "To serve Arizona's education community, and actively engage parents, to ensure that all Arizona children have the knowledge to determine their future, achieve their goals, and be successful citizens."
- We will share what we are hearing with you.

- We will use your input as we craft an ESSA state consolidated plan to serve the best interests of Arizona students and to provide them with the quality education they deserve.
- We will then share that plan with you for additional comments.

Key Dates

<u>**2016**</u>

May – October	**Stakeholder Meetings & Public Feedback**
	June – December　　**"We Are Listening" Tour meetings**
	July – August　　　**1-1 Stakeholder Meetings**
July – September	**Gather ESSA feedback and comments on Draft State Plan**
July – December	**Webinars for stakeholders as needed. First Webinar released July 25**
September 7	**Post FIRST Draft Plan for Public Comment**
November 7	**Post SECOND Draft Plan for Public Comment Period**
December 7	**Deadline for Public Comment on Revised Draft Plan**
Early December	**Send THIRD Plan to Governor and State Board of Education**

<u>**2017**</u>

January 2017	**Submit Final Plan to US Dept. of Education**

Section IV. Campaigns

Campaign Tied to Public Comment Period for Draft State Plan

The Arizona Department of Education will develop a proactive multi-media campaign timed and focused on the public comment period for the state's **draft** consolidated state ESSA plan. The timeframe for the public comment period is October 2016. The campaign will include:

- Proactive earned media pitches with the goal of on air, on camera and in print media interviews with the Superintendent of Public Instruction and other department spokespersons Target KAET (Horizon and Horizonte), KPHO, KTVK, KTAR, KFNN, KNXV, azcentral.com, KPNX, KSAZ
- Ask former Teachers of the Year to act as third party endorsers encouraging public comment
- Facebook and Twitter social media outreach seeking public comment
- Arizona Department of Education web site blogs encouraging public comment
- If possible, Public Service Announcements on select radio stations targeted at audiences – KJZZ, KESZ, KTAR, KLNZ, KHOT, KUPD, KPKX, KMXP, KOOL, KZON and KMLE
- Promotion through partnerships with organizations that can solicit comments through their membership

Section V. Activity Plan (in continuous development)

This area will be completed with the assistance of external partners.

Stakeholder Outreach
Proactive Media Releases
Facebook and Twitter
ADE Blogs
PSAs
Teachers of the Year

Section VI. Results

Number of actionable comments received
Number of comments incorporated into the state plan
Productive "We Are Listening" Tour meetings
Development and production of communication materials
Amount of Earned Media received
A state plan in the best interests of Arizona students
Early submission of the state plan to the US Department of Education

Arizona Department of Education

Every Student Succeeds Act (ESSA)

State Education Agency (SEA)
<u>Preliminary Implementation Document</u>
for the
<u>Arizona Consolidated State Plan</u>

On going conversations and feedback will inform the continuing development of this implementation document. This document is by no means complete, and more detailed implementation information will evolve as we receive additional feedback and learn more about ESSA guidelines.

§ 299.16 Challenging academic standards and academic assessments.	Implementation of Standards
(a) **Challenging State academic standards**. In its consolidated State plan, each SEA must—	Arizona has a robust Academic Standards Review procedure already in use: The Arizona Continous Improvement Standards Process includes the following 1. The Arizona Department of Education (ADE) Informs the State Board of Education of intent to develop or revise content standards 2. The Arizona Department of Education notifies the public and collects public comment 3. The Arizona Department of Education solicits qualified applicants and selects qualified committee members for working groups 4. The Arizona Department of Education facilitates working groups 5. The Arizona Department of Education prepares draft standards for public review and facilitates public review of draft standards 6. The Arizona Department of Education facilitates revisions of draft standards 7. The Arizona Department of Education presents final version to the State Board of Education. The Arizona Continuous Improvement Standards Process was designed to consider timeframes related to the following: • The time needed to complete the development/revision cycle of standards. • The time between State Board of Education adoption and the start of the next school year. • The time needed to transition and begin implementation of the new/revised standards prior to full implementation. • Timeframes may be extended or shortened based upon the scope of the task and other statewide education initiatives.
Provide evidence at such time and in such manner specified by the Secretary that the State has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of the Act;	

The Arizona State Board of Education has adopted the following challenging content standards (http://www.azed.gov/standards-practices/):
 	
• **Arts Education** standards adopted May 18, 2015
• **Early Learning** standards adopted May 2013
• **Education Technology** standards adopted May 18, 2009
• **English Language Arts** standards adopted June 28, 2010
  o *Currently under revision with adoption anticipated December 2016*
• **Health Education** standards adopted October 29, 2009
• **Mathematics** standards adopted June 28, 2010
  o *Currently under revision with adoption anticipated December 2016*
• **Physical Education** standards adopted May 18, 2015
• **Science** standards adopted May 24, 2004
  o *Currently under revision*
• **Social Studies** standards adopted September 26, 2005
  o *Currently under revision*
	The Arizona Department of Education(ADE) conducts a review of academic standards every five to six years. The purpose of a review is to solicit public comment, look at a set of standards, and access any changes needed to make improvements. The Arizona Department of Education then presents the recommended changes to the State Board of Education for consideration and adoption, according to the Arizona Continuous Improvement Standards Process.
	
	Arizona Revised Statues (A.R.S.) §§15-701 and 15-701.01 specifically authorize and mandate that the State Board of Education adopt academic standards and minimum competency requirements for grades K-12. A.R.S. §15-203 requires that the State Board of Education define college and career readiness. Arizona retains authority to approve and modify academic standards; there is no federal law requiring the adoption of specific standards.
	
	The Arizona Department of Education has developed a review schedule for Academic Content Standards, which includes the following subjects scheduled to be reviewed:
	• Science (revisions to begin in 2017).
	  o Public comment opened on October 4, 2016 and will remain open through December 3, 2016.

• **World and Native Languages** standards adopted May 18, 2015 Additionally, the Arizona Department of Education Career and Technical Education Unit - in conjunction with secondary and postsecondary educators and business and industry partners – identifies and maintains comprehensive, industry-validated standards for each Career and Technical Education program. http://www.azed.gov/career-technical-education/tech-standards/	• Social Studies (revisions to begin in 2017). o Public comment opened on October 4, 2016 and will remain open through December 3, 2016. • Health Education (revisions to begin in 2018). • Educational Technology (revisions to begin in 2018). • Word and Native Languages (revisions to begin in 2020). • Physical Education (revisions to begin in 2020). • The Arts (revisions to begin in 2020). It should be noted that the Arizona Department of Education requested $1,099,000 annually, budgeted in the baseline beginning in FY18, to support the Department's continuous improvement of Arizona's K-12 Academic Standards. Without this money, the Department will have no funding to support the improvement of standards.
(1) If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the Act; and	
Arizona adopted alternate achievement standards for students with the most significant cognitive disabilities in 2015. These assessments were submitted for peer review in March 2016.	Achievement standards, sometimes called performance standards, differ from academic standards in that they define the level of achievement required for a student to meet expectations on an assessment. Alternate achievement standards define the level of performance required for students with the most significant cognitive disabilities. These students are tested via an alternative state-wide assessment, and, per ESSA, the number of students tested via the alternative assessment may not exceed 1% of the total tested population. LEAs, via the IEP process, determine those students who are eligible for the alternative assessment. Should an LEA exceed the 1% cap, ESSA requires them to submit written explaination to the SEA. ADE will work directly with LEAs to provide technical assistance related to alternative assessments.
(2) Provide evidence at such time and in such manner specified by the Secretary that the State has adopted English language proficiency standards under section 1111(b)(1)(F) of the Act that— (i) Are derived from the four recognized domains of speaking, listening, reading, and writing; (ii) Address the different proficiency levels of English learners; and (iii) Are aligned with the State's challenging academic standards.	
The Arizona Department of Education Office of English Language Acquisition Services (OELAS) developed, and the State Board of Education approved in 2011, English Language Proficiency Standards. The original standards were created in 2004; those standards went through a rigorous review and revision process from 2009-2011. The English Language Proficiency Standards will be revised, as necessary, to align with revised English Language Arts standards once formally adopted by the State Board of Education. **(i) Are derived from the four recognized domains of speaking, listening, reading, and writing;**	Arizona adopted its current English Language Proficiency Standards in 2010, aligned with the Arizona English Language Arts Standards. They are derived from the four domains of speaking, listening, reading and writing and address the different proficiency levels of English language learners. Arizona will align the 2010 ELP Standards to the revised English Language Arts Standards once adopted by the State Board of Education and will submit these revised standards to the State Board of Education for adoption.

The current English Language Proficiency Standards are organized within the Listening and Speaking, Reading, and Writing Domains and Language Strand. The Standard English Conventions and Vocabulary Standards are found in the Language Strand. **(ii)** **Address the different proficiency levels of English language learners; and** The labels used in the standards document match the Arizona English Language Learner Assessment (AZELLA) proficiency levels of the students (Pre-Emergent, Emergent, Basic, Intermediate). Individual subtest proficiency scores (Oral, Reading, Writing) can be used to guide instruction. The goal is to move students from their identified proficiency level to proficient as measured by AZELLA. **(iii)** **Are aligned with the State's challenging academic standards.** The Arizona English Language Proficiency Standards provide expectations for the foundational linguistic knowledge for students who are not proficient in English. These language skills are necessary in order for English language learners to access academic content required by the Arizona Academic Standards. There is a purposeful overlap of English Language Proficiency and English Language Arts language skills. This overlap is evident throughout the English Language Proficiency Standards and is further defined in our correlation guide. This Correlation Guide is provided as a curricular resource and is intended to give information to the practitioner of English language learning, demonstrating how the revised/finalized English Language Proficiency Standards contribute to the skill sets required in the Arizona Academic Standards. This document is evidence of the alignment between the English Language Proficiency and Arizona Academic Standards and will be revised, as necessary, to align with revised English Language Arts standards once formally adopted by the State Board of Education. **Standards and Correlation Guides** **http://www.azed.gov/english-language-learners/elps/** **Guidance Document** **https://cms.azed.gov/home/GetDocumentFile?id=54de1d88aadebe14a87070f0**	The Arizona Department of Education Office of English Language Acquisition Services (OELAS) will continue to train English language learner teachers on the effective implantation of the English Language Proficiency Standards. In addition, this office will train content area teachers to appropriately differentiate instruction for English language learners in mainstream content area classes.
(b) **Academic assessments**. In its consolidated State plan, each SEA must—	**Implementation of Assessments**
(1) Identify the high-quality student academic assessments that the State is implementing under section 1111(b)(2) of the Act, including: (A) High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B) of the Act;	

Arizona ESSA State Plan for Submission to ED	Implementation Document for use by ADE and Local Education Agencies
Arizona administers AzMERIT English Language Arts and Mathematics tests as end of grade assessments in Grades 3-8 and as end of course assessments in high school. Arizona administers AIMS Science in Grades 4, 8, and 10 in accordance with Arizona Revised Statutes §15-741.	Arizona will continue to administer AzMERIT, in the content areas of English Language Arts and mathematics, AIMS Science. More information about the state-wide assessments can be found at www.azed.gov/assessment.
(B) Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act;	
AzMERIT End of Course (EOC) Algebra I. Per section 1111(b)(2)(C)(iii) of the Act, only advanced 8th graders may participate in high school mathematics assessment and will be limited to participating in AzMERIT EOC Algebra I. This provision does not prohibit students from taking advanced courses in middle school; however, all middle school students, with the exception of advanced 8th graders, must continue to take grade level AzMERIT assessments.	Every Student Succeeds Act does not allow the same flexibility for advanced middle school students to participate in AzMERIT End of Course (EOC) testing that Arizona's No Child Left Behind waiver allowed during school years 2015-16 and 2016-17. Only advanced Grade 8 students who participate in EOC math testing will be exempted from also participating in their Grade level AzMERIT Mathematics test. Any other advanced middle school students who participate in EOC testing will also have to participate in the corresponding grade level test. Detailed participation and test administration guidelines will be developed once the A-F Letter Grade models have been developed.
(C) Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;	
Arizona administers the Multi-State Alternative Assessment (MSAA) English Language Arts and Mathematics tests in Grades 3-8 and 11 and administers AIMS A Science in Grades 4, 8, and 10.	Arizona will continue to administer the Multi-State Alternate Assessment (MSAA), in the content areas of English language arts and mathematics, AIMS A Science for the students with the most significant cognitive disabilities. More information about the alternative state-wide assessments can be found at http://www.azed.gov/assessment/ncsc/ and http://www.azed.gov/assessment/aims/.
(D) Uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills consistent with §200.6(f)(3); and	
Arizona administers the AZELLA in Grades K-12 for identifying English language learners and for the annual assessment of English proficiency of English language learners in accordance with Arizona Revised Statutes §15-756.	Arizona will continue to administer AZELLA to identify English language learner students and to monitor their annual progress. More information about the AZELLA can be found at http://www.azed.gov/assessment/azella/.
(E) Any approved locally selected nationally recognized high school assessments consistent with §200.3;	
Arizona is developing a Menu of Assessments for use in high school in lieu of AzMERIT for use beginning in school year 2017-18, in accordance with Arizona Revised Statutes §15-741.02. Arizona is reviewing ways to reduce standardized testing.	Details on the Menu of Assessments will be made available when the State Board of Education has established the rules and procedures for the Menu. The Menu of Assessments is result of House Bill 2544 that was passed in the Spring of 2016 legislative session. The State Board is charged with adopting a menu of locally procured achievement assessments to measure pupil achievement of the state academic standards. This law requires the State Board to have a menu in place for LEAs offering instruction in grades nine throught twelve beginning in the 2017-2018 school year. A menu for grades three through eight is required to be in place for the 2018-2019 school year. and the State Board of Education are working collaboratively to meet the requirements of this law. Recently, November 7, 2016, ADE and State Board staff met with ADE's Technical Advisory Committee (TAC) to gather

	feedback from these national experts on the manner in which to effectively implement this statute.
	The Deparment will continue to work collaboratively to support the State Board in this statotry requirement.
(2) Provide evidence at such time and in such manner specified by the Secretary that the State's assessments identified in paragraph (b)(1) of this section meet the requirements of section 1111(b)(2) of the Act;	
Arizona submitted the AzMERIT and MSAA tests for peer review in March 2016. AIMS Science and AIMS A Science have previously passed peer review.	Arizona will respond to the U.S. Department of Education's feedback on the peer review of AzMERIT and MSAA once that feedback is received. In mid October ADE's Assessment unit received word from the US Department of Education that feedback for Arizona's peer review is in the clearance stage, which means ADE will receive this information farily soon. Arizona will be among the first States to receive US Department feedback.
(3) Describe its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and § 200.5;	
All schools have the opportunity to offer advanced coursework to students. Students may begin taking Algebra I prior to high school.	Resources and technical assistance to support gifted and accelerated learners can be found at http://www.azed.gov/gifted-education/
(4) Describe the steps it has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act;	
The contracts for both AzMERIT and MSAA require that the development of test items, the construction of the test forms and the delivery of the tests are in accordance with universal design principles. The AzMERIT Test Delivery System is AA-level certified meaning it exceeds the Web Content Accessibility Guidelines (WCAG) 2.0.	Arizona will continue to use universal design principal in the ongoing development of AzMERIT and MSAA. The principles of Universal Design for Learning (UDL) provide flexible approachers for curriculum and are used throughout the MSAA System to provide support and accomodations as needed for all children. You can find more information about Universal Design for Learning at http://www.udlcenter.org
(5) Consistent with § 200.6, describe how it will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner— (A) The opportunity to participate in the assessment; and	
Arizona has provided extensive guidance regarding accessibility and accommodations for all students including English language learners. There are test accommodations available to English language learners that are intended to allow students to better demonstrate their content knowledge without being hampered by their current lack of English proficiency. http://www.azed.gov/assessment/files/2016/03/azmerit-testing-conditions-tools-and-accommodations-2016.pdf As a requirement for inclusion on the Menu of Assessments, accessibility features and accommodations similar to those provided on AzMERIT must be made available to students as appropriate.	Arizona will continue to make available to English language learners appropriate accessibility features and accommodations for AzMERIT, AIMS Science, MSAA, and AIMS A Science testing. Arizona will also continue to seek out and implement additional accessibility features and accommodations that "level the playing field" for English language learners.

(B) Any of the benefits from participation in the assessment that are afforded to students who are not English learners;	
As a requirement for inclusion on the Menu of Assessments, any benefits associated with the assessment, such as college entrance or college course placement, must be afforded to English language learners participating in the assessment with or without accommodations that are similar to those available on AzMERIT.	Details on the Menu of Assessments will be made available when the State Board of Education has established the rules and procedures for the Menu. See page 5 for more information.
(6) Describe how it is complying with the requirements in § 200.6(f)(1)(ii)(B) through (E) related to assessments in languages other than English;	
Arizona does not permit statewide assessment in languages other than English, per Arizona Revised Statute §15-752.	Per State Statute, Arizona will not administer AzMERIT, AIMS Science, MSAA, or AIMS A Science in any language other than English.
(7) Describe how the State will use formula grant funds awarded under section 1201 of the Act to pay the costs of development of the high-quality State assessments and standards adopted under section 1111(b) of the Act or, if a State has developed those assessments, to administer those assessments or carry out other assessment activities consistent with section 1201(a) of the Act.	
Arizona will use the formula grant funds awarded under section 1201 of the Act in combination with State funds for: • The ongoing development of AzMERIT • The revision of the State's science standards • The revision of the State's science assessments • Ensuring the provision of appropriate accommodations for English language learners and students with disabilities • Developing and improving AZELLA • Ensuring the continued validity and reliability of the State's assessments • Refining the State assessments to ensure their continued alignment with the State's challenging academic standards • Developing and/or improving student progress/growth models • Developing and improving assessments for students with disabilities • Collaborating with other organizations to improve the quality, validity, and reliability of the State's assessments • Developing the state report card	As the Arizona English Language Proficiency Standards are revised to align with the Arizona English Language Arts Standards, the AZELLA will be adapted to meet any new or updated standards. Arizona will continue to use Federal assessment grant money to support this area.
(Authority: 20 U.S.C. 1221e-3, 6311(b), 7842)	
REFERENCES	**NOTES**

§ 299.17 Accountability, support, and improvement for schools.	
(a) Long-term goals In its consolidated State plan, each SEA must describe its long-term goals, including how it established its ambitious long-term goals and measurements of interim progress for academic achievement, graduation rates, and English language proficiency, including its State-determined timeline for attaining such goals, consistent with the requirements in §200.13 and section 1111(c)(4)(A) of the Act.	
To ensure a unified state and federal system of accountability for all Arizona public schools and Local Educational Agencies (LEAs), the final methodology will reflect recommendations adopted by the State Board of Education for the A-F Letter Grade Accountability System required by Arizona Revised Statutes §15-241.	The State Board of Education convened an A-F Ad Hoc Committee to make a recommendation to the State Board of Education regarding an accountability system. The process is based on expert and public input. The Arizona Department of Education will implement the accountability system as approved by the State Board of Education and provide technical assistance to LEAs.
(b) Accountability system In its consolidated State plan, each SEA must describe its statewide accountability system consistent with the requirements of section 1111(c) of the Act and § 200.12, including—	**Implementation of Accountability**
(1) The measures included in each of the indicators and how those measures meet the requirements described in § 200.14(c) through (e) and section 1111(c)(4)(B) of the Act for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State;	
The Arizona Department of Education intends to include explicitly required indicators as outlined in the Act and provide additional, more comprehensive information to the public regarding how schools and LEAs are supporting a well-rounded education for their students, and to help inform and empower school choice through helping parents identify the most appropriate school for their child. To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. The State Board of Education has responsibility for decisions regarding the design of Arizona's accountability system. The State Board of Education created an A-F Ad-Hoc Committee consisting of parents, teachers, superintendents, board members, education policy members and a charter representative to design and provide recommendations to the State Board of Education. The Arizona Department of Education is a liaison to the A-F Ad-Hoc Committee and is committed to providing information and support as the committee develops Arizona's new accountability system. Further, while not part of the A-F accountability system, Arizona recognizes the need to provide more useful, comprehensive information regarding schools and LEAs to the public – beyond just summative ratings – particularly with respect to how schools and LEAs are supporting a well-rounded education for	The State Board of Education convened an A-F Ad Hoc Committee to make a recommendation to the State Board of Education regarding an accountability system. The process is based on expert and public input. The Arizona Department of Education will implement the accountability system as approved by the State Board of Education and provide technical assistance to LEAs.

their students. The Arizona Department of Education will provide more comprehensive data and information to the public for schools and LEAs to help inform and empower school choice, through helping parents identify the most appropriate school for their child. School and LEA searchable school report card profile information will be made available online through the Arizona Department of Education website that will include more comprehensive information on academic and other programs and options offered by a school or LEA – including elements such as Career and Technical Education program options, health and wellness programs, advanced and accelerated learning options - such as advanced placement programs and gifted education programs -, arts and music programs, athletics and physical education programs and educational technology options and supports. Additionally, a diverse group of stakeholders representing multiple educational partners have collaboratively developed indicators, currently known as the Progress Meter, to help further assess the status of education for the state as a whole and for counties, LEAs and schools, where data are available. There are currently more than 100 individuals working to collaboratively set goals for each indicator by the end of this year.	The Arizona Department of Education has convened an internal cross-program area working group to help determine new data and information to supplement Every Student Succeeds Act (ESSA) and state requirements for school and Local Educational Agency (LEA) report cards. Additional focus groups will be held with stakeholders statewide to ensure that the new, enhanced report cards are user friendly and provide appropriate comprehensive data and information to the public about schools and LEAs help to inform and empower school choice, through helping parents identify the most appropriate school for their child. To view the current school report cards, please visit https://www.azreportcards.org/. The progress meter, http://www.expectmorearizona.org/progress/?region=Arizona, is a tool which will be utilized to inform and track state-wide progress towards goals.
(2) The subgroups of students from each major racial and ethnic group, consistent with § 200.16(a)(2);	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	All LEAs and schools must submit accurate, clean data to the Arizona Department of Education for the accountability system and federal reporting. The State Board of Education will determine if subgroups will be included in the accountability system and the minimum cohort size (n-size) needed for inclusion in the accountability system. The Arizona Department of Education will report subgroups for federal reporting per ESSA.
(3) If applicable, the statewide uniform procedures for:	
(i) Former English language learners consistent with § 200.16(b)(1), and	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. However, the Arizona Department of Education intends to use the flexibilities described in the Act for all students who are Former English language learners consistent with § 200.16(b)(1)	All local educational agencies and schools must submit accurate, clean data to the Arizona Department of Education for the accountability system. Designation and testing of English language learners is critical to accountability calculations, federal reporting, and abiding by ESSA law. The Department provides technical assistance to districts to assist them in submitting data to ADE.
(ii) Recently arrived English language learners in the State to determine if an exception is appropriate for an English learner consistent with section 1111(b)(3) of the Act and §200.16(b)(4);	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. However, the Arizona Department of Education intends to use the flexibilities described in the Act for all (ii) recently arrived English language learners consistent with section 1111(b)(3) of the Act and §200.16(b)(4)	When final accountability decisions have been made by the State Board of Education, more information regarding implementation will be provided.
(4) The minimum number of students that the State determines are necessary to be included in each of the	

subgroups of students consistent with § 200.17(a)(3);	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final n-¬size will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	All local educational agencies and schools must submit accurate, clean enrollment data to the Arizona Department of Education for the accountability system. The Department provides technical assistance to districts to assist them in submitting data to ADE.
(5) The State's system for meaningfully differentiating all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the Act and § 200.18, including—	
(i) The distinct levels of school performance, and how they are calculated, under § 200.18(b)(3) on each indicator in the statewide accountability system;	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	The State Board of Education convened an A-F Ad Hoc Committee to make a recommendation to the Board regarding a statewide accountability system. The State Board of Education will determine if subgroups will be included in the accountability system, including A-F letter grades, which are required to be calculated for FY16 per statute. All LEAs and schools must submit accurate, clean data to the Arizona Department of Education for the accountability system. The Department provides technical assistance to districts to assist them in submitting data to the Arizona Department of Education.
(ii) The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with § 200.18(c) and (d); and	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	The State Board of Education convened an A-F Ad Hoc Committee to make a recommendation to the Board regarding an accountability system, including weighting for the indicators. The process is based on expert and public input. The Arizona Department of Education will implement the statewide accountability system as approved by the State Board of Education.
(iii) The summative ratings, including how they are calculated, that are provided to schools under § 200.18(b)(4);	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. Letter Grades where: • **"A"** describes an excellent level of performance per Arizona Revised Statutes §15-241. • **"B"** describes less than excellent level of performance with final determination upon State Board of Education adoption • **"C"** describes less than excellent level of performance with final determination upon State Board of Education adoption • **"D"** describes less than excellent level of performance with final determination upon State Board of Education adoption • **"F"** describes failing level of performance per Arizona Revised Statutes §15-241.	Per Arizona Revised Statutes §15-241, the Arizona Department of Education will implement an accountability system designed by the State Board of Education that assigns A-F letter grades.
(6) How the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of § 200.15;	

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	Per ESSA, all proficiency calculations are required to use a 95% adjusted denominator. The Arizona Department of Education will implement the 95% adjusted denominator for all schools who test less than 95% of their students when calculating proficiency for all students and the subgroups. At this time, no additional ramifications to testing less than 95% of the students at a school have been decided; however, the State Board of Education will make these decisions.
(7) The State's uniform procedure for averaging data across school years and combining data across grades as defined in § 200.20(a), if applicable;	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. When the decision has been made, more information regarding implementation will be provided.
(8) If applicable, how the State includes all public schools in the State in its accountability system if it is different from the methodology described in paragraph (b)(5), including—	
(i) Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a formal assessment to meet this requirement;	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(ii) Schools with variant grade configurations (e.g., P-12 schools);	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(iii) Small schools in which the total number of students that can be included on any indicator under §200.14 is less than the minimum number of students established by the State under § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under § 200.20(a), if applicable;	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(iv) Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings, students living in local institutions for neglected	

or delinquent children, students enrolled in State public schools for the blind, recently arrived English language learners); and	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs including those described here and cited by Arizona Revised Statutes §15-241, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(v) Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under § 200.20(a), if applicable.	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(c) Identification of schools. In its consolidated State plan, each SEA must describe—	
(1) The methodologies by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act and §200.19(a), including:	
(i) Lowest-performing schools;	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System but will reflect at least the lowest 5% of all schools based on summative scores in addition to any schools that receive the "F" letter grade as required by Arizona Revised Statutes §15-241.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(ii) Schools with low high school graduation rates; and	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(iii) Schools with chronically low-performing subgroups;	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(2) The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State under section 1111(d)(3)(A)(i) of the Act and consistent with the requirements in § 200.21(f)(1), including the number of years over which schools are expected to meet such criteria;	
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.

Grade Accountability System.	
(3) The State's methodology for identifying schools with "consistently underperforming" subgroups of students, including the definition and time period used by the State to determine consistent underperformance, under § 200.19(b)(1) and (c);	
To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(4) The State's methodology for identifying additional targeted support schools with low-performing subgroups of students under § 200.19(b)(2); and	
To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(5) The uniform exit criteria for schools requiring additional targeted support due to low-performing subgroups established by the State consistent with the requirements in § 200.22(f).	
To ensure a single system of accountability for all Arizona public schools and LEAs, the final methodology will reflect policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System.	This component has not yet been determined by the State Board of Education. Once the Arizona Department of Education has more information, we will provide the information as well as how we will implement it.
(d) State support and improvement for low-performing schools. In its consolidated State plan, each SEA must describe—	**Implementation of Support and Improvement**
(1) Its process for making grants to LEAs under section 1003 of the Act consistent with the requirements of § 200.24 to serve schools implementing comprehensive or targeted support and improvement plans under section 1111(d) of the Act and consistent with the requirements in §§ 200.21 and 200.22;	School and district improvement is a continuous, systemic, and cyclical process. The Every Student Succeeds Act (ESSA) emphasizes the use of evidence in decision making throughout the reiterative continuous improvement process.
	A comprehensive guidance document will be provided relative to State support and improvement for low-performing schools, including support in understanding the elements of evidence-based decision making; how needs, context, implementation strategies, desired outcomes, and sustainability considerations inform the choice of evidence-based interventions; and how formative and summative evaluation are integral to an evidence-based improvement cycle.
	The sections below include the beginning of the guidance document including examples of the types of information and evidence-based suggestions, definitions and other items that will be included. This is a beginning draft. As the Department of Education interacts with the field, receives feedback and understand the support needed and desired by the field as well as the questions that exist, we will complete the detailed guidance documents.

Schools that are identified as comprehensive or targeted support and improvement schools are invited to apply for grant funding.

1. Local Educational Agency (LEA) and School teams complete Comprehensive Needs Assessment and analyze the data.
2. LEA and School teams complete the school and LEA Comprehensive Strategic Plans leveraging the Arizona Department of Education current online tool to create and submit their plans for review.
3. LEA and School teams complete the application and proposed budget.
4. Support and Innovation staff reads and scores applications to determine eligibility.

Allocations:

A. Criteria:
   - The total dollar amount Arizona Department of Education Support and Innovation receives
   - Evidence of need in the application
   - Planned use of funds for "…evidenced based strategies to improve student achievement, instruction and schools"
   - The thoroughness and alignment of the proposed budget application and Comprehensive Strategic Plan
   - The LEAs plan to monitor and evaluate Comprehensive Strategic Plan implementation and the use of funds to effectively implement selected evidenced-based interventions, strategies and action steps

B. Priority consideration will be given to LEAs that serve high numbers of schools demonstrating the greatest need and strongest commitment to using funds to improve student achievement and student outcomes.

C. Priority consideration will be given to LEAs serving the highest percentage of schools identified for comprehensive support and improvement and implementing targeted support and improvement plans.

D. Fiscal Review Process:
   - Quarterly fiscal monitoring
   - Revision review
   - Reimbursement requests review
   - Cash management review
   - Completion Report review and approval

Evidence-based decision making and reflection are at the core of continuous improvement. Using data and evidence keeps the improvement process guided toward the desired outcomes.
Steps:

1. Inform-using the Comprehensive Needs Assessment, analyze local needs
2. Select-Identify, examine and select evidence-based interventions
3. Plan-Develop implementation strategies
4. Implement-Proceed with interventions, make formative adjustments
5. Analyze-Summative assessment of performance and effectiveness

1. INFORM

Analyze data from Comprehensive Needs assessment
**Identify 2-4 priority concerns**
Analyze local needs to identify gaps; programmatic, service and/or staff-related
Root Cause Analysis- Identify the deepest underlying cause, causes, of priority concerns, that, if dissolved, would result in elimination, or substantial reduction, of the priority concerns
Steps to Perform a Root Cause Analysis:
•Identify the performance problem.
•Brainstorm possible causes with people knowledgeable about the problem.
•Organize possible causes into groups with common themes.
•Label the group causes with an overarching category. Place each category on a fishbone graphic organizer.
•For each category on the fishbone, ask "Why" five times, or enough times to identify the root cause. NOTE: Too few "why's" *may* indicate the problem hasn't been analyzed in enough depth; too many "why's" *may* indicate over-analysis.
•Find solutions and countermeasures to fix the root cause.
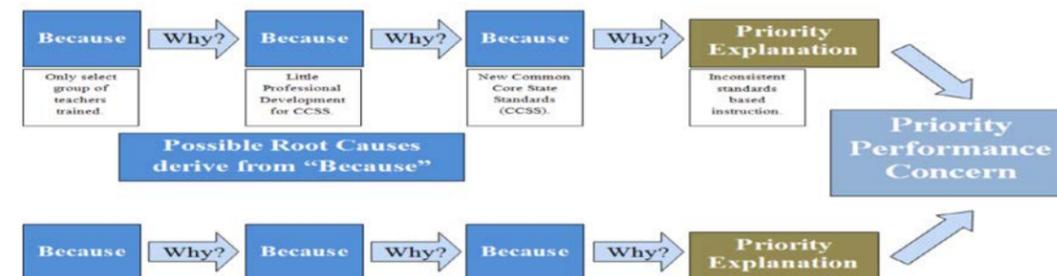
The Comprehensive Strategic Plan is based on analysis above and includes specific strategies and action steps to

address root causes.

School Improvement grant applications will be a competitive process. Applications will target schools planning to use evidence-based strategies/interventions to improve student achievement, instructional practices and assessment; schools with the most pressing funding gaps and the clearest plans for using grant funding to address resource inequities; schools with thorough alignment between the proposed budget and plan; and schools with strong Local Educational Agency (LEA) plans to support implementation will be given priority in the scoring process.

Section 1003 funds can only be used to implement evidence-based strategies that are supported with strong, moderate, or promising evidence from at least one well-designed study [Sec. 8101(21)(B)].

If LEAs with the greatest need do not have a plan or adequate capacity to target School Improvement funding, support to develop a plan or connect those districts with technical assistance providers to help them address these gaps and identify the underlying causes behind inequitable funding, opportunities, and outcomes, will be provided.

- Provide LEA and school staff training based on the needs assessment, to create a Comprehensive Strategic (school improvement) plan that includes appropriately matched, evidence-based interventions for their context.
- Provide LEAs with easy access to information on evidence-based interventions for low-performing schools; consider creating an evidence clearinghouse or collecting links to summaries of evidence-based interventions in other states or organizations.
- Provide LEAs and schools with information regarding the positive effects of high-quality curriculum and instructional materials on student achievement
- Encourage LEAs to focus on providing high quality, standards-aligned instructional materials and related professional-learning activities as central components of an evidence-based Comprehensive Strategic (school improvement) plan.
- Provide LEAs with information regarding access to advanced coursework, early college high schools, and dual enrollment, as legitimate evidence-based strategies for school improvement.
- Applications for Section 1003 School Improvement funds will draw attention to these options.

Application, scoring rubric and required documents will be detailed
Minimal score of 70% will be required to be considered for funding

Funding renewal will be contingent on the fidelity of implementation and LEA and school leaders' commitment to improvement.

LEAs will submit detailed quarterly expense reports (grant management report in Visions). Specialist will review for allowable expense and timely expenditures of funds.

(2) Its process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions, to hold all public schools accountable for student academic achievement and school success consistent with §§ 200.21 through 200.24, and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans;

Development and implementation of school and LEA Comprehensive Strategic Plans, which include evidence-based interventions addressing student academic achievement and school success including, but not limited to such topics as:
 	
• Evidence-based academic interventions which are bold and innovative and based on data
• School culture and climate
• Alternatives to suspension
• Restorative Justice
• Conscious Discipline
• Whole School Reform models
• School wellness indicators
• Gifted education and accelerated learning opportunities, including advanced placement programs
• Multi-Tiered System of Support strategies
 	
Arizona Department of Education Support and Innovation provides support, technical assistance and monitoring:
 	
• Review of Comprehensive Needs Assessment
• Conduct differentiated on-site support visits based on needs
• Assist LEAs with the evidence-based decision making process
• Support use of transparent robust high-quality data
• Support the initial development of LEA & School Comprehensive Strategic Plans with encouragement to select bold, innovative evidenced-based interventions
• Support implementing & monitoring LEA & School Comprehensive Strategic Plans
• Monitor strategies and action steps for completion and success
• Support implementation of bold evidence-based LEA and school systems and structures to create powerful change
• Support and guide selection and implementation of innovative, locally selected evidence-based interventions leading to dramatic increases in student achievement
• Review quarterly data submissions and discuss needed midcourse adjustments
• Review resource allocation by the LEA to comprehensive and targeted support and improvement schools
 	
Other Support Structures:
• Integrated Support Teams across Arizona Department of Education program areas
• Strategic Partner (vetted external providers) support based on school specific needs matched with
	The school level Comprehensive Needs Assessment is aligned to the *Arizona Principles of Effective* Schools framework:
	  1. Effective Leadership
	  2. Effective Teachers and Instruction
	  3. Effective Organization of Time
	  4. Effective Curriculum
	  5. Data Culture
	  6. Conditions, Climate and Culture
	  7. Family and Community Engagement
	
	These 7 Principles will provide the framework for schools for the required Comprehensive Needs Assessment. The Arizona Department of Education will provide guidance and support for schools to assist completion of the school level needs assessment. A summary of the process used to complete the needs assessment will be required to assure all stakeholder voices are heard and inform the local decision making process**.** The school level Comprehensive Strategic Plan will be aligned to the *Arizona Principles of Effective Schools*
	
	The Comprehensive **Strategic Plan** will address programmatic requirements in one plan.
	
	The plan will be created in the online Arizona Department of Education Arizona LEA Tracker(ALEAT) system. This system will provide tools to help the school to identify and enter appropriate Goals, Strategies and Action Steps with the ability to 'tag' plan elements with one, or more, applicable program area.
	
	The plan will be reviewed by Support and Innovation and other Arizona Department of Education program areas, and technical assistance, service and support is provided to help inform and improve the plan, and ensure the plan is responsive to state and federal requirements and includes evidence-based interventions.
	
	Comprehensive Strategic Plan – School Level
	Guidance document will include Evidence-Based Decision Making Model

Strategic Partners areas of specific expertise
- Scheduled open office hours
- Ongoing desktop support as needed
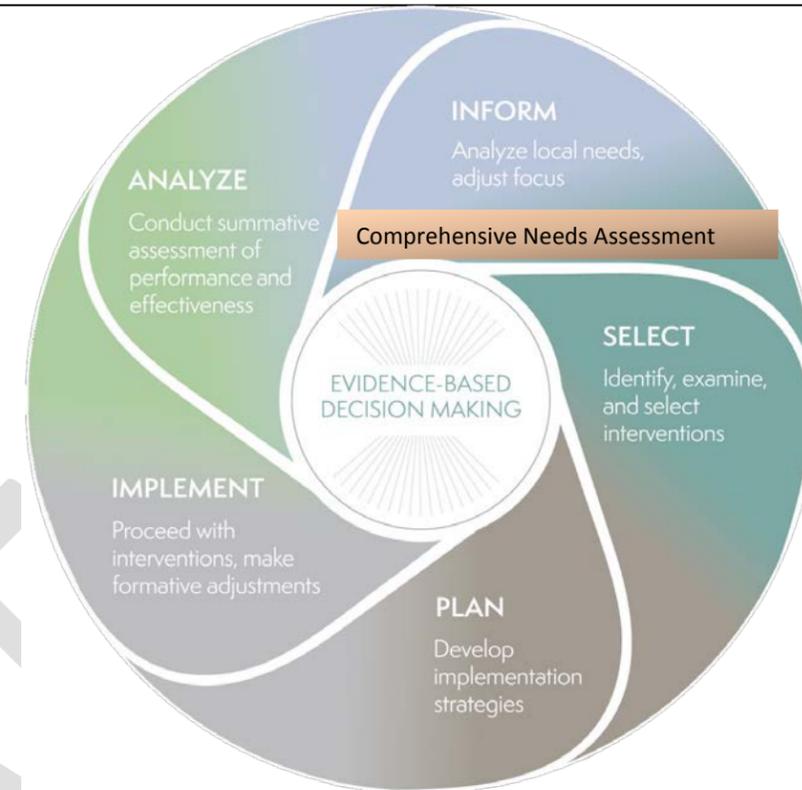
Step 1: Inform —analyze needs with input from as many stakeholders as possible: leadership, staff, parents and other community members, and students. The comprehensive needs assessment data are used to identify gaps in the educational setting, whether they are programmatic or service- or staff-related. Well-defined and measurable goals are developed from a careful analysis of these needs and gaps, and from hypotheses about which factors in the current situation might be causing the problem and impeding attainment of desired outcomes.

Step 2: Select —identify, examine, and select evidence- based, effective programs or practices for the intended setting and population. Selection includes taking stock of the specific context and educational environment in which an intervention will be implemented, including the student population and the local capacity, resources, and strategic plans. What works in one place will not necessarily work in another. The results of this step provide the specifics needed to develop detailed implementation plans.

Step 3: Plan — develop a detailed implementation plan for the selected interventions specifying who will implement the interventions, when, and with what support. Necessary materials, technical assistance, and professional development for implementation are identified, developed or contracted.

Step 4: Implement — carry out the intervention. Collect and examine implementation data for formative feedback and improvement. Educators will need to ensure that the interventions are being implemented as planned with fidelity and correct problems (e.g., teachers not participating in the intended level of professional development) and document any promising adaptations that might be informative to others. Implementation is continually assessed through an iterative process until the intervention is being delivered in a stable way.

Step 5: Analyze — collect data about longer-term changes in primary outcomes. If there is progress toward the goals, the intervention can be continued and expanded when appropriate. If not, a new or additional

strategy may be needed. This step may involve progress monitoring — tracking trends in outcomes over time. Or, if an intervention is stable enough, a rigorous evaluation of impact may be appropriate. Finally, the findings from this step can be communicated outward; therefore, the entire community can benefit. Hale, S., Dunn, L., Filby, N., Rice, J. & Van Houten, L. (October, 2016). *Evidence-based improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA* (Review Draft). San Francisco: REL West at WestEd.

Definition of Evidence-Based ESSA includes a definition of "evidence-based" in the general provisions title of the bill (Title VIII). This placement applies this definition to the term wherever it is used in the Act. The term is defined as: EVIDENCE-BASED.— (A) IN GENERAL.—Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— (I) **strong evidence** from at least one well-designed and well implemented experimental study; (II) **moderate evidence** from at least 1 well-designed and well-implemented quasi-experimental study; or (III) **promising evidence** from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii)(I) *demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.* This fourth level, **demonstrates a rationale** may not be used by schools in improvement; may not be funded by Title l set aside.

All school improvement plans (comprehensive and targeted support and improvement schools) must implement evidence-based interventions, aligned with results of schools' comprehensive needs assessments.

> LEAs will be supported to use tools to take an inventory of current practice to identify gaps or needed changes to strengthen the LEA's model or framework process; and to prioritize next steps leading to a plan of action for addressing the identified gaps to make the LEA's process more evidence-based and aligned with ESSA requirements.
> LEAs will be supported to use guidance for identifying evidence-based interventions appropriate to identified needs, gaps, and local context.

LEAs will be supported to conduct an intervention evidence review to assess the entire body of evidence (based on the evidence definitions in ESSA and non-regulatory guidance from the United States Education Department for particular interventions that target the outcome of interest.

Sources of evidence-based interventions:

What Works Clearing House the WWC's comprehensive source for learning what the Clearinghouse's systematic reviews of the research say about education programs, products, practices, and policies. Find What Works provides users with information about what the WWC's reviews have found, with special tools that allow users to compare interventions. A new tool also allows users to seek out information on whether research on an intervention has been conducted with students like theirs.

Resources:

Intervention Reports-summarize existing research on a specific program, product, policy, or practice
Intervention Snapshots - present evidence of an intervention in an easy-to-access format   *Practice Guides* recommend practices based on expert panel synthesis of reviews

Reviews of Individual Studies -search tool where users can find individual studies that have been reviewed by the WWC. Search filters allow users to screen for topic area, study design, and WWC study rating, to create more precise evidence searches.

Available at: **http://ies.ed.gov/ncee/Wwc/**

Best Evidence The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE). It provides summaries of scientific reviews of education interventions as well as links to the full texts of each review.

http://www.bestevidence.org/ Available at: **http://www.bestevidence.org/**

Promising Practices The Promising Practices Network (PPN) website is a unique resource that offers credible, research-based information on what works to improve the lives of children and families.

Available at: **http://www.promisingpractices.net/**

National Center on Intensive Intervention AIR is one of the world's largest behavioral and social science research and evaluation organizations. The overriding goal is to use the best science available to bring the most effective ideas and approaches to enhancing everyday life.

Available at: **http://www.intensiveintervention.org/**

Results First Clearinghouse Database This database sponsored by the Pew Charitable Trusts contains information from eight national clearinghouses that conduct systematic research reviews to identify what works in several areas of social programs and education.

Available at: http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database

Blueprints for Healthy Youth Development Blueprints for Healthy Youth Development is a registry of evidence-based youth development programs designed to promote the health and well-being. Blueprints programs are family, school, and community-based.

Available at: http://www.blueprintsprograms.com

Beginning examples of Evidence-based interventions

Reduction in class size is evidenced-based intervention and will be a priority (based on feedback from stakeholders).

Summary of the research:

- Smaller classes in the early grades (K-3) can boost student academic achievement;
- A class size of no more than 18 students per teacher is required to produce the greatest benefits;
- A program spanning grades K-3 will produce more benefits than a program that reaches students in only

one or two of the primary grades;
- Minority and low-income students show even greater gains when placed in small classes in the primary grades;
- The experience and preparation of teachers is a critical factor in the success or failure of class size reduction programs;
- Reducing class size will have little effect without enough classrooms and well-qualified teachers; and
- Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement.

Research Study Examples
- **Mathis, William J. (2016).** Research-Based Options for Education Policymaking: The Effectiveness of Class Size Reduction. *National Education Policy Center, University of Colorado. This policy brief on class size reduction begins with a review of past research on class size-paying particular attention to the Tennessee STAR experiment, evaluations of the Wisconsin SAGE program by Molnar, and a critique of the analysis done by Erik Hanushek of the Hoover Institute. With past research and policy considerations in mind, the brief concludes "class size is an important determinant of student outcomes, and one that can be directly determined by policy." This is especially crucial for populations which are most effected by large class sizes, such as low-income and minority students. The research brief outlines the benefits of smaller classes in terms of student achievement, graduation rates and non-cognitive skills. Mathis recommends class sizes between 15-18 (with room for variation based in subject), and argues that while class-size reduction can be costly, it could prove to be the most cost-effective policy in the long run.*

- **Schanzenbach, D. W. (2014).** Does Class Size Matter? ***National Education Policy Center Policy Brief.** This policy brief summarizes the academic literature on the impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from test scores to broader life outcomes. Smaller classes are particularly effective at raising achievement levels of low-income and minority children. Policymakers should carefully weigh the efficacy of class-size policy against other potential uses of funds. While lower class size has a demonstrable cost, it may prove the more cost-effective policy overall.*

  Constantopoulos, S., & Chun, V. **(2009).** What Are the Long-Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study**,** American Journal of Education 116. *"A summary of the effects of smaller classes on the achievement gap through eighth grade. Effects significant in all tested subjects, and for those in smaller classes for four years, very substantial. "The results … provided convincing evidence that all types of students (e.g., low, medium, and high achievers) benefit from being in small classes (in early grades) across all achievement tests…. in certain grades, in reading and science, the cumulative effects of small classes for low achievers are substantial in magnitude and significantly different from those for high achievers. Thus, class size reduction appears to be an intervention that increases the achievement levels for all students while simultaneously reducing the achievement gap."*

This is an example of Comprehensive School Reform / K-12 Meta-Analysis (Borman)

Top-Rated Programs	Key Findings
Limited Evidence Programs	Review Summary
Other Programs	Review Methods

Full Report 📄(9.56 MB) || Educator's Summary 📄(223 KB)

Top-Rated Programs

Listed below are currently available programs, grouped by strength of effectiveness. Within each group, programs are listed alphabetically.

Program Ratings			
Strongest Evidence of Effectiveness			
Rating	Program	Description	
🟡	Direct Instruction	Field-tested reading, language arts, and math curricula with highly scripted and interactive lesson strategies, extensive writing, and frequent assessments of students.	
🟡	School Development Program	A comprehensive school plan that focuses on consensus and collaboration. Includes a school planning and management team, a student and staff support team, and a parent team.	
🟡	Success for All	Research-proven, prescribed curriculum in the areas of reading, writing, and language arts that includes one-to-one tutoring, a family support team, cooperative learning, on-site facilitation, and a building	

		advisory team.	

Highly Promising Evidence of Effectiveness			
⬡	Expeditionary Learning Outward Bound	Authentic projects and fieldwork, high expectations for all students, shared decision making, and regular reviews of student achievement and level of implementation.	
⬡	Modern Red Schoolhouse	Curriculum with high standards for all students, an emphasis on character, and an individual education compact for each student. Technology is a key component.	
⬡	Roots & Wings	Research-proven, prescribed curriculum in the areas of literacy, math, and social and scientific problem solving that includes one-to-one tutoring, a family support team, on-site facilitation and a building advisory team.	

*Evidence Rating:

⬡ **Strongest Evidence of Effectiveness**

⬡ **Highly Promising Evidence of Effectiveness**

Strong Evidence of Effectiveness

Success for All

Provides extensive school staff training and materials focused on cooperative learning, phonics, and a rapid pace of instruction. Also provides tutoring to struggling children.
   o   Website: www.successforall.org E-mail: sfainfo@successforall.org

Direct Instruction/ Corrective Reading

A highly structured, phonetic approach to reading instruction that emphasizes phonics, a step-by-step instructional approach, and direct teaching of comprehension skills, as well as extensive professional development and follow-up.
   o   Website: www.nifdi.org E-mail: info@nifidi.org

Peer Assisted Learning Strategies (PALS)

CIP A technique in which children work in pairs, taking turns as teacher and learner, to learn a structured sequence of literacy skills, such as phonemic awareness, phonics, sound blending, passage reading, and story retelling.
   o   Website: kc.vanderbilt.edu/pals E-mail: pals@venderbilt.edu

Reading Recovery

Provides the lowest achieving readers (lowest 20%) in first grade with supplemental tutoring in addition to their regular reading classes.
   o   Website: www.readingrecovery.org E-mail: info@readingrecovery.org

Targeted Reading Intervention

One-to-one tutoring models in which classroom teachers' work individually with struggling readers in kindergarten or first grade for 15 minutes a day. The 1-1 sessions focus on re-reading for fluency (2 min.), word work (6 min.), and guided oral reading (7 min.).
   o   E-mail: lynnevf@email.unc.edu

Quick Reads -A supplementary program designed to increase fluency, build vocabulary and background knowledge, and improves comprehension.
   o   Website: www.quickreads.org E-mail: quickreads@textproject.org

One-to-One Teacher Tutoring with Phonics Emphasis

Programs: 1) Auditory Discrimination in Depth 2) Early Steps/Howard Street Tutoring 3) Intensive Reading Remediation 4) Reading Rescue (TT) 5) Reading with Phonology
   1)   Website: www.lindamoodbell.com/programs /lips.html 2) E-mail: morrisrd@appstate.edu 3) E-mail: blachman@syr.edu 4) Website: www.literacytrust.org/rrprogram/in dex.htm 5) E-mail: crl@psych.york.ac.uk

One-to-One Paraprofessional/Volunteer Tutoring with Phonics Emphasis

Programs: 1) Sound Partners 2) The Reading Connection 3) SMART 4) Reading Rescue 5) Howard Street Tutoring 6) Book Buddies (Volunteer)
1) E-mail: partners@wri-edu.org 2) Website: www.thereadingconnection.org 3) Website: www.getsmartoregon.org 4) Website: www.literacytrust.org/rrprogram/in dex.htm 5) E-mail: morrisrd@appstate.edu 6) E-mail: mai@virginia.edu

	The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. The Arizona Department of Education, in collaboration with LEAs and schools, will develop a list of evidence-based Interventions appropriate for a continuum of contexts.
(3) The more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the Act and § 200.21(f);	
For comprehensive support and improvement schools that have not made sufficient progress to exit comprehensive support and improvement status after 3 years, the rigor of interventions and supports must increase. To ensure implementation of more rigorous and bold evidence-based interventions that are focused on the root causes for insufficient progress, Arizona Department of Education (all program areas involved) will conduct an in-depth needs assessment of the LEA and school(s) focused on the current state of implementation of their Comprehensive Strategic Plan; this process will help identify what is working and what is not and the next best high-leveraged steps to improve student outcomes. This process will include all stakeholders at each step of the process. These findings will be shared with the LEA, schools, families and community to assist in determining additional needs, gaps in the current implementation of interventions and to identify possible new bold and innovative interventions and actions. New Comprehensive Strategic Plans written with direct assistance from Arizona Department of Education Integrated Support Teams (involves all necessary program areas). Additional support will be provided through the integrated support team model). Considering a variety of innovative evidenced-based interventions and selecting ones from interventions highly successful with similar populations and settings will be encouraged.	Guidance document will include specific steps: Support and Innovaion staff will meet with local educational agenciesand Schools leadership to develop an in-depth process to include an extensive, external needs assessment process, including but not limited to curriculum and assessment audit, time audit, staffing review, climate and culture audit, and instructional practices audit. Support and Innovation, in collaboration with the LEA, will select a Strategic Partner or other external provide to provide this service. Specific attention will be paid to: • Effective Leadership including shared responsibility, and professional collaboration • Intentional practices for improving instruction. • Student-specific supports based on data • School conditions, climate and culture A determination will be made as to what the high leverage next steps are in each area. Strategic partners and/or Arizona Department of Education program specialists will partner with LEA and schools to write very specific action plans and ensure implementation and accountability measures takes place. Integrated Support will be provided. Integrated Support is the highest intensity, structured support provided to select highest need Comprehensive or Targeted Support schools in improvement, leveraging a cross-program area multi-disciplinary collaborative team structure.
(4) Its process, consistent with the requirements in section 1111(d)(3)(A)(ii) of the Act and §200.23(a), for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the State serving a significant number of schools identified for comprehensive support and improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans; and	
As part of the site visit and fiscal review protocols, Arizona Department of Education Support and Innovation staff will address allocation of resources to schools in improvement in LEAs serving a significant number of schools identified for comprehensive support and improvement and LEAs serving a significant number of schools implementing targeted support and improvement plans. Evidence of the LEA providing adequate additional resources allocated to schools remaining in improvement status will be reviewed. Assistance with integrated budgeting and planning will be given. Additional support will be	Local education agencies "shall also identify resource inequities (which may include a review of local educational agency and school level budgeting), to be addressed through implementation of such plan" [Sec. 1111(d)(2) (C)] The Arizona Department of Education will "periodically review resource allocation to support school improvement" LEAs with schools in improvement status:

provided through the integrated support team model, involving all necessary program areas.	• Monitor per pupil spending data
	• Support LEAs by convening financial workgroups with appropriate financial experts to assist LEAs with accounting and financial management systems needed to generate clean transparent data, if needed.
	• Work with districts to connect public reporting on per-pupil expenditures with districts' resource reviews for schools identified for comprehensive support and improvement and targeted support improvement. Assist in answering the following questions:
	    o What is the current quality and reliability of the financial data?
	    o What assistance does LEA need to create accurate, useful data?
	    o What data do we need to inform decisions about funding?
	    o How can data on school-level expenditures be used to advocate for greater funding equity?

(5) Other State-identified strategies, including timelines and funding sources from included programs consistent with allowable uses of funds provided under those programs, as applicable, to improve low-performing schools.	
Currently, the only funding source in Arizona for low-performing schools is Title l. • Comprehensive Support and Improvement Schools will exit at the end of three years if they no longer meet identification criteria. • Targeted Support and Improvement Schools will exit after two years if they no longer meet identification criteria. • If after three years in improvement, a school has not exited, the Arizona Department of Education will take actions to initiate and support additional bold, systemic changes in LEAs and schools, to include the implementation of evidence-based interventions and supports proven successful in schools serving similar populations of students in similar contexts. • In LEAs where a significant number of schools are consistently identified for comprehensive school improvement and/or are not meeting the state's exit criteria or a significant number of targeted improvement and support schools exist, the Arizona Department of Education will take actions to initiate and support additional bold, systemic changes in LEAs and schools.	Timeline for funding applications: July 2017-Schools identified and Comprehensive or Targeted Support July 2017-Applications available August-Applications scored and funding awarded 2017-18 school year implementation Support and monitoring Assist with side-by-side budgeting to ensure maximum benefit from all funding sources that the LEA is using.
(e) Performance management and technical assistance. In addition to the requirements in § 299.14(c), each SEA must describe—	
(1) Its process to approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with the requirements in section 1111(d)(1)(B)(v) and (vi) of the Act and § 200.21(e); and	
The Arizona Department of Education will initially approve LEA Comprehensive Strategic Plans each school year. The Arizona Department of Education will periodically monitor and review LEA Comprehensive Strategic Plans through site visits and desktop support differentiated by needs of each LEA. Arizona Department of Education Support and Innovation staff will provide technical assistance to the LEA based on need.	All local educational agencies and schools in School Improvement will submit a School (SCSP) and LEA Comprehensive Strategic Plan (L CSP) on ALEAT. In order to receive grant funds, both the LEA CSP and School CSP and budget must be completed and approved by SI EPS; In order to fulfill SI goal requirements, the school-level CSP or in the case of a single site LEA, the LEA plan (L CSP), Required SMART goals must be included with strategies and action steps. Example: *Reading achievement for all students will increase by_____% moving from_____% proficient or highly proficient on 2016 AzMERIT to_____% proficient or highly proficient on 2017 AzMERIT.* ***Example of possible strategies/action steps*** **Strategy:** Provide core reading instruction for all students

	Action Step: All teachers will provide a minimum of 90 minutes of reading instruction based on the district adopted curriculum for ELA instruction inclusive of writing, vocabulary development, literacy, and grammar. **Strategy:** Strengthen instruction for all students **Action Step:** The instructional coach will provide ongoing support in the following areas; direct instruction practices, engagement strategies, cooperative learning strategies, ELD strategies **Action Step:** All teachers will participate in weekly PLC meetings (60 min. as recommended by the Arizona Department of Education) for the purpose of looking at individual student work samples, weekly assessments, and benchmark testing etc. to determine achievement levels of all students collectively assigned to them and analyze instructional strategies that prove to be effective in increasing student *achievement* **Action Step:** Provide PD which is ongoing and job embedded, that supports the SCIP. Focus will be placed on the following teacher learning activities: collaborative weekly PLC meetings, effective RTI strategies, content literacy training provided by the County Educational Service Agency, Kagan engagement strategies provided by district staff, Core Six Strategies provided by Harvey Silver….. Schools are required to tag program at the action step level. Comprehensive Title III Title 1 Title II Targeted SPED SIG Principle 1 **SIG** (SIG funded) Use **Turnaround, Transformation, Whole School, Early Learning** ❖ Keep organized, relevant records for announced and unannounced site visits ❖ Submit all SI documents in a timely manner (needs assessment, L CSP, S CSP, achievement data and other requested documents) ❖ Progress towards the goals in the L CSP ❖ Implement L CSP/S CSP strategies and action steps ❖ Set aside a minimum of 20% of Title I funds to implement and support improvement efforts Submit and adhere to Assurances
(2) The technical assistance it will provide to each LEA in the State serving a significant number of schools identified for comprehensive and targeted support and improvement, including technical assistance related to selection of evidence-based interventions, consistent with the requirements in section 1111(d)(3)(A)(iii) of the Act and § 200.23(b).	
In addition to the technical assistance described in previous sections, the Arizona Department of Education will partner with Regional Centers and vetted strategic partners to provide targeted support based on the identification of the root causes for the identified areas in need of improvement. Specific examples of evidenced-based interventions that are bold and innovative in nature will be analyzed in collaboration with the LEA and LEA stakeholders, including the families of the students served by the LEA as well as community members.	The tiered Comprehensive System of Support model will be used to inform the Arizona Department of Education's technical assistance LEAs serving a significant number of schools identified for comprehensive and targeted support and will be prioritized at the top of ADE's continuum of comprehensive supports. They will be monitored by Support and Innovation and/or an Integrated Support Team made up members from all program areas.

Onsite Visits

Visits will be tailored to the needs of the school. Below is a framework to guide the agenda for site visits.

- o Support and Innovation Specialist and Principal conversation at the beginning of the visit
- o *Walk-through Classroom Observations (10-15 minutes each)* using ADE walk through protocol
- o Observe in all Math and English/Language Arts classrooms
- o Observe in other classrooms as time permits
- o Share the classroom observation data and provide feedback to Principal and/or LEA Leaders
- o *Focus Group Interviews (approx. 30 minutes each)*
- o LEA Leadership
- o School Leadership
- o Teachers (4-6 teachers) depending on school size
- o Students (4-6 students) grade 5 and above

Follow up Meetings

Summary of important information gleaned from the visit and to identify critical next steps in the school improvement process.

- o The follow-up meetings will include key LEA/school personnel crucial to carrying out identified action steps and LEA/school initiatives. The Special Education Director is a member of this team. Additional Follow-up Meetings designed to accommodate particular and/or sensitive concerns with specific LEA/and or school personnel will be held as needed.
- o LEA/school Data Presentation - An overview presentation of student and teacher performance data presented by LEA and principal
- o Budget review
- o Review progress of Comprehensive Strategic Plan strategies and action steps, review progress on next steps, review accomplishments, strengths, challenges and barriers

Integrated Support Team Meetings include representatives form relevant program areas. Their actions include:

- o Identify Relevant Data
- o Collaborative Root-Cause analyses, SWOT data analysis:
- o Collaborative Plan Development
    - ▪ Develop Action Plan based on identified root causes
    - ▪ Establish clear SMART objectives and meaningful performance measures
    - ▪ Ensure programmatic and fiscal alignment with existing LEA plans
    - ▪ Ensure that all parties clearly understand their roles and responsibilities for implementation and support
- o Collaborative Implementation & Support

	o Integrated Support Team and Implementation Partners provide ongoing: o Technical Assistance o Professional Learning Opportunities o Coaching Support o Monitoring for Fidelity, Progress & Performance o Engage in ongoing progress and performance monitoring Collaboratively review and reflect on monitoring quantitative and qualitative data to inform collaborative decision making regarding implementation and continuous improvement
(3) Any additional improvement actions the State may take consistent with § 200.23(c), including additional supports for or interventions in Local educational agencies, or in any authorized public chartering agency consistent with State charter school law, with a significant number of schools identified for comprehensive support and improvement that are not meeting exit criteria or a significant number of schools identified for targeted support or improvement.	
The Arizona Department of Education will also partner with Arizona's five Regional Centers, the Arizona State Board for Charter Schools and the Arizona Charter Schools Association and vetted strategic partners to provide targeted support based on the identification of the root causes for the identified areas in need of improvement. Specific examples of evidenced-based interventions that are bold and innovative in nature will be analyzed in collaboration with LEA stakeholders including the families of the students served by the LEA and community members.	Protocols for "referrals" to partner with Regional Center and/or Strategic or Professional Development Partners are being developed.

§ 299.18 Supporting excellent educators.	**Implementation of Support for Excellent Educators**
(a) Systems of educator development, retention, and advancement. In its consolidated State plan, consistent with sections 2101 and 2102 of the Act, each SEA must describe its educator development, retention, and advancement systems, including, at a minimum—	
(b) Systems of educator development, retention, and advancement	

In its consolidated State plan, consistent with sections 2101 and 2102 of the Act, each SEA must describe its educator development, retention, and advancement systems, including, at a minimum—	
(1) The State's system of certification and licensing of teachers and principals or other school leaders;	
The Arizona Department of Education (ADE) has a robust multi-tiered licensing system for teachers, principals, superintendents, and other school leaders. Arizona certification rules and statutes ensure that students are served by quality educators who must meet high standards. A Teaching Certificate can be earned with a bachelor's degree, fingerprint clearance, appropriate coursework or completion of an approved Educator Preparation Program and passage of subject and content knowledge exams. Arizona also provides a pathway for career changers to complete a teacher preparation program leading to full state certification while teaching full time. Additionally, Arizona statutes allow teachers and school administrators who are fully certified out of state and in good standing in their state to qualify for an eight year Teaching Certificate. These reciprocity rules will help Local Education Agencies (LEAs) recruit qualified educators from other states and reduce burdens on educators who have already met certification requirements in another state. The Arizona Department of Education Certification Unit is also reviewing the relevant research and the policies of other states to determine the best course of action in developing, implementing and supporting a professional development system that will assist a teacher in identifying and displaying completed professional learning opportunities.	A Teaching Certificate can be earned with a bachelor's degree, fingerprint clearance, appropriate coursework or completion of an approved Educator Preparation Program and passage of subject and content knowledge exams. Arizona also provides a pathway for career changers to complete a teacher preparation program leading to full state certification while teaching full time. Proposals related to enhancing Arizona's certification process will be taken into consideration as part of the 2016 ***AZ Kids Can't Wait!*** plan.[*] Additionally, Arizona statutes allow teachers and school administrators who are fully certified out of state and in good standing in their state to qualify for an eight year Teaching Certificate. These reciprocity rules will help local education agenices (Local educational agencies) recruit qualified educators from other states and reduce burdens on educators who have already met certification requirements in another state. To support early childhood educators, the Arizona Department of Education uses the Arizona Early Childhood Workforce Registry to help Pre-K to Grade 3 teachers attain and track professional development. The Arizona Department of Education Certification Unit is also reviewing the relevant research and the policies of other states to determine the best course of action in developing, implementing and supporting a professional development system that will assist a teacher in identifying and displaying completed professional learning opportunities.
(2) The State's system to ensure adequate preparation of new educators, particularly for low-income and minority students; and	
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. **R7-2-604.01. Educator Preparation Programs** **A.** Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experiences, and a capstone experience.	Information regarding Educator Preparation Programs and equitable access can be found at http://www.azed.gov/hetl/.

R7-2-604.7 "**Field experience**" means scheduled, directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards.

(1) The State's system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the State has elected to implement such a system. Alternatively, the SEA must describe how it will ensure that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.	

The Arizona Department of Education, in conjunction with the State Board of Education, has implemented the *Arizona Framework for Measuring Educator Effectiveness* (*http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/educator-evaluation-framework-revised-042516.pdf*), a framework for LEAs in the state to utilize in the creation and implementation of their local principal and teacher evaluation systems. While LEAs have the flexibility to implement their own instruments for educator evaluation, they are required to align with the Arizona Framework. Included in the framework, are recommendations that teachers and principals utilize the best practices outlined in the revised and newly adopted Professional Teaching and Administrative Standards throughout the process. Additionally, the Arizona Department of Education recommends LEAs develop and/or participate in professional learning that meets the Arizona Standards for Professional Learning to ensure that all professional learning for educators meets the highest standards of quality.

In an effort to improve and support the practice of teachers and principals, the Arizona Department of Education has offered numerous professional learning opportunities, including:
- A Qualified Evaluator Academy designed to provide tools, strategies, and resources to principals and other leaders charged with the responsibility of observing and evaluating teachers.
- Learning Leaders for Learning Schools, in partnership with Learning Forward, is a principal professional learning initiative focused on instructional leadership skills and behaviors.
- Project Elevate, in partnership with Arizona State University, Center for the Art and Science of Teaching, is designed to educate and empower LEA and school leaders to focus on improving teaching and learning that results in significant gains in student achievement.
- LEA and School leadership team professional learning in Examining Data to Improve Student Achievement (EDISA) provides support to develop a dynamic, sustainable action plan outlining the application of evidence-based practices to be implemented during the school year.
- Induction and mentoring programs are in place to support teachers of special education students.
- Breakout sessions on leadership and effective instruction at our annual Leading Change, Teachers' Institute and Educator Evaluation Summit conferences. Topics have included Professional Learning Strategies, Use of Data to Drive Professional Learning Decisions, Teacher Retention, Instructional Rounds, Validity and Reliability with Data, Student Learning Objectives,

Sections within the Arizona Department of Education will continue to offer professional learning opportunities for educators. Among these opportunities are:

- A Qualified Evaluator Academy designed to provide tools, strategies, and resources to principals and other leaders charged with the responsibility of observing and evaluating teachers.
- Learning Leaders for Learning Schools, in partnership with Learning Forward, is a principal professional learning initiative focused on instructional leadership skills and behaviors.
- Project Elevate, in partnership with Arizona State University, Center for the Art and Science of Teaching, is designed to educate and empower Local Educational Agency (LEA) and school leaders to focus on improving teaching and learning that results in significant gains in student achievement.
- LEA and School leadership team professional learning in Examining Data to Improve Student Achievement provides support to develop a dynamic, sustainable action plan outlining the application of evidence-based practices to be implemented during the school year.
- Induction and mentoring programs.
- Breakout sessions on leadership and effective instruction at our annual Leading Change, Teachers' Institute and Educator Evaluation Summit conferences. Topics have included Professional Learning Strategies, Use of Data to Drive Professional Learning Decisions, Teacher Retention, Instructional Rounds, Validity and Reliability with Data, Student Learning Objectives, ESSA Updates and Culturally Inclusive Practices.

The Arizona Department of Education also provides ongoing specific and comprehensive technical assistance to LEAs during its Collaborative Monitoring process, which will include guidance on effective expenditures for Title II-A funds related to:
- New teacher induction programs
- Mentoring programs for teachers in years 1-3
- Ongoing/embedded professional learning for teachers and leaders
- Recruitment and retention stipends for teachers and principals
- Differential pay incentives for career advancement
- Teacher leader opportunities

ESSA Updates and Culturally Inclusive Practices. • Opportunities to improve the use of workplace and evaluation data and its alignment with school performance. • Early Childhood Education leadership track of professional development for Leading Pre-K-3 Communities. The Arizona Department of Education also provides ongoing specific and comprehensive technical assistance to LEAs during its Collaborative Monitoring process, which will include guidance on effective expenditures for Title II-A funds related to: • New teacher induction programs • Mentoring programs for teachers in years 1-3 • Ongoing/embedded professional learning for teachers and leaders • Recruitment and retention stipends for teachers and principals • Differential pay incentives for career advancement • Teacher leader opportunities • Teacher and principal reimbursements	• Teacher and principal reimbursements
(c) Support for educators	
(1) In its consolidated State plan, each SEA must describe how it will use title II, part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:	
(i) Increase student achievement consistent with the challenging State academic standards;	
The Arizona Department of Education has created and is implementing with LEAs from different geographic regions and school demographics, an Arizona K-12 Academic Standards aligned Student Learning Objective process to support the teacher evaluation process and in the end, improve student achievement. An important component of the Student Learning Objective process is the setting and reaching of goals aligned to these standards. Title II-A funds are utilized to support the Student Learning Objective process, including the professional learning involved in the basic knowledge of the process. Continued professional learning supported by Title II-A funds is required during the implementation phase. Additionally, the Arizona Department of Education provides free and low-cost trainings to strengthen teachers' content and instructional expertise.	The Arizona Department of Education is implementing, with a variety of local educational agenices, an Arizona K-12 Academic Standards aligned Student Learning Objective process to support the teacher evaluation process and in the end, improve student achievement. Additionally, the Arizona Department of Education provides free and low-cost trainings to strengthen teachers' content and instructional expertise.
(ii) Improve the quality and effectiveness of teachers and principals or other school leaders;	
The Arizona Department of Education continues to support, leveraging Title II-A funds, many initiatives and projects to improve the quality and effectiveness of teachers and principals including, but not limited to: • Instructional Rounds • Qualified Evaluator Academy training • Student Learning Objective training • Learning Leaders for Learning Schools • Arizona Department of Education hosted Educator Stakeholder Roundtables • Arizona Department of Education sponsored conferences • Title I/II Regional training opportunities	Initiatives and projects include, but not limited to: • Instructional Rounds • Qualified Evaluator Academy training • Student Learning Objective training • Learning Leaders for Learning Schools • Arizona Department of Education hosted Educator Stakeholder Roundtables • Arizona Department of Education sponsored conferences • Title I/II Regional training opportunities • School climate (physical, social and emotional safety and health)

Arizona ESSA State Plan	Implementation Document
- School climate (physical, social and emotional safety and health) - CPR certification requirement, as identified in state law - Supporting students with chronic health conditions, as identified in state law - Ensuring the level of support includes school staff to address children with special health care needs in preparing them to be ready to learn - Bullying prevention training - School safety policy recommendations for providing a safe learning environment - Suicide prevention training - Supporting LEAs in providing professional development for teachers regarding the emergency response plan and other prevention programs - Providing teachers with appropriate training for instruction in early childhood education, including the five essential domains of learning, standards, developmentally appropriate practice, on-going progress monitoring, and the formative assessment process	- CPR certification requirement, as identified in state law - Supporting students with chronic health conditions, as identified in state law - Ensuring the level of support includes school staff to address children with special health care needs in preparing them to be ready to learn. - Bullying prevention training - School safety policy recommendations for providing a safe learning environment - Suicide prevention training - Supporting local educational agencies in providing professional development for teachers regarding the emergency response plan and other prevention programs - Providing teachers with appropriate training for instruction in early childhood literacy.
(iii) Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and	
The Arizona Department of Education has utilized Title II-A funds to implement a number of projects, instruments and frameworks to increase the number of teachers who can effectively improve student achievement in schools: - The annual Educator Evaluation Summits (2011-2016) have been instrumental in providing professional learning opportunities related to the Educator Evaluation Framework, which uses a formula based on both teaching performance/professional practice and student academic progress. This Framework also states that the LEA should take all necessary steps to align professional learning to the evaluation outcome to strengthen teacher and principal effectiveness. - External experts provide content knowledge to LEAs on data analysis, validity and reliability, and formative assessments. - Allow the LEAs to utilize stipends to retain effective teachers and principals with a proven record of increasing student academic achievement especially with diverse and high poverty learners. - Educator Preparation Programs have been strengthened through increased requirements, ongoing monitoring, and support. Educator Preparation Programs will continue to evolve by providing increased teacher readiness that accounts for Arizona's growing diversity of demographics. Programs should ensure that best practices and readiness levels in place for students of poverty are embedded in the curriculum for all teachers to be trained on and use regardless of content area or their students' particular population.	Projects include, but not limited to: - The annual Educator Evaluation Summits (2011-2016) have been instrumental in providing professional learning opportunities related to the Educator Evaluation Framework, which uses a formula based on both teaching performance/professional practice and student academic progress. The Framework also states that the local educational agency should take all necessary steps to align professional learning to the evaluation outcome to strengthen teacher and principal effectiveness. - External experts provide content knowledge to local educational agencies on data analysis, validity and reliability, and formative assessments. - Allow the LEAs to utilize stipends to retain effective teachers and principals with a proven record of increasing student academic achievement especially with students of color and high poverty. Educator Preparation Programs have been strengthened through increased requirements, ongoing monitoring, and support.
(iv) Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in paragraph (c) of this section.	
The Arizona Department of Education is partnering with various research-based advocacy groups to assist LEAs	With Preschool Development Grant funds, the Arizona Department of Education Early Childhood unit has

Arizona ESSA State Plan for Submission to ED	Implementation Document for use by ADE and Local Education Agencies
in developing a culture of opportunity that will allow them to utilize human capital management data to make effective decisions that will ensure high needs students and diverse learners have access to the most effective teachers. The agency has published its equity plan, (*Ensuring Equitable Access to Excellent Educators in Arizona,* 2015), which outlines several in-depth root cause analyses and a series of data driven performance objectives designed to reduce the three demonstrated equity gaps. http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf Recruitment stipends have also been utilized as a strategy to promote equitable distribution of effective teachers, particularly in low-income and minority demographic areas.	made an investment in college scholarships, with priority for awards to be made to students who are Early Childhood Education or Early Childhood Special Education majors AND are working or living in an identified high-needs community. These scholarships are being awarded to support BA, MA, or ECE endorsement attainment. The Arizona Department of Education has published its equity plan, (*Ensuring Equitable Access to Excellent Educators in Arizona,* 2015), which outlines several in-depth root cause analyses and a series of data driven performance objectives designed to reduce the three demonstrated equity gaps. http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf Recruitment stipends have also been utilized as a strategy to promote equitable distribution of effective teachers, particularly in low-income and minority demographic areas.
(2) In its consolidated State plan, each SEA must describe—	
(i) How the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students consistent with section 2101(d)(2)(J) of the Act, including strategies for teachers of, and principals or other school leaders in schools with:	
(A) Low-income students; (B) Lowest-achieving students; (C) English language learners; (D) Children with disabilities; (E) Children and youth in foster care; (F) Migratory children, including preschool migratory children and migratory children who have dropped out of school; (G) Homeless children and youths; (H) Neglected, delinquent, and at-risk children identified under title I, part D of the Act; (I) Immigrant children and youth; (J) Students in LEAs eligible for grants under the Rural and Low-Income School Program under section 5221 of the Act; (K) American Indian and Alaska Native students; (L) Students with low literacy levels; and (M) Students who are gifted and talented;	
The Arizona Department of Education will work to improve the skills of educators across the above-listed subgroups through providing technical assistance, services and support through the Arizona Department of Education Comprehensive System of Support, as aligned to local school and LEA system needs identified by local Comprehensive Needs Assessments and Comprehensive Strategic Plans. **Comprehensive System of Support** The Arizona Department of Education will provide differentiated technical assistance, services and support to LEAs and schools, aligned to local needs, to support the effective implementation of locally developed	The Arizona Department of Education Early Childhood unit will provide professional development on two particular data sources that can be used by local educational agencies to determine their support needs in this area: AZ Dash, with a focus on the integration of preschool data and Map Lit. If/when KDI data is available, professional development will be provided on this data as well. The Arizona Department of Education K-12 Academic Standards unit will continue to partner with Arizona Regional Education Service and Support Centers, Arizona community colleges, Arizona universities, as well as national and local experts. Professional development and technical assistance will be offered in various

Comprehensive Strategic Plans.
 	
Local school and LEA Comprehensive Needs Assessment data will be used, in conjunction with other Arizona Department of Education programmatic and fiscal quantitative and qualitative data sources, such as the Arizona Department of Education Statewide Risk Assessment Model, to identify the level and form of aligned support needed from the Arizona Department of Education.
 	
Technical assistance, service and support may be provided by the Arizona Department of Education through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences).
 	
Support, at any level, may also be provided in conjunction with other partners, such as Regional Centers, County Education Service Agencies, postsecondary institutions and others.
 	
See Pages 9-10.
	formats, including in-person workshops and institutes, webinars, online courses, and hybrid models of web content delivery. Anticipated areas of professional development offerings include:
	   • English Language Arts
	   • Mathematics
	   • Science
	   • Social Studies
	   • Civic Engagement
	   • STEM
	   • World and Native Languages
	
	Specific information on the professional development offerings by the K-12 Academic Standards unit can located at the link below: http://www.azed.gov/standards-practices/academic-standards/k-12-professional-development-opportunities/
	
	The Arizona Department of Education will provide Local Education Agencies with support in interpreting data from the AZELLA assessment for English language learners. The Office of English Language Acquisition Services will provide professional development for teachers of English language learners regarding differentiation strategies, English language development strategies, and formative assessment techniques. This professional development will be provided to both teachers in Structured English Immersion classrooms and teachers with English language learners on Individual Language Learner Plans.
	
	The Arizona Department of Education Office of Migrant Education Program will provide technical assistance to Local Education Agencies on resources available to support teachers and administrators working with migrant students.
	
	The Arizona Department of Education will provide technical assistance to Local Education Agencies on resources available to support teachers and administrators working with homeless children and youth.
	
	LEAs will be encouraged to provide all school personnel professional development on topics that improve student learning outcomes such as: Multi-Tiered Systems of Support, Universal Design for Learning, evidence-based instruction, the Whole School, Whole Community, Whole Child Model (Center from Disease Control), school improvement, data driven instruction, disability awareness, behavior management, children with special health care needs, school safety, gifted learners or other professional development needs as identified by local Comprehensive Needs Assessments. Appropriate departments within ADE will provide technical assistance and professional development to support these efforts.

(ii) If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the Act; and	
The Arizona Department of Education has implemented a series of Qualified Evaluator Academies to support LEAs in implementing the *Arizona Framework for Measuring Educator Effectiveness*. An informational podcast and resources are available on the Arizona Department of Education website. The Arizona Department of	An informational podcast and resources are available on the Arizona Department of Education website. The Arizona Department of Education provides LEAs access to the Instructional Rounds protocol training and cohort participation. Professional Learning opportunities related to teacher and principal evaluation systems

Education provides LEAs access to the Instructional Rounds protocol training and cohort participation. Professional Learning opportunities related to teacher and principal evaluation systems are available at agency-sponsored conferences.	are available at agency-sponsored conferences.
(iii) If the SEA plans to use funds under one or more of the included programs for this purpose, how the State will improve educator preparation programs consistent with section 2101(d)(2)(M) of the Act.	
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.	With Preschool Development Grant funds, the Arizona Department of Education Early Childhood Unit is convening meetings and work days with Arizona's institutes of higher education to improve the early childhood preparation programs. The focus is on course objectives alignment, as well as practicum and student teaching placements.
(3) In its consolidated State plan, each SEA must describe its rationale for, and its timeline for the design and implementation of, the strategies identified under paragraph (b)(1) and (2) of this section.	
Ongoing technical assistance and support are being developed throughout the year as needed.	A few examples of providing ongoing technical assistance and support are: • Qualified Evaluator Academy developed in July & August 2016 and implemented in August & September 2016; • Regional Technical Assistance Trainings developed in July 2016 presented to Local educational agencies in August and September as well as throughout the school year; • Trainings specific to use of Title II-A funds developed in June 2016 presented in July 2016 and throughout the school year; and • Educator Preparation Programs participate in review and approval in cycles throughout the year.
(d) Educator equity	
(1) Each SEA must demonstrate, consistent with section 1111(g)(1)(B) of the Act, whether low-income and minority students enrolled in schools that receive funds under title I, part A of the Act are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under title I, part A of the Act in accordance with paragraph (c)(3) of this section.	
In 2006, the Arizona Department of Education submitted to the US Department of Education a report detailing its Equity Plan for Highly Qualified Teachers in response to requirements of the 2002 reauthorization of the Elementary and Secondary Education Act (ESEA), known as No Child Left Behind. The conversation among Arizona educators and policy makers has shifted from ensuring students are taught by *highly qualified* educators to *highly effective* teachers who are appropriately certified. This follows a national trend of using data and performance measures to define quality instruction that correlates to increases in student achievement. During school year 2014-15, the Arizona Department of Education set in motion a process to review and address the long-term needs for improving equitable access to effective and highly effective teachers and leaders. This revised plan was in response to the July 7, 2014 letter	

from former U.S. Secretary of Education Arne Duncan in order to comply with Section 1111(b)(8)(C) of the ESEA. The final plan was approved by US Department of Education in October 2015 and has been updated with respect to its Theory of Action and progress toward goal completion.	
(2) For the purposes of this section, each SEA must establish and provide in its State plan different definitions, using distinct criteria so that each provides useful information about educator equity and disproportionality rates, for each of the terms included in paragraphs (c)(2)(i) through (iii) of this section—	
(i) A statewide definition of "ineffective teacher", or statewide guidelines for LEA definitions of "ineffective teacher", that differentiates between categories of teachers;	
Arizona Revised Statutes 15-203 (A) (38) requires the adoption and maintenance of model framework for principal and teacher evaluations that outlines four performance classifications: highly effective, effective, developing, and ineffective. Local school boards will adopt the classification definitions set forth in the model framework, as adopted by the Arizona State Board of Education. Per the State Board of Education approved *Arizona Framework for Measuring Effective Educators, a*n "ineffective teacher" is one who consistently fails to meet expectations and requires a change in performance due to minimal competency with adopted professional standards. Students with an ineffective teacher generally make unacceptable levels of academic progress, as measured by the appropriate course or grade level assessment. *http://www.azed.gov/teacherprincipal-evaluation/files/2016/04/educator-evaluation-framework-revised-042516.pdf*	
(ii) A statewide definition of "out-of-field teacher" consistent with § 200.37;	
An "out-of-field teacher" is defined as "not teaching in the subject or field for which the teacher is appropriately certified according to applicable state law," per the Arizona Department of Education's approved equity plan, *Ensuring Access to Excellent Educators in Arizona.* This would include the requirement for special education teachers to be appropriately certified consistent with the Individuals with Disabilities Education Act (IDEA). http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf	
(iii) A statewide definition of "inexperienced teacher" consistent with § 200.37;	
An "inexperienced teacher" has three years or less of practical classroom teaching experience, per the Arizona Department of Education's approved equity plan, Ensuring Access to Excellent Educators in Arizona. http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf	
(iv) A statewide definition of "low-income student";	

"Low-income student", used interchangeably with "economically disadvantaged", are those students eligible for the federal free and reduced lunch programs, per the Arizona Department of Education's approved equity plan, *Ensuring Access to Excellent Educators in Arizona.* http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf	
(v) A statewide definition of "minority student" that includes, at a minimum, race, color, and national origin, consistent with title VI of the Civil Rights Act of 1964; and	
"Minority student" is often used interchangeably with "student of color" and includes those students identifying as American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or two or more Races (Arizona Department of Education, 2015), per the Arizona Department of Education's approved equity plan, *Ensuring Access to Excellent Educators in Arizona.* http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf	
(vi) Such other definitions for any other key terms that a State elects to define and use for the purpose of making the demonstration required under paragraph (c)(1) of this section.	
Not applicable.	
(3) For the purpose of making the demonstration required under paragraph (c)(1) of this section--	
(i) <u>Rates</u>. Each SEA must annually calculate and report, such as through a State report card, statewide based on student level data, except as permitted under § 299.13(d)(3), the rates at which—	
(A) Low-income students enrolled in schools receiving funds under title I, part A of the Act, are taught by—	
(1) Ineffective teachers;	
(2) Out-of-field teachers; and	
(3) Inexperienced teachers; and	
(B) Non-low-income students enrolled in schools not receiving funds under title I, part A of the Act, are taught by—	
(1) Ineffective teachers;	
(2) Out-of-field teachers; and	
(3) Inexperienced teachers; and	
(C) Minority students enrolled in schools receiving funds under title I, part A of the Act are taught by—	
(1) Ineffective teachers;	

	(2) Out-of-field teachers; and	
	(3) Inexperienced teachers; and	
	(D) Non-minority students enrolled in schools not receiving funds under title I, part A of the Act are taught by--	
	(1) Ineffective teachers;	
	(2) Out-of-field teachers; and	
	(3) Inexperienced teachers; and	
(ii)	Other rates. Each SEA may annually calculate and report statewide at the student level, except as permitted under §299.13(d)(3), the rates at which students represented by any other key terms that a State elects to define and use for the purpose of this section are taught by ineffective teachers, out-of-field teachers, and inexperienced teachers.	

See charts and data as attached.

SY 2016 – Poverty and Minority

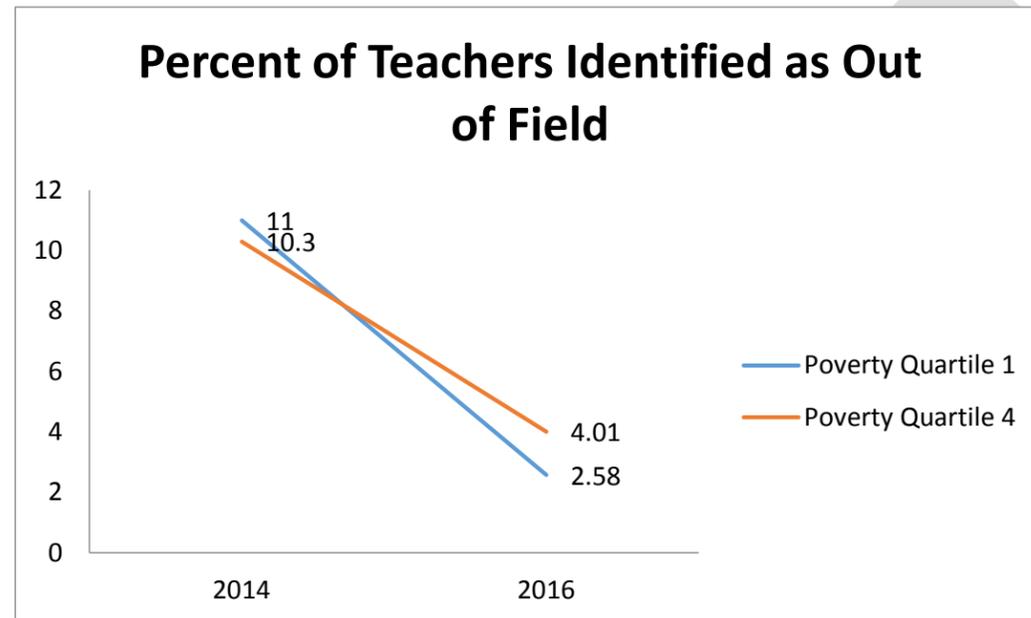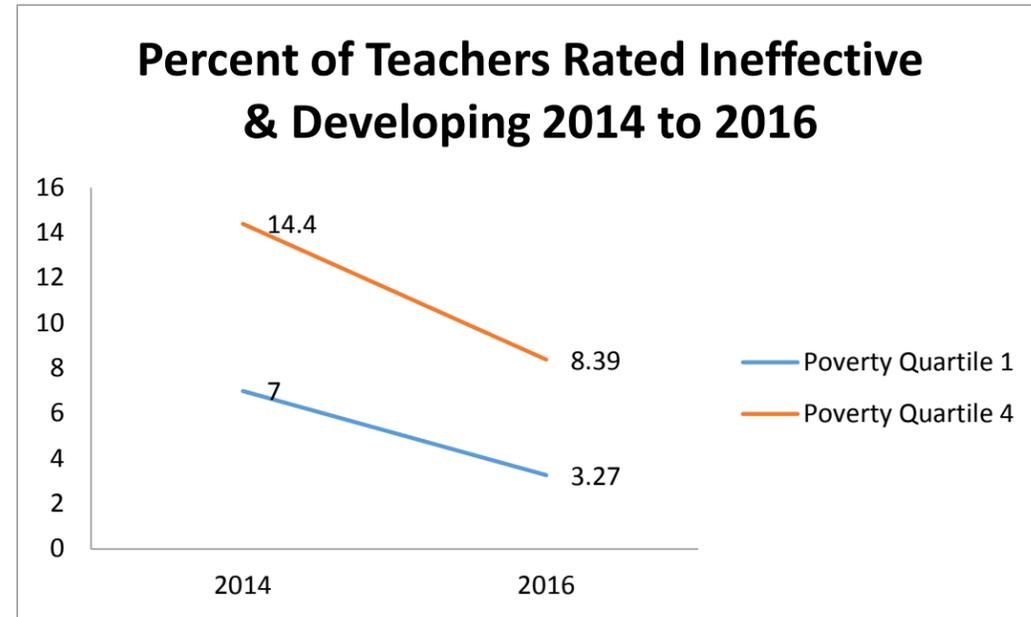|	# of Individual Schools	% of Teachers Rated Ineffective or Developing	% of Teachers Identified as Out of Field (Non-HQ)	% of Inexperienced Teachers
Statewide	1866	4.81%	3.22%	22.51%
Q1 (lowest poverty)	444	3.27%	2.58%	20.04%
Q4 (highest poverty)	466	8.39%	4.01%	26.43%
Q1 (lowest minority status)	461	5.98%	2.55%	19.75%
Q4 (highest minority status)	472	5.38%	3.16%	23.07%

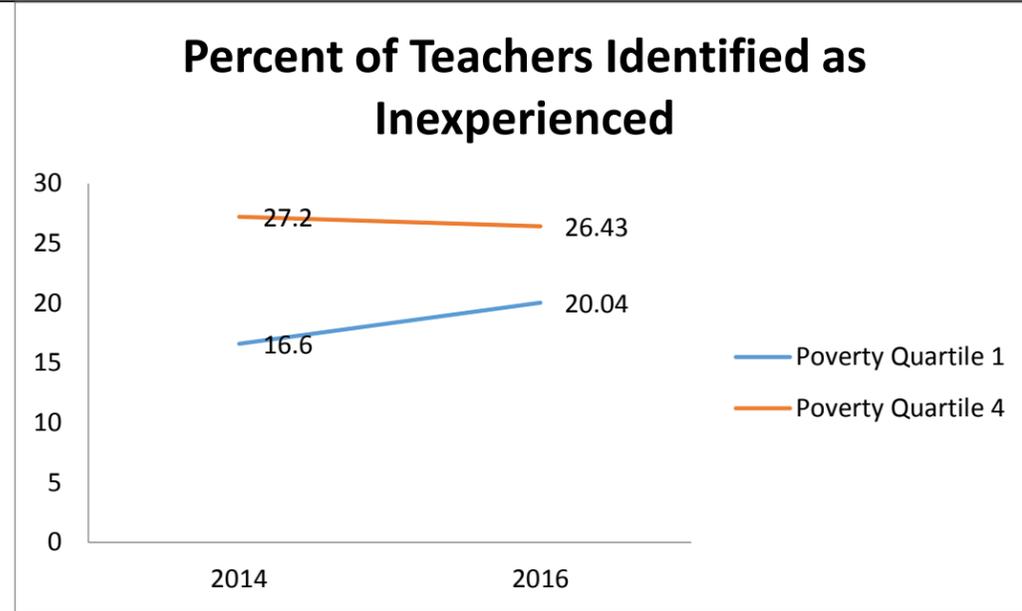|		
(iii)	(Disproportionate Rates. Each SEA must calculate and report the differences, if any, between the rates calculated in paragraph (c)(3)(A) and (B), and between the rates calculated in paragraph (c)(3)(C) and (D) of this section.	

Equitable Access Gap Summary--2016

	Economically Disadvantaged	Diverse Learners
Teachers Rated as Ineffective or Developing	5.12% more in Q4 than Q1	.6% less in Q4 than Q1
Teachers Identified as Out of Field	1.43% more in Q4 than Q1	.61% more in Q4 than Q1

Inexperienced Teachers	6.39% more in Q4 than Q1	3.32% more in Q4 than Q1	

(4) Each SEA must publish and annually update--		
(i)	The rates and disproportionalities required under paragraph (c)(3) of this section;	
(ii)	The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher" under paragraph (c)(2)(i) of this section, consistent with applicable State privacy policies;	
(iii)	The percentage of teachers categorized as out-of-field teachers consistent with § 200.37; and	
(iv)	The percentage of teachers categorized as inexperienced teachers consistent with § 200.37.	

2014-15	Ineffective	Developing	Effective	Highly Effective
Statewide (54,024)	586 (1.08%)	3391 (6.28%)	24,212 (44.82%)	25,835 (47.82%)

(v)	The information required under paragraphs (c)(4)(i) through (iv) of this section in a manner that is easily accessible and comprehensible to the general public, available at least on a public Web site, and, to the extent practicable, provided in a language that parents of students enrolled in all schools in the State can understand, in compliance with the requirements under § 200.21(b)(1) through (3). If the information required under paragraphs (c)(4)(i) through (iv) is made available in ways other than on a public Web site, it must be provided in compliance with the requirements under § 200.21(b)(1) through (3).	
(5) Each SEA must describe where it will publish and annually update the rates and disproportionalities calculated under paragraph (c)(3) of this section and report on the rates and disproportionalities in the manner described in paragraph (c)(4)(v) of this section.		

The Arizona Department of Education will publish and annually update the rates and disproportionalities calculated under paragraph (c)(3) of this section and report on the rates and disproportionalities in the manner described in paragraph (c)(4)(v) of this section on the Arizona Department of Education website and in update equity documentation. Current data is showing an improvement in two years of work in reducing the equity gaps, although the data does indicate an increase in inexperienced teachers.	

The following charts report the Percent of Teachers Rated Ineffective and Developing in 2014-2016, the Percent of Teachers Identified as Out of Field, and the Percent of Teachers Identified as Inexperienced:

Percent of Teachers Rated Ineffective & Developing 2014 to 2016

- Poverty Quartile 1
- Poverty Quartile 4

2014: 14.4, 7
2016: 8.39, 3.27

Percent of Teachers Identified as Out of Field

- Poverty Quartile 1
- Poverty Quartile 4

2014: 11, 10.3
2016: 4.01, 2.58

Percent of Teachers Identified as Inexperienced

(5)	Each SEA that demonstrates, under paragraph (c)(1) of this section, that low-income or minority students enrolled in schools receiving funds under title I, part A of this Act are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers must—	
(i)	Describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g. statewide, between LEAs, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated under paragraph (c)(1) of this section; and	

The Arizona Department of Education's *Ensuring Access to Excellent Educators in Arizona* (2015) report included a Root Cause analysis examining the factors causing the identified equity gaps, revealing three areas of concern: 1. **Disconnect Between Educator Evaluation Ratings And Student Achievement Prevents Equitable Access;** 2. **Difficulty Retaining and Recruiting Highly Effective Teachers; and,** 3. **Negative Perception of the Profession.** **Root Cause Analysis Findings Key Concern 1: Disconnect Between Educator Evaluation Ratings And Student Achievement Prevents Equitable Access.** - **Lower Performing Schools Rate Teachers Mostly Effective and Highly Effective.** Schools and teachers may face negative consequences for low ratings, schools are competing with neighboring LEAs and cannot afford a lower rating, and negative coverage in the media, coupled with factors among the school culture may drive this data point. - **Insufficient or inadequate training of evaluators.** Limited leadership capacity, limited training, lack of training resources and oversight, combined with a culture that may not support the changes called for in a new evaluation system may drive this data point. - **Limited content training or knowledge of evaluators.** Most administrators are trained as managers, not instructional leaders, time and resources are limited and the evaluator cannot be expected to know all contents at all grade levels, although they should be able to recognize good pedagogy regardless of the content or grade level.	A root cause has been identified and described.

- **Inconsistent definitions of "Highly Effective."** Even though they are guided by definitions in the Arizona Department of Education Framework for educator evaluations, Arizona LEAs are free to develop their own definition and measurement of effectiveness.
- **Varying use of instruments.** LEAs are free to use the evaluation instrument of their choice. Anecdotal data indicates that most LEAs are using the Danielson model, but LEAs are not required to report the tool used so the Arizona Department of Education does not have specific quantitative data to back up its assumption.

Root Cause Analysis Findings Key Concern 2: Difficulty Retaining and Recruiting Highly Effective Teachers.
- **Insufficient support.** Teachers report the impact of increased accountability with reduced support. Such support may include reduced funding for resources, reduced leadership capacity, lack of mentoring/coaching, and training or professional learning not aligned to an individual teacher's actual needs.
- **Reduced pipeline of new teacher candidates.** The decrease in teachers in traditional educator preparation programs as well as non-traditional programs has put an additional burden on already crowded schools facing an increasing shortage of teachers as the current workforce reaches retirement age.
- **Salary increases in neighboring states, competition with neighboring LEAs and charter schools.** Each of the states bordering Arizona provided pay raises to teachers in 2015. LEAs in Yuma, Bullhead City and Kingman report losing teachers to San Diego, Laughlin and Las Vegas as those communities pay considerably more. Schools in rural areas find it difficult to retain or recruit candidates and often lose their "home-grown" teachers to Tucson and Phoenix where LEAs pay more and where there are greater opportunities in the larger urban setting. Lower performing LEAs, with limited resources to improve, may lose highly effective teachers to a neighboring, higher performing charter school.
- **Limited incentive to serve in hard to fill content areas.** Through grant funding some LEAs are able to provide stipends or incentives for teachers to work in hard to fill content areas or at lower performing schools. However, those hard to fill areas also face other challenges and the support may not be available to completely incentivize an effective teacher to move there.
- **Leadership pathways.** Limited pathways exist for professional advancement for those who desire to provide leadership yet want to remain in the classroom rather than take an administrative position or seek employment at a university, government agency or consulting firm.

Root Cause Analysis Findings Key Concern 3: Negative Perception of the Profession.
- **Current policies and legislation.** Increased LEA oversight, opportunities for improved charter wait lists and school choice, and scrutiny of state government have led to misinformation, miscommunication and negative impressions of the teaching field both inside and outside the profession.
- **High stakes accountability.** Schools are increasingly held accountable for student learning with limited funding while outside societal influences on education remain beyond an educator's control.
- **Reduced school funding and salaries not competitive with private industry.** Arizona leads the nation in the rate of funding cuts to both K-12 and post-secondary institutions and salaries have not kept up with neighboring states even after the economic recovery. This leads to fewer people entering the field and more teachers and leaders choosing to leave the field in order to support their families or have greater opportunity for advancement.

• **Internal culture of the profession.** Teachers are often not politically savvy or active and do not understand policy decisions and some may try to dissuade students and family members from entering the profession. Teachers are also held to higher standard by the community and media so when one chooses to make a poor decision, the news reflects badly on everyone. • **External perceptions of Arizona.** The state is an attractive place for new teachers, particularly those from the Midwest and east coast, to seek jobs. Its climate, beautiful natural environment, abundance of sports and cultural opportunities and top-quality institutions of higher learning make it an ideal place to start a new job. However, the state's unique politics, low pay, and lack of support systems cause many to leave after only two or three years and either return to their home states or seek jobs in states that pay more and provide the necessary professional supports.	
(ii) `Provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated under paragraph (c)(1) of this section that—	
(A) Is based on the root cause analysis required under paragraph (c)(6)(i) of this section; and	
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.	1. **Strengthen the rating reporting system to provide more reliable data surrounding teacher effectiveness and train administrators on the use of such data.** This will allow administrators and teacher leaders to target professional learning opportunities as well as review systems in order to assign the most effective educators in ways that provide the greatest access to the highest need students. 2. **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. 3. **Provide incentives for teaching in high need areas.** Such incentives could include salary increases, social support programs, housing allowances, teacher-leadership opportunities, improved administrative/leadership support, and assistance to schools to develop a collaborative community of learning. These incentives will draw the most effective teachers who still have a passion for the profession and who are willing to do the extra work or to drive the extra miles necessary to connect with our highest need students in our most remote or challenging schools.
(B) Focuses on the greatest or most persistent rates of disproportionality demonstrated under paragraph (c)(1) of this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under § 200.19 that are contributing to those disproportionate rates.	
The following are the goals for reducing the equity gap as defined in the Arizona Department of Education's approved educator equity plan: *Ensuring Access to Excellent Educators in Arizona* (2015):	The gaps have been identified. See the attached data charts.

	Economically Disadvantaged	Diverse Learners	By 2018	By 2020
Inexperienced Teachers	10.6%	11.8%	Reduce by 50% the number of students with access only to Inexperienced teachers.	Reduce by 100% the number of students with access only to Inexperienced teachers.
Teachers Rated as Developing or Ineffective	7.4%	6.3%	Reduce by 50% the number of students taught by only developing or ineffective teachers.	Reduce by 100% the number of students taught by only developing or ineffective teachers.
Out of Field / Unqualified Teachers	-.7%	3.5%	Reduce by 50% the amount of diverse learners receiving instruction from an out of field or unqualified teacher.	

(6) To meet the requirements of paragraph (c)(6) of this section, an SEA may—	
(i) Direct an LEA, including an LEA that contributes to the disproportionality demonstrated by the SEA in paragraph (c)(1) of this section, to use a portion of its title II, part A, funds in a manner that is consistent with allowable activities identified in section 2103(b) of the Act to provide low-income and minority students greater access to effective teachers and principals or other school leaders, and	
The Arizona Department of Education, through the Title II-A approval process, encourages the use of Title II-A funds for equitable access to effective teachers. Due to the teacher and principal shortage in Arizona and the State's historical commitment to local control vested in LEAs, the role of the Arizona Department of Education is to provide technical support around equitable access to effective teachers and principals.	Due to the teacher and principal shortage in Arizona and the State's historical commitment to local control vested in LEAs, the role of the Arizona Department of Education is to provide technical support around equitable access to effective teachers and principals.
(ii) Require an LEA to describe in its title II, part A plan or consolidated local plan how it will use title II, part A funds to address disproportionality in educator equity as described in this paragraph (c) and deny an LEAs application for title II, part A funds if an LEA fails to describe how it will address identified disproportionalities or fails to meet other local application requirements applicable to title II, part A.	
The Arizona Department Education, through the Title II-A approval process, encourages the use of Title II-A funds for equitable access to effective teachers and principals, as described in their LEA Comprehensive Strategic Plan. Due to the teacher and principal shortage in Arizona and the Arizona Department of Education's historical commitment to local control vested in LEAs, the role of the Arizona Department of Education is to provide technical support around equitable access to effective teachers and principals. An example of this would be funding the implementation of an Opportunity Culture Model, and it being addressed in the LEA's Comprehensive Strategic Plan.	Due to the teacher and principal shortage in Arizona and the Arizona Department of Education's historical commitment to local control vested in LEAs, the role of the Arizona Department of Education is to provide technical support around equitable access to effective teachers and principals. An example of this would be funding the implementation of an Opportunity Culture Model, and it being addressed in the LEA's Comprehensive Strategic Plan.
Project ELEVATE leadership development training designed and implemented in partnership with the Arizona State University (ASU) Center for the Art and Science of Teaching http://www.darden.virginia.edu/darden-curry-ple/	

http://centeronschoolturnaround.org/wp-content/uploads/2015/01/CenteronSchoolTurnaround_StatePolicyBrief_New_Mexico_Final.pdf http://centeronschoolturnaround.org/school-turnaround-leader-modules/ Arizona Department of Education. (2015). *Ensuring Access to Excellent Educators in Arizona*. http://www.azed.gov/highly-effective-teachers-leaders/files/2016/04/az-educator-equity-plan-approved-october-2015.pdf Arizona State Board of Education. (2016). *Arizona Framework for Measuring Educator Effectiveness*.	

§ 299.19 Supporting all students.	Implementation
(a) Well-rounded and supportive education for students	
(1) In its consolidated State plan, each SEA must describe its strategies, its rationale for the selected strategies, timelines, and how it will use funds under the programs included in its consolidated State plan and support LEA use of funds to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma consistent with §200.34, for, at a minimum, the following:	
(i) The continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;	Comprehensive kindergarten transition plans: the Arizona Department of Education already provides professional development on the k-transition process, which includes collaboration with community partners such as Head Start and private child care. The emphasis is on transition support at each level: student, family, teacher, and program.
Local Educational Agencies (LEAs) will use a Multi-Tiered System of Support framework that incorporates Universal Design for Learning strategies for instruction, as appropriate. Instruction will be provided using within-class groups whenever feasible. Students will move between within-class groups based on the student's response to instruction and intervention as well as in-class assessment results. Intervention strategies will be aligned directly to student need and time in intervention will vary to meet those needs. Processes to support students as they transition between school years will be determined by LEAs. The Arizona Department of Education will provide professional learning, technical assistance, service and support to LEAs as needed or appropriate to support the implementation of these strategies. Arizona recognizes the need to support schools and LEAs in their efforts to provide a well-rounded education for their students, including academic and other programs and options such as Career and Technical Education program options, health and wellness programs, advanced and accelerated learning options -such as advanced placement programs and gifted education programs, arts and music programs, athletics and physical education programs and educational technology options and supports.	LEAs will be encouraged to utilize formative assessment practices and a balanced system of assessments to inform Multi-Tiered System of Support/RTI practices and provide appropriate academic, behavioral, and health services to all students. Appropriate departments within ADE will provide technical assistance and professional development to support these efforts.
(ii) Equitable access to a well-rounded education and rigorous coursework in subjects such as English, reading/language arts, writing, science, technology, engineering, Mathematics, foreign languages, civics	

and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects in which female students, minority students, English language learners, children with disabilities, and low-income students are underrepresented;	
LEA curriculum and instruction, as required by Arizona Revised Statutes §15-701, will be aligned to challenging academic standards. Through alignment to Arizona standards, all Arizona students will be provided equal access to a challenging, well-rounded instructional experience. Struggling learners will be addressed through intervention strategies while advanced learners receive acceleration and enrichment based on individual student needs. Gifted learners will receive appropriate gifted education services and support in accordance with Arizona Revised Statutes § 15-779, 15-779.01 and 15-779.02.**Error! Bookmark not defined.**	The Arizona Department of Education will develop professional learning supports to assist schools in aligning instruction and curriculum to challenging academic standards, development of enrichment opportunities for students, and appropriate intervention services for those students who are academically behind their peers.
(iii) School conditions for student learning, including activities to reduce—	**NOTES**
(A) Incidents of bullying and harassment;	
LEAs will provide instruction in the identification of bullying and harassment behavior and strategies to reduce bullying and harassment at least annually to all enrolled students and school staff. LEAs will use positive behavior intervention strategies reported in accordance with Arizona Revised Statutes §15-341(A)(36) to reduce bullying and harassment. Each LEA will document and report to the Arizona Department of Education the number of bullying and harassment incidents each school year to ensure these incidents are reduced.	Students who report being bullied or harassed and student identified as engaging in bullying or harassing behavior will be provided counseling by school counselors, school social workers or school psychologists that include strategies to improve skills in self-advocacy, resiliency, conflict resolution, positive social skills, social problem solving, social awareness and empathy.
(B) The overuse of discipline practices that remove students from the classroom, such as out-of-school suspensions and expulsions; and	
LEAs will develop strategies that identify patterns of misbehavior resulting in students removed from the classroom for reasons of discipline. The LEA will use positive behavior supports to reduce out of class removals. Safeguards and procedures related to disciplinary practices are outlined in Arizona Revised Statutes §§15-841 and 15-842.	LEAs will consult with the parent(s)/guardian(s), teacher(s) and whenever appropriate, and identify factors that result in removal from the classroom for discipline referrals. An Intervention plan should be developed for each student who demonstrates a pattern of disciplinary removals from the classroom based on the student's unique strengths and needs. The Arizona Department of Education will provide professional learning opportunities to support schools in developing disciplinary practices which support all students.
(C) The use of aversive behavioral interventions that compromise student health and safety;	
LEAs shall not use behavioral interventions that are aversive or compromise the student's health and safety. Physical restraint shall only be used consistent with Arizona Revised Statutes §15-505.	Reference statute for details on implementation requirements.
(iv) The effective use of technology to improve the academic achievement and digital literacy of all students;	
The Arizona Department of Education supports schools and LEAs to effectively leverage technology to support student learning and digital literacy. The State Board of Education adopted Educational Technology standards to help guide teachers to support these efforts: http://www.azed.gov/standards-practices/academic-standards/2009-technology-standard/. The Arizona Department of Education has supported schools and LEAs to complete technology readiness assessment, to help local systems to gauge their ability and capacity to support online learning and assessment from a systems, connectivity and capacity perspective. Additionally, the Arizona Department of Education has procured a statewide Learning Management System (LMS) solution – Blackboard Learn™ and Collaborate™ -	Local educational agencies will identify and address technology needs for all students, in particular to help enhance the ability of at-risk and disabled learners to access text and facilitate their communication, motor, social/emotional, adaptive, and academic skills. Assistive technology supports will be provided to qualified students.

that is available for LEAs to opt-into to support student K-12 online and hybrid learning and educator professional learning. http://www.azed.gov/aelas/lms/ The Arizona Department of Education also supports LEAs to identify and address technology needs for all students, in particular to help enhance the ability of at-risk and disabled learners to access text and facilitate their communication, motor, social/emotional, adaptive, and academic skills. Assistive technology supports will be provided to qualified students.	
(v) Parent, family, and community engagement;	
Arizona Revised Statutes §15-351 requires LEAs to form school councils to ensure that shared decision making occurs. At a minimum, these councils must include parents, teachers, students, community members and a school administrator. Additional constituents can be added by the LEA. School councils encourage parent and community engagement in their child's education by forming groups of local parent constituents at each school operated by the LEA to advise LEA leadership of each school's unique strengths and needs that affect student performance.	Task forces The Early Childhood Unit is co-leading a family engagement work group for Read On Arizona, to support family engagement as a strategy to improve early language and literacy development. Additionally, Preschool Development Grant programs are being supported to develop stronger family engagement plans for their high-needs communities. **Title III now requires that local educational agencies use funds to support family and community involvement. These funds can be used to support such groups.** LEAs will form school councils to ensure that shared decision making occurs and advise LEA leadership of each school's unique strengths and needs that affect student performance. At a minimum, these councils must include parents, teachers, students, community members and a school administrator. Additional constituents can be added by the LEA.
(vi) The accurate identification of English language learners and children with disabilities; and	
English Language Learners English language learners shall be identified in a uniform manner, using the Primary Home Language Other than English Survey (PHLOTE) and the AZELLA, in accordance with Arizona Revised Statutes Title 15, Chapter 7, Article 3.1. English Language Education for Children in Public Schools, in particular §15-756. **Arizona English Language Learner Guide for Local Educational Agencies (LEA):** https://cms.azed.gov/home/GetDocumentFile?id=5541130daadebe0b186bcb7b **Students with Disabilities** Students with disabilities shall be identified in a uniform manner in accordance with the Individuals with Disabilities Education Act (IDEA) and Arizona Revised Statute §§ 15-766, and State Board of Education Rules R7-2-401 Special Education Standards for Public Agencies Providing Educational Services. ADE Resources and Guidance to Support Arizona Child Find: http://www.azed.gov/special-education/az-find/	Local educational agencies (LEAs) will develop procedures to identify English learners based on Arizona Revised Statutes Title 15, Chapter 7, Article 3.1. English Language Education for Children in Public Schools, in particular §15-756. LEAs will develop procedures to identify students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and Arizona Revised Statute §§ 15-766, and State Board of Education Rules R7-2-401 Special Education Standards for Public Agencies Providing Educational Services. LEAs will develop policies and procedures that ensure the coordination of services to students dually identified as an English learner and student with a disability under IDEA to ensure these students are making progress at their grade level.
(vii) Other State-identified strategies.	
LEAs will be encouraged to provide all school personnel professional development on topics that improve student learning outcomes such as: Multi-Tiered Systems of Support, Universal Design for Learning, evidence-based instruction, the Whole School, Whole Community, Whole Child Model (Center from Disease Control), school improvement, data driven instruction, disability awareness, behavior management, children with special	Local educational agencies will provide all school personnel opportunities to participate in a minimum of 15 clock hours of professional development per school year on topics that improve student learning outcomes such as: Multi-Tiered Systems of Support, Universal Design for Learning, evidence-based instruction, school improvement, data driven instruction, disability awareness, behavior management,

Arizona ESSA State Plan for Submission to ED	Implementation Document for use by ADE and Local Education Agencies
health care needs, school safety, gifted learners or other professional development needs as identified by local Comprehensive Needs Assessments Schools also develop an Education and Career Action Plan (ECAP) for all students in grade 9-12. (http://www.azed.gov/ecap/).	children with special health care needs, school safety, gifted learners or other professional development needs as identified by local Comprehensive Needs Assessments.
(2) In describing the strategies, rationale, timelines, and funding sources in paragraph (a)(1) of this section, each SEA must consider—	
(i) The academic and non-academic needs of subgroups of students including—	
(A) Low-income students.	
(B) Lowest-achieving students.	
(C) English language learners.	
(D) Children with disabilities.	
(E) Children and youth in foster care.	
(F) Migratory children, including preschool migratory children and migratory children who have dropped out of school.	
(G) Homeless children and youths.	
(H) Neglected, delinquent, and at-risk students identified under title I, part D of the Act.	
(I) Immigrant children and youth.	
(J) Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the Act.	
(K) American Indian and Alaska Native students.	
The Arizona Department of Education has, and will consider, the academic and non-academic needs of all subgroups of students listed above, to include the new requirements for children and youth in foster care, in the development and implementation of the strategies described in paragraph (a)(1) of this section.	The Arizona Department of Education will provide guidance on how districts and charters can best use the funding flexibility, as provided in ESSA to best meet the diverse needs of their special populations. The Comprehensive Needs Assessment will be a tool to help local educational agencies determine needs and align funding appropriately. The Arizona Department of Education is in the process of creating a position, as required by ESSA, devoted solely to the needs of foster children. This person will provide technical assistance to LEAs to improve supports for foster youth. LEAs, with the assistance of the ADE, are encourage to utilize formative assessment practices and MTSS to fully support the needs of all learners. Through effective instructional supports, each learner will be provided with instruction which makes best use of their strengths while improving areas of weakness. The ADE is committed to providing professional learning opportunities for MTSS and formative assessment strategies. Students with disabilities will continue to be served via the IEP process. The new comprehensive needs assessment and comprehensive plan described in the ESSA State Plan and this implementation document encourages districts to look at the needs of all students from a system=wide perspective to make better use of limited funding sources.
(ii) Data and information on resource equity consistent with paragraph (a)(3) of this section.	

(3) In its consolidated State plan, the SEA must use information and data on resource equity collected and reported under section 1111(h) of the Act and §§ 200.35 and 200.37 including a review of LEA-level budgeting and resource allocation related to—	
(A) Per-pupil expenditures of Federal, State, and local funds;	
(B) Educator qualifications as described in § 200.37;	
(C) Access to advanced coursework; and	
(D) The availability of preschool.	
The Arizona Department of Education will use the information and data on resource equity and a review of LEA-level budgeting and resource allocation related to the above categories.	BudgetTo ensure transparency of information, the information collected will be displayed via the annual school report cards.
(4) In its consolidated State plan, each SEA must describe how it will use title IV, part A and part B funds, and other Federal funds—	
(i) To support the State-level strategies described in paragraph (a)(1) of this section and other State-level strategies, as applicable; and	
Technical assistance, service and support will be provided by the Arizona Department of Education leveraging set-aside funds to support LEA local plans in alignment with allowed funding areas. Support from the Arizona Department of Education will be provided using a cross-divisional collaborative model to align efforts to support LEA local plans, through the Arizona Department of Education Comprehensive System of Support described under the ADE's response to **Section 299.14 (c) 1-3 – (See Pages 5-10).**	Title IVAs guidance related to Title IV is solidified, the ADE will create guidance documents to guide LEAs in the appropriate use of these funds. Technical assistance will be made available for those district that require more assistance.
(ii) To ensure that, to the extent permitted under applicable law and regulations, the processes, procedures, and priorities used to award subgrants under an included program are consistent with the requirements of this section.	

The Arizona Department of Education will review and approve LEA applications for subgrants under included programs and provide technical assistance in the implementation of LEA plans in accordance with the performance management and technical assistance framework and model described in Section 299.14 (c) 1-3 (pages 5-10).
 	
Further, for resources received by LEAs for Title IV-A:
   • The Arizona Department of Education will support LEAs to leverage their local Comprehensive Needs Assessment information to inform their local plan development:
      o Guidance will be provided to support local LEA plan development by:
         ▪ Encouraging the analysis of current successful programs and initiatives within the allowable funding framework; and,
         ▪ Encouraging leveraging Title IV-A funds to deepen, accelerate, enhance or integrate current successful programs;
   • Local programmatic and fiscal plans for Title IV-A will be reviewed and approved in accordance with the process described in Section 299.14 (c) 1-3 (pages 5-10);
   • The Title IV-A allocation process is to be determined based on final funding level and USED guidance; and,
	GrantsThe local Comprehensive Needs Assessment and Plan will guide the use of grant funds. Grant applications and allocation of funds will be monitored through the ADE's monitoring process.

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• Awards will be monitored using the SEA performance management process described in Section 299.14 (c) 1-3 (pages 5-10).	
(b) Performance management and technical assistance In addition to the requirements in § 299.14(c), each SEA must describe how it will use the information and data described in paragraph (a)(3) of this section to inform review and approval of LEA applications and technical assistance in the implementation of LEA plans.	
The Arizona Department of Education will use the information and data described in in paragraph (a)(3) of this section to inform review and approval of LEA applications and technical assistance in the implementation of LEA plans in accordance with the performance management and technical assistance framework and model described in Section 299.14 (c) 1-3 **(see pages 5-10)**.	The Comprehensive Needs Assessment and Plan provide the narrative raltionale for the LEAs goals, objectives and strategies. Fiscal resources should be aligned directly to these goals, objevtives and strategies.
(c) Program-specific requirements	
(1) Title I, part A. Each SEA must describe the process and criteria it will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the Act submitted by an LEA on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.	

The following describes the process and criteria used by the Arizona Department of Education to waive the 40 percent schoolwide poverty threshold for Title I, part A:
 1. Each LEA designates the program type and poverty measure within its Consolidated Application for each school it expects to serve with Title I funds. If an LEA requests to serve a school with less than 40% poverty with a schoolwide model, the LEA will be required to submit a written request within the application to waive the 40% threshold. The LEA must include a description of how the schoolwide program will serve the needs of all students in the school, including its lowest-achieving students.
 2. The criteria for approval include:
     a. The LEA described how its decision for schoolwide program was made, including data from the school's Comprehensive Needs Assessment
     b. The LEA described how its choice of a schoolwide program will meet the needs of all students, including the lowest-achieving students
	Title IThe process described in the State Plan encompasses the implementation criteria which will be utilized by the ADE.

(2) Title I, part C. In its consolidated State plan, each SEA must describe—	
(i) How the SEA and its local operating agencies (which may include LEAs) will—	
(A) Establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis;	
The Arizona Department of Education Migrant Education Program Office is currently revising its identification and recruitment plan for all migratory students, birth through 21 years of age, living in Arizona. The Arizona	The Arizona Department of Education Migrant Education Program Office (MEP) has developed a Web

Department of Education Migrant Education Program Office is committed to maintaining a recruitment strategy that is relevant, collaborative and innovative while remaining in full compliance with State and Federal regulations. Documentation of student eligibility is a completed Certificate of Eligibility which is reviewed, verified and validated at the LEA and State level.	Portal that can be used to send a request for a recruiter to identify and recruit a Migratory family. This will allow easier identification of the state's migrant students.
(B) Assess the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school;	
The Arizona Department of Education Migrant Education Program Office completes the following four stage process in the continuous improvement cycle to ensure that all migratory students' needs in Arizona are met. This process includes: 1) a comprehensive needs assessment that captures the current needs of the Migratory students; 2) a service delivery plan is drawn up based on the needs identified in the first stage; 3) implementation of the program services needed to assist our students; and 4) a program evaluation to determine if the objectives of the services were met. The last stage informs the first stage for the next cycle.	The US Department of Education has a toolkit that assists in the comprehensive needs assessment process. Results.ed.gov
(C) Ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; and	
The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program LEAs to ensure that the full range of services is available for migratory children.	The Arizona Department of Education Migrant Education Program Office provides annual meetings and regular webinars to assist both local educational agencies and families in the effective education of migrant students.
(D) Use funds received under title I, part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year;	
The LEA Migrant Education Program ensures the timely record transfer of pertinent school records, including health information of migratory children. The Arizona Department of Education Migrant Education Program Office assists LEAs if a request for records is made to the Arizona Department of Education Migrant Education Program Office. The Arizona Department of Education Migrant Education Program works with school staff to locate historical and current records from migratory students transferring to their LEA.	Migratory student course work and pertinent health information is uploaded to the Migrant Information Exchange (MSIX) and maybe accessed by authorized Migrant staff promoting interstate and intrastate coordination. The ESSA state plan guidance represents the implementation of the Migrant policies and procedures if a request comes to the Arizona Department of Education Migrant Education Program Office.
(ii) The unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment;	
The Arizona Department of Education Migrant Education Program Office assesses the educational needs of the migratory children during the Comprehensive Needs Assessment. Identified needs are then addressed in the Service Delivery Plan. The Arizona Department of Education Migrant Education Program Office offers technical	The US Department of Education has a toolkit that assists in Program Evaluation, Comprehensive Needs Assessment process and Service Delivery Plan; RESULTS.ed.gov. This is a three year cycle.

assistance to Migrant Education Program LEAs in meeting the Measurable Program Outcomes. Measurable Program Outcomes data is submitted annually to the Arizona Department of Education Migrant Education Program Office.	
(iii) The current measurable program objectives and outcomes for title I, part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes;	
The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program LEAs so as to ensure that the strategies and Measurable Program Outcomes in the Service Delivery Plan are being achieved. The Arizona Department of Education Migrant Education Program Office works collaboratively with the Migrant Education Program LEAs statewide to reach these outcomes.	The Local Education Agencies electronically submit data annually on the Measurable Program Outcomes. This data is reviewed. Support is given to the local educational agencies who have challenges meeting these Measurable Program Outcomes.
(iv) How it will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of title I, part C programs that span not less than one school year in duration consistent with section 1304(c)(3) of the Act;	
The State Migrant Parent Advisory Council (SMPAC) meets four times a year to consult with the Arizona Department of Education Migrant Education Program Office in the planning, operation and evaluation of the Arizona Migrant Education Program Office for both the state program and local projects.

Each Migrant Education Program LEA includes measurable parent involvement objectives. The activities designed to meet these objectives will encourage parents to become more actively involved in the educational process of their children. | The Arizona Department of Education Migrant Education Program Office supports the State Migrant Parent Advisory Council. To achieve increased attendance at these quarterly meetings the Arizona Migrant Education program and has added virtual meetings to help build capacity and allow for greater state-wide participation. |
(v) Its processes and procedures for ensuring that migratory children who meet the statutory definition of "priority for services" are given priority for title I, part C services, including—	
(A) The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;	
The Arizona Department of Education Migrant Education Program Office sets a standard for LEAs to use as a set of procedures that includes reviewing the grade history and formative and summative assessment data for each newly identified migratory student. The local level enrollment information is recorded promptly and correctly and site staff has access to assessment and enrollment data.	At this time, the ESSA state plan guidance fully represents the implementation of the Migrant Education Program's policies and procedures.
(B) The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services; and	
The Arizona Department of Education Migrant Education Program Office provides training and technical assistance to Migrant Education Program LEAs on the prompt identification and documentation of Priority for Service students.	The Arizona Department of Education Migrant Education Program Office provides a State form for local education agencies to use when identifying Priority for Service students.

(C) The timeline for making priority for services determinations, and communicating such information to title I, part C service providers.	
The Migrant Education Program LEA identifies the Priority for Services students. Once a student of school age is identified as migrant, their "Priority for Service" is determined. Priority is given to migratory students who are failing, to meet stated academic achievement standards (State Assessments) <u>and</u> whose education has been interrupted during the regular school year.	At this time, the ESSA state plan guidance fully represents the implementation of the Migrant Education Program's policies and procedures.
(3) Title III, part A. Each SEA must describe its standardized entrance and exit procedures for English language learners, consistent with section 3113(b)(2) of the Act. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must—	
(i) Include a score of proficient on the State's annual English language proficiency assessment; (ii) Be the same criteria used for exiting students from the English learner subgroup for title I reporting and accountability purposes; (iii) Not include performance on an academic content assessment; and (iv) Be consistent with Federal civil rights obligations.	
Upon first enrollment in an Arizona public school, a parent/guardian will answer three questions regarding home language. If any of the three questions is answered with a language other than English, an AZELLA Placement test is administered to the student by a trained and qualified test administrator. If the student scores below "Proficient," he/she is offered English language services. All students who score below "Proficient" on the AZELLA, even those students who have been opted out of English language services by their parents, participate in AZELLA testing every Spring until they score "Proficient." Scoring "Proficient" on the AZELLA is a requirement for exiting English language services. To score "Proficient" on AZELLA requires the student to score "Proficient" on the Reading domain, the Writing domain, and overall. The overall score is a composite score comprised of the Reading, Writing, Listening, and Speaking domain scores. Arizona policies and procedures ensure consistency with the Federal civil rights guidelines.	At this time, the ESSA state plan guidance fully represents the Arizona Department of Education Office of English Language Acquisition Services policies and procedures for the implementation of AZELLA testing and placement of English language learners.
(4) Title V, part B, subpart 2. In its consolidated State plan, each SEA must provide its specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School program, if applicable.	
The specific measurable program objectives and outcomes for each participating LEA related to the Rural and Low-Income School program will be driven by each LEA's Comprehensive Needs Assessments and aligned Comprehensive Strategic Plans, as well as requirements (as applicable) of Arizona's school and LEA accountability system.	
(5) McKinney-Vento Education for Homeless Children and Youths program. In its consolidated State plan, each SEA must describe—	
(i) The procedures it will use to identify homeless children and youths in the State and assess their needs;	
Identification of children and youth experiencing homelessness will primarily be the responsibility of local	The Arizona Department of Education Office of Homeless Education will provide training and technical

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educational agencies, with support materials provided by the National Technical Assistance Provider. Upon identification and enrollment, local educational agencies will assess the needs of children and youth experiencing homelessness through a locally developed informal needs assessment tool.	assistance to all local educational agencies on the identification of children and youth experiencing homelessness, on an ongoing basis.
(ii) Programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths;	
The Arizona Department of Education Office of Homeless Education will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness. These training opportunities include in-person meetings, webinars and conferences and are conducted regionally throughout the State of Arizona.	The Arizona Department of Education Office of Homeless Education will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness. These training opportunities include in-person meetings, webinars and conferences and are conducted regionally throughout the State of Arizona.
(iii) Its procedures to ensure that—	
(A) Disputes regarding the educational placement of homeless children and youths are promptly resolved;	
The Arizona Department of Education Office of Homeless Education has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, and enrollment or transportation feasibility. The procedure ensures a prompt resolution with a full timeline of review and delivery of decision within 14 working days.	The Arizona Department of Education Office of Homeless Education has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, and enrollment or transportation feasibility. The procedure ensures a prompt resolution with a full timeline of review and delivery of decision within 14 working days.
(B) Youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school polices;	
The Arizona Department of Education enables schools to maintain current course names and local course codes and also links those courses and codes to a common statewide course framework through the Arizona Education Data Standards (AzEDS) school and LEA data reporting process. Furthermore, the Office of Homeless Education works collaboratively with local educational agencies to develop locally driven policies and procedures to support children and youth experiencing homelessness and ensure they face no barriers that prevent them from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.	The Arizona Department of Education Office of Homeless Education, will work collaboratively with local educational agencies to develop locally driven policies and procedures to ensure children and youth experiencing homelessness receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.
(C) Homeless children and youths have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;	
Currently, Arizona does not have a public preschool program; however, children and youth experiencing homelessness have the same access to the provision of early childhood special education services as defined in Arizona Education Code. The Office of Homeless Education will continue to build upon existing collaboration	The Arizona Department of Education Office of Homeless Education, will build upon existing collaboration with the Early Childhood Education Unit, providing new avenues for training, technical assistance and collaboration at the local level supporing the inclusion of children experiencing homelessness in Early

with the Early Childhood Education Unit, providing new avenues for training, technical assistance and collaboration at the local level.	Childhood learning opportunities.
(D) Homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities; and	
The Arizona Department of Education Office of Homeless Education provides ongoing training and technical assistance to local educational agencies, ensuring all barriers, including transportation, to academic and extracurricular activities are removed and addressed for children and youth experiencing homelessness.	The Arizona Department of Education Office of Homeless Education, will provide training and technical assistance to all local educational agencies to ensure all barriers to the enrollment and retention of children and youth in homeless situations are removed.
(E) Homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, and local nutrition programs; and	
The Arizona Department of Education Office of Homeless Education successfully collaborates with the National School Lunch Program to ensure all children and youth experiencing homelessness receive free breakfast and lunch while enrolled in and attending school. Additionally, the Office of Homeless Education provides ongoing training and technical assistance to local educational agencies to include information on the categorical eligibility for children and youth experiencing homelessness in the National School Lunch Program.	The Arizona Department of Education Office of Homeless Education will provide ongoing training and technical assistance to local educational agencies to include information on the categorical eligibility for children and youth experiencing homelessness in the National School Lunch Program.
(iv) Its strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with section 722(g)(1)(H) and (I) of the McKinney-Vento Act.	
The Arizona Department of Education Office of Homeless Education provides training and technical assistance that ensures all barriers to the enrollment and retention of children and youth are removed. The training and technical assistance review both state education code and Every Student Succeeds Act requirements for removal of barriers for children and youth experiencing homelessness. These barriers include residency requirements, enrollment records, immunizations, health records and other documentation.	The Arizona Department of Education Office of Homeless Education provides training and technical assistance that ensures all barriers to the enrollment and retention of children and youth are removed. The training and technical assistance review both state education code and ESSA requirements for removal of barriers for children and youth experiencing homelessness. These barriers include residency requirements, enrollment records, immunizations, health records and other documentation.

EXECUTIVE SUMMARY

Issue:	Adoption of additional policy guidelines for the A-F School Accountability System

☒ Action/Discussion Item   ☐ Information Item

Background and Discussion

At the September 26, 2016 Board meeting, the Board adopted a consensus conceptual framework for the A-F school accountability system and directed the Board's ad hoc advisory committee to further develop specific multiple measures of the indicators. The ad hoc has met on:

- SEPTEMBER 20
- OCTOBER 7
- OCTOBER 24
- NOVEMBER 4
- NOVEMBER 16
- NOVEMBER 30
- DECEMBER 8

A number of policy issues remain unresolved that are necessary to guide the continuing development of the plan and modeling of the multiple measures.

Some of these policy issues include:

Weighting of the indicators within the A-F School Accountability System: The K-8 consensus conceptual framework provides for a 40%-40% weighting on proficiency and growth, and for 9-12, a 40%-20% weighting on proficiency and growth. Some members of the committee have proposed a 70/30 "floating weight" that the State has used in the past. Under this "floating weight" model, a school would earn 70% of the proficiency points if proficiency scores were high, and 30% of the growth points if the growth scores were low, or the school would earn 70% of the growth points if growth scores were high, and 30% of the proficiency points if the proficiency scores were low. Additional policy decisions on the weighting of the indicators would further guide the work of the committee.

College and Career Readiness Indicator: The Board adopted a 9-12 consensus conceptual framework that provides for a College and Career Readiness Indicator. This indicator can be modeled as one calculation or "bucket" or can be divided into two calculations or "buckets." With one "bucket," schools would earn up to 15 points for students completing college and/or career readiness measures. With two "buckets," schools would earn points based on whether the students had completed college

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measures (up to 7.5 points) and career readiness (up to 7.5 points) measures. A transition period has been encouraged if the Board opts for two "buckets." Additional policy decisions regarding the "buckets" for the College and Career Readiness Indicator would further guide the work of the committee.

Minimum proficiency percentage for A schools: A question was posed to the ad hoc regarding whether a school could be an "A" school if a majority of the students were not proficient. Additional policy decisions on the required minimum percentage of students who are proficient for an "A" school designation would further guide the work of the committee.

Minimum growth percentage for A schools: A question was posed to the ad hoc regarding whether a school could be an "A" school if a majority of the students were not making growth. Additional policy decisions on the required minimum percentage of students who are achieving growth for an "A" school designation would further guide the work of the committee.

Recommendation to the Board
That the Board adopt the policy decisions regarding weighting of indicators, the calculation of the College and Career Readiness Indicator and minimum expectations for an "A" school designation to guide the work of the ad hoc committee.

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CONSENSUS CONCEPTUAL DESIGN FOR
THE A-F SCHOOL ACCOUNTABILITY SYSTEM

Guidance on weight	Indicators*	K-8	ESSA
40%	Proficiency, Statewide Assessment	X	X
40%	Growth, Statewide Assessment	X	X
10%	Proficiency and Growth, English Language	X	X
10%	Acceleration / Readiness Measures	X	X

Guidance on weight	Indicators*	9-12	ESSA
40%	Proficiency, Statewide Assessment	X	X
20%	Growth, Statewide Assessment	X	
15%	High School Graduation Rate	X	X
15%	College and Career Readiness	X	X
10%	Proficiency and Growth, English Language	X	X

*Bottom 25% - include as a subgroup in all measures where no duplication is involved

Conceptual considerations:
- **A menu of assessments is preferred.**
- **Multiple criteria/measures are important.**
- **Multiple indicators are important.**
- **While conforming to federal and state law, local decision making should be preserved and multiple options available.**
- **In general, the students shall be the unit of analysis.**
- **With the use of end of course assessments, no single high stakes exam shall be required.**
- **The weights or guidance may be altered by the ad hoc committee as potentially approved by the State Board of Education.**
- **Proficiency shall be the primary criteria.**

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- **One A-F accountability system shall be designed that meets both federal and state requirements.**
- **A review of the issue of character as a component shall be considered.**
- **The bottom 25% shall be removed as a separate subgroup and the calculation shall be included as a growth calculation.**

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