U.S. Department of Education

Every ~~Child~~Student Succeeds Act (ESSA)

Arizona
State Education Agency (SEA)
Consolidated State Plan

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~~Initial~~2nd Draft for Public Comment

~~September~~November ~~7~~9, 2016

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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.

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

Dear Arizonan,

It is my pleasure to share with ~~great enthusiasm that I present to~~ you the ~~first~~second draft of Arizona's State Plan for the Every Student Succeeds Act (ESSA). ~~ESSA, which is~~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 ~~replace No Child Left Behind as the primary~~ preserve as much flexibility as possible for our state when we submit it for federal ~~legislation addressing America's public education system, was passed into law by Congress in December 2015 and~~ 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 ~~take effect in the 2017-2018 school year. ESSA~~ 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 ~~marketed as affording states greater flexibility, and the new law encourages states and schools to innovate while maintaining a focus on accountability, state and local systems of improvement and a more balanced assessment system~~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.

~~Under ESSA, the Arizona Department of Education (ADE) is responsible for creating a State Plan that reflects a shared statewide vision for Arizona's students and schools on topics such as accountability, funding, school improvement and grant making systems. To create our state plan, we committed ourselves to extensive statewide outreach and~~

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~~engagement efforts to hundreds of thousands of Arizonans, including policymakers, educators, tribal organizations, business leaders and parents. Every Arizonan has the opportunity to attend one of my We Are Listening Tour events to provide their comments in person; we are also accepting input on our website, by email or through any of our social media channels. I can confidently say that our outreach efforts have been successful, as the Arizona Department of Education has already received over 18,000 unique pieces of input that have helped us develop this initial draft.~~

~~Although this first draft is a huge accomplishment, there is still a lot of work to be done. This is by no means the final State Plan, as we will continue to modify this document based on the vision of all Arizonans. I encourage you to read this draft and provide your feedback on the proposals. My We Are Listening Tours will continue through the end of the year to give you the opportunity to voice your thoughts in person and our website, email and social media channels will remain open until the plan is finalized later this year.~~

~~When I took office in January 2015, I made it a top priority for the Arizona Department of Education to ensure we consider the input of the public when determining education policy. I know of no better way to do that than to hear directly from the people. This document is the future of Arizona's education system. It is imperative that all Arizonans participate in this discussion so that we create the best plan for our unique state. This is an exciting time for Arizona and I encourage you to take full advantage of this opportunity.~~

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

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~~Arizona ESSA SEA Consolidated State Plan Alignment to~~*Role of* ***AZ Kids Can't Wait!***

in the Implementation of ***Arizona's ESSA SEA Consolidated State Plan*** ~~has been developed to align with Superintendent Douglas'~~

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.

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

~~This critical feedback has, and will continue to be, used to update both her~~ ***~~AZ Kids Can't Wait!~~*** ~~Plan and the Arizona ESSA SEA Consolidated State Plan, allowing us to align our efforts as we work to move Arizona forward.~~

~~**The following demonstrates the alignment between Superintendent Douglas' AZ Kids Can't Wait! Plan and the Arizona ESSA SEA Consolidated State Plan:**~~

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

~~Additionally, Arizona's ESSA SEA Consolidated State Plan includes footnotes to indicate where plan elements directly align with Superintendent Douglas' ***AZ Kids Can't Wait!*** Plan.~~

§ 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 ~~a~~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 ~~Indicators~~Principles of Effective Schools*:

1. ~~Strong,~~ Effective Leadership
2. ~~2.~~ Effective Teachers
3. ~~Additional Instructional Time~~
4. ~~Strengthen Instructional Program Based on Student Needs~~
5. ~~5.~~2. ~~Data Informs~~ and Instruction
6. ~~School Environment Focused on Achievement / Non-Academic Factors Affecting Student Achievement, and~~
3. ~~Engaging Families~~Effective Organization of Time
4. Effective Curriculum
5. Data Culture
6. Conditions, Climate and Culture
7. Family and ~~Communities~~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 ~~local~~ Comprehensive Needs Assessments~~, and~~. 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

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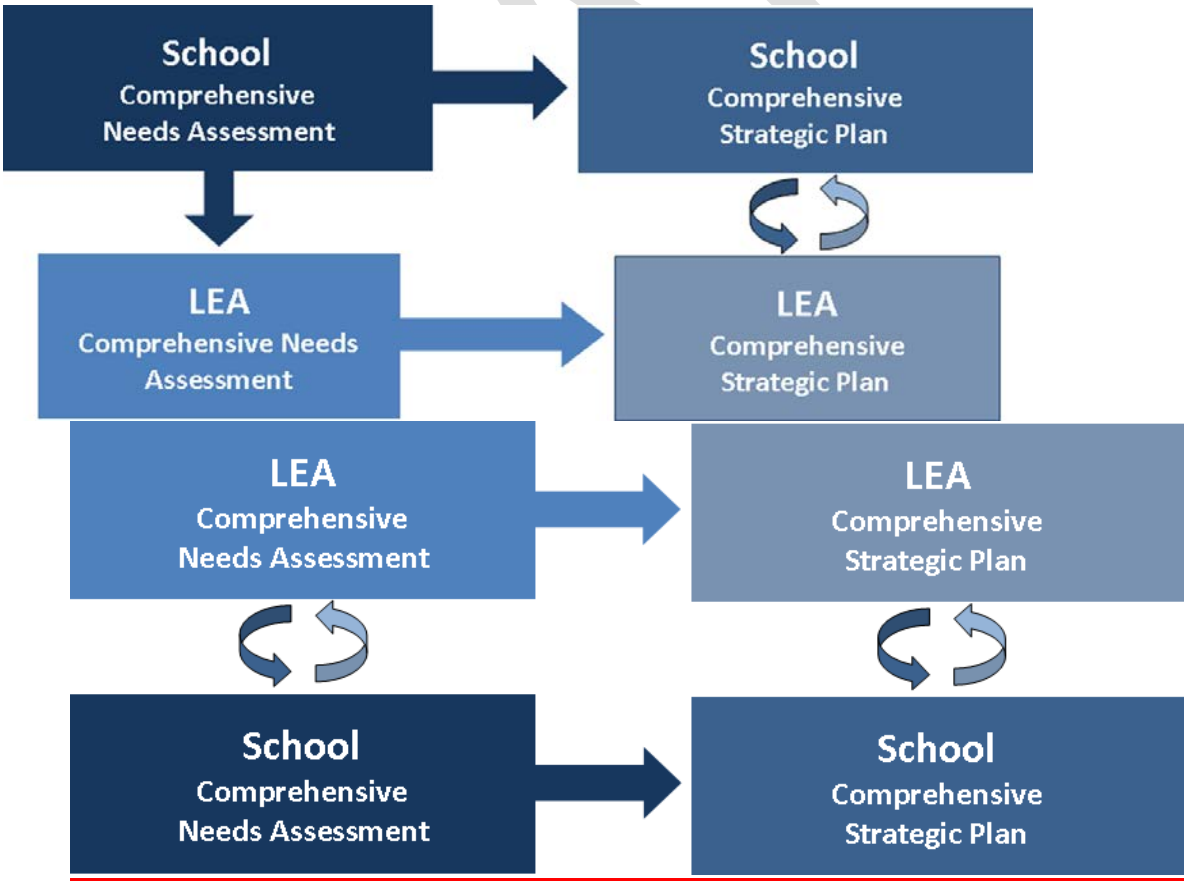
opportunity for the school to address and satisfy the majority of the programmatic requirements of all state and federal grants received by the school in **one** comprehensive plan. This process will serve to streamline and replace the multiple plans currently required across grant programs to access 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 ~~school~~LEA and ~~LEA~~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

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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

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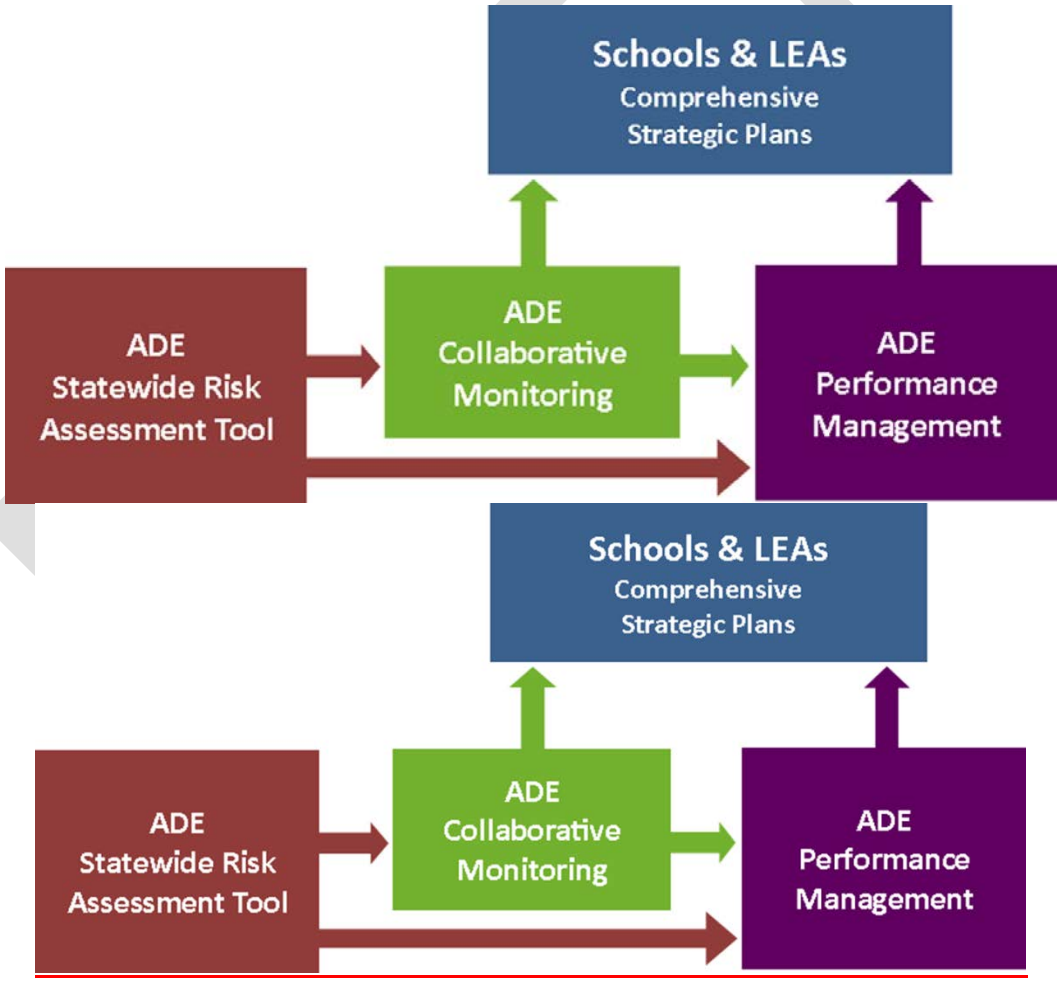
and support to help local schools and LEAs leverage these resources effectively to meet their local needs.

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

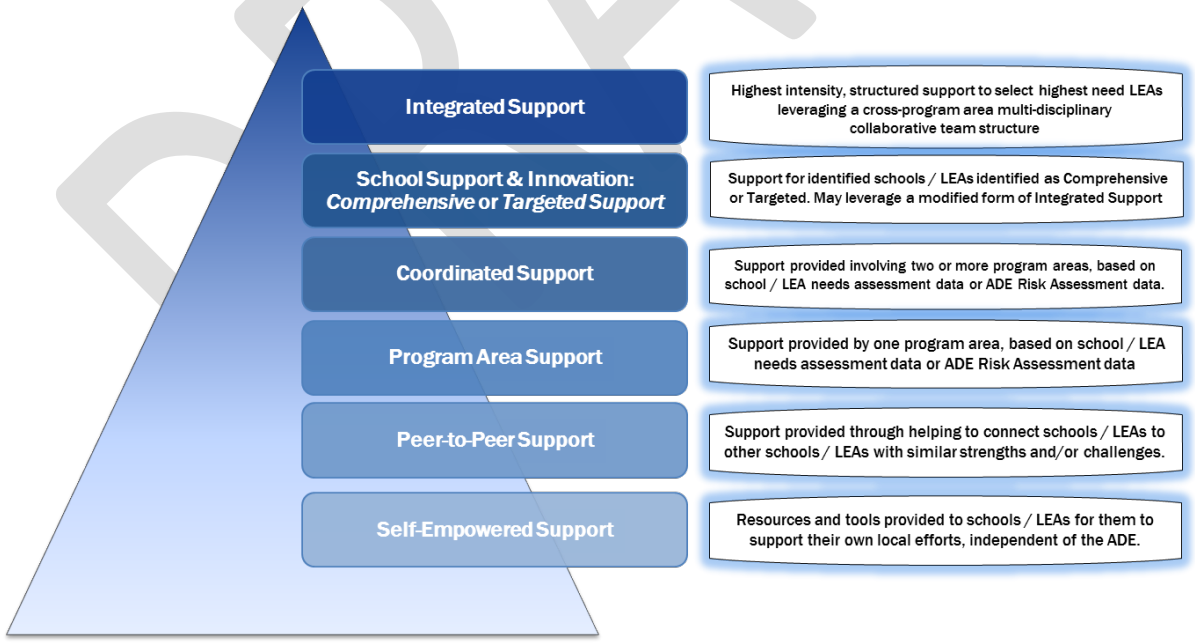
The Arizona Department of Education will provide differentiated technical assistance, services and support to LEAs and schools, aligned to local needs, to support the effective implementation of locally developed Comprehensive Strategic Plans.

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:



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§ 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

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- 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. Educate the public and stakeholders about the state's ***AZ Kids Can't Wait!*** Plan.~~

~~4.~~3. ~~Educate the public and obtain~~Obtain public input about the ESSA Consolidated State Plan and its ~~relationship to the ***AZ Kids Can't Wait!*** Plan~~implementation.

~~5.~~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

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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)

~~ADE~~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 ~~earned~~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**

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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 ~~State~~FIRST Draft Plan for Public Comment**
~~October 1~~November 9 Period	**Post SECOND Draft Plan for Public Comment**
December 9	**Deadline for ~~Initial~~ Public Comment ~~period~~**
~~October 1-15~~	**~~Incorporate Initial Comments to Draft Plan~~**
~~October 17~~	**~~Post~~on Revised Draft Plan ~~for Official Public Comment Period~~**
Early December	**Send THIRD Plan to Governor and State Board of Education**
2017	
January 2017	**~~Send Plan to Governor and State Board of Education~~**
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 ~~ESEA,~~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).**

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§ 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/): ~~• **Mathematics** standards adopted June 28, 2010~~ • **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

~~* *AZ Kids Can't Wait!*~~

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

~~http://www.azed.gov/standards-practices/~~

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 ~~through High Intermediate~~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**

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(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 ~~11~~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;
~~Not applicable.~~ 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 ~~Alternative~~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;

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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;

~~Not applicable.~~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

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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
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§ 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 ~~single~~unified state and federal system of accountability for all Arizona public schools and Local Educational Agencies (LEAs), the final methodology ~~may~~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 ~~as well as~~and provide additional, more comprehensive information to the public regarding how schools and LEAs are supporting a ~~measure of~~ well-rounded education for their students, and ~~course access~~ to ~~indicate~~help inform and empower school ~~quality.~~choice through helping parents identify the most appropriate school for their child. To ensure a ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~will reflect policy decisions adopted by the SBE for the A-F Letter Grade Accountability System.

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

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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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final n-¬size ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public

schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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);

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To ensure a ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~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 ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~will reflect policy decisions adopted by the State

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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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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 ~~single~~unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology ~~may~~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;

~~In addition to implementation of comprehensive supports and interventions for the minimum number of years required by the Act, exit criteria require improvement in the relevant areas as measured by an accountability rating in the top 95% of schools, graduation of at least two-thirds of the four-year cohort, and/or achievement consistent with the annual target for the school's chronically low-performing subgroup(s).~~
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 ~~may~~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 ~~may~~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).

~~Exit criteria require improvement in the relevant areas as measured by an accountability rating in the top 95% of schools, graduation of at least two-thirds of the four-year cohort, and/or achievement consistent with the annual target for the school's chronically low-performing subgroup(s).~~

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.

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(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
   - ~~An~~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

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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

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(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

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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 ~~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.

(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 ~~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.

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§ 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. ~~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 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

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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 ~~remain focused on Arizona's~~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.

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- 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.

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(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 ~~literacy.~~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. ~~The~~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

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proven record of increasing student academic achievement especially with ~~students of color~~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 ~~students of color~~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;

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(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-

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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 ~~need indicates. Below are a few examples:~~

- ~~Qualified Evaluator Academy developed in July & August 2016 and implemented in August & September 2016;~~
- ~~Regional Technical Assistance Trainings developed in July 2016 presented to LEAs 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.~~
- 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* ~~ones.~~ teachers who are appropriately certified.

[*] ~~*AZ Kids Can't Wait!*~~

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;

~~An~~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, an* "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.

~~Per the State Board of Education approved *Arizona Framework for Measuring Effective Educators.*~~

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

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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	~~Students of Color~~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.

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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:

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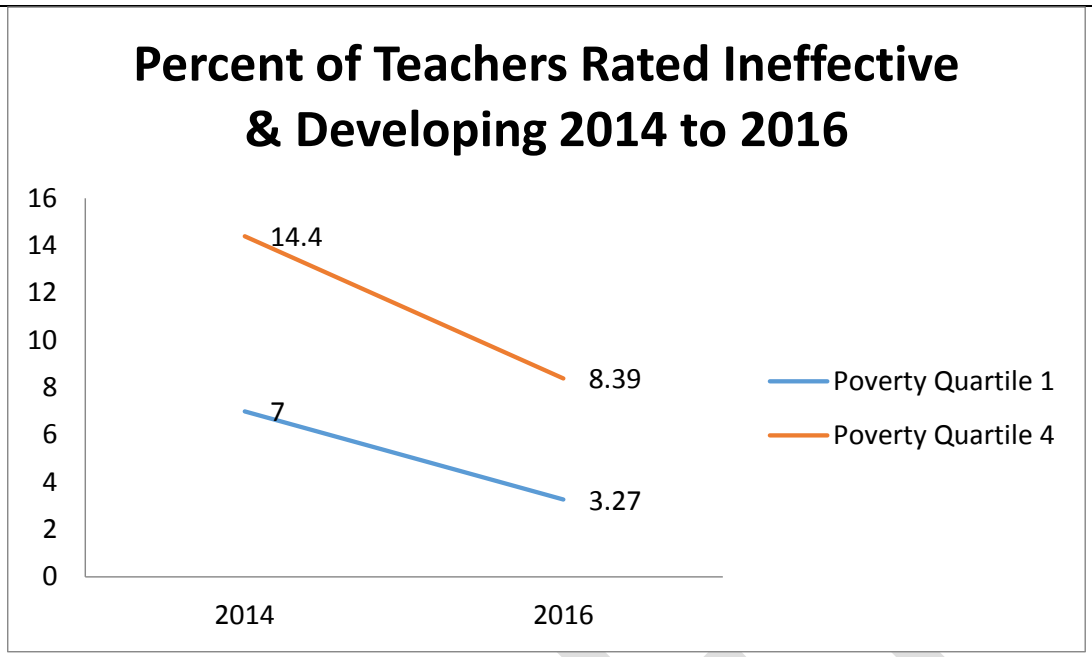
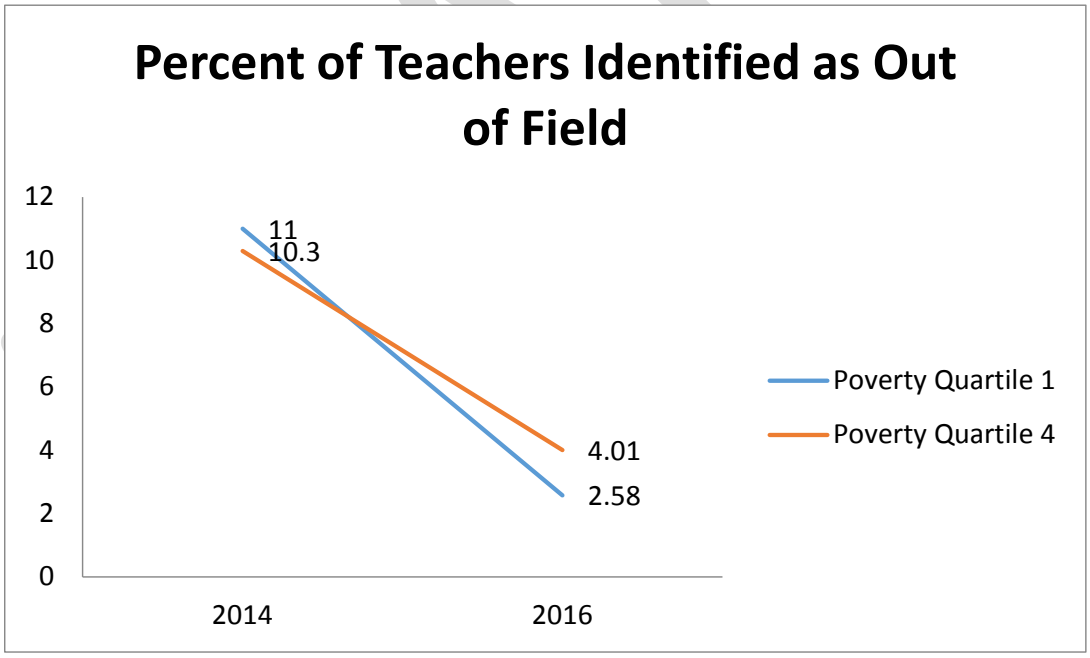
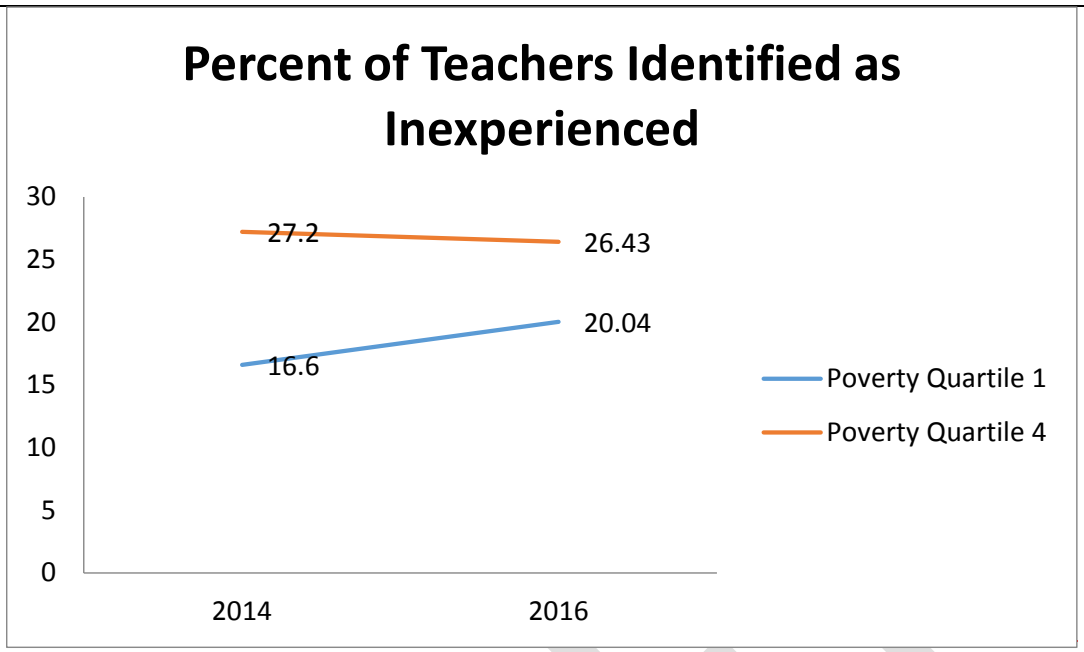
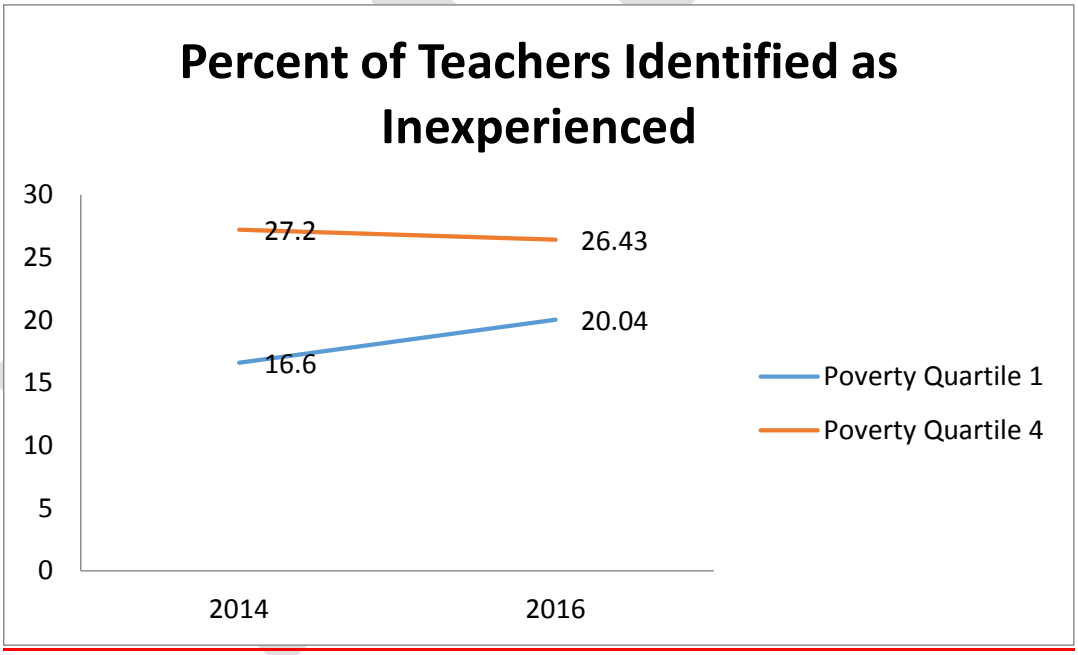

Percent of Teachers Rated Ineffective & Developing 2014 to 2016
16
14
12
10
8
6
4
2
0
14.4
8.39
7
3.27
2014
2016
Poverty Quartile 1
Poverty Quartile 4


Percent of Teachers Identified as Out of Field
12
10
8
6
4
2
0
11
10.3
4.01
2.58
2014
2016
Poverty Quartile 1
Poverty Quartile 4



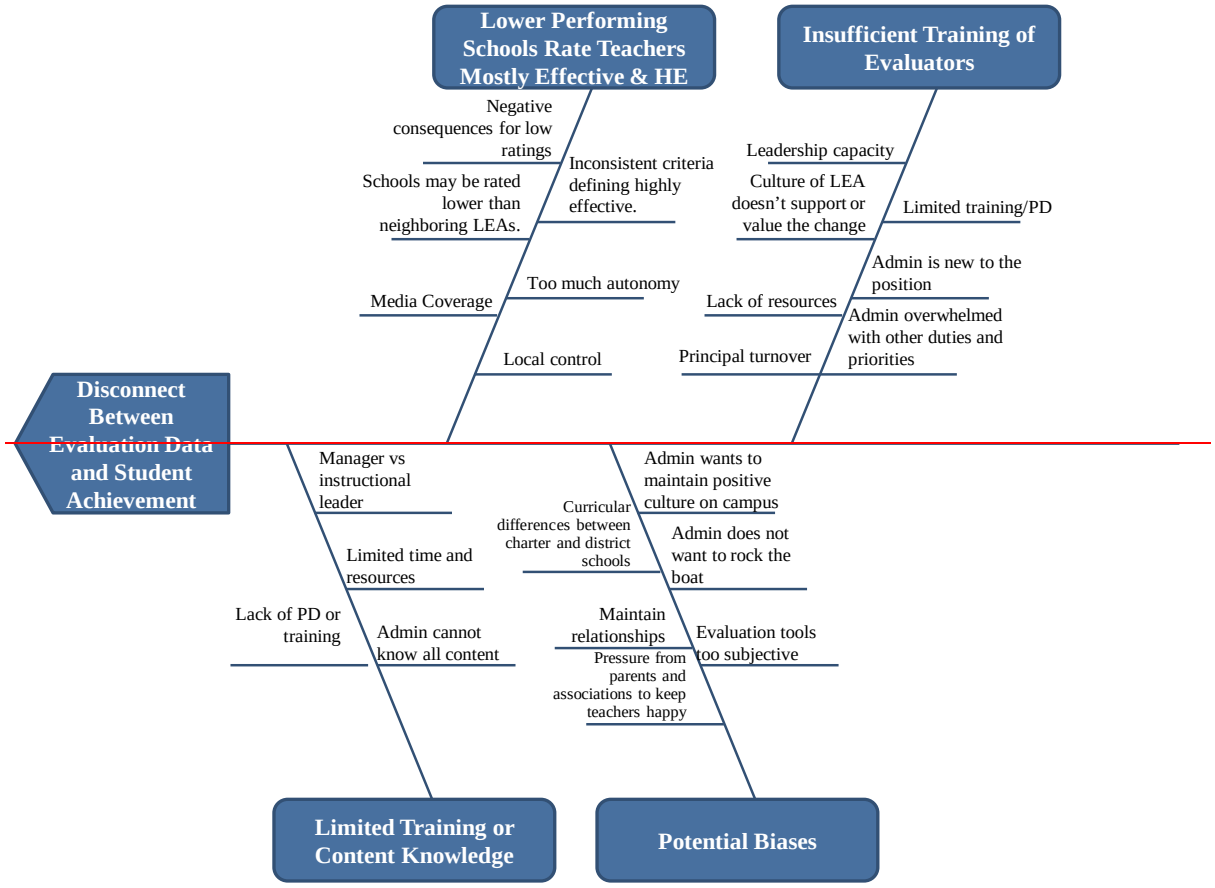


(5) Each SEA that demonstrates, under paragraph (c)(1) of this section, that low-income or minority students enrolled in schools receiving funds under title I, part A of this Act are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers must—

(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

~~A~~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 ~~revealed~~, 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.**

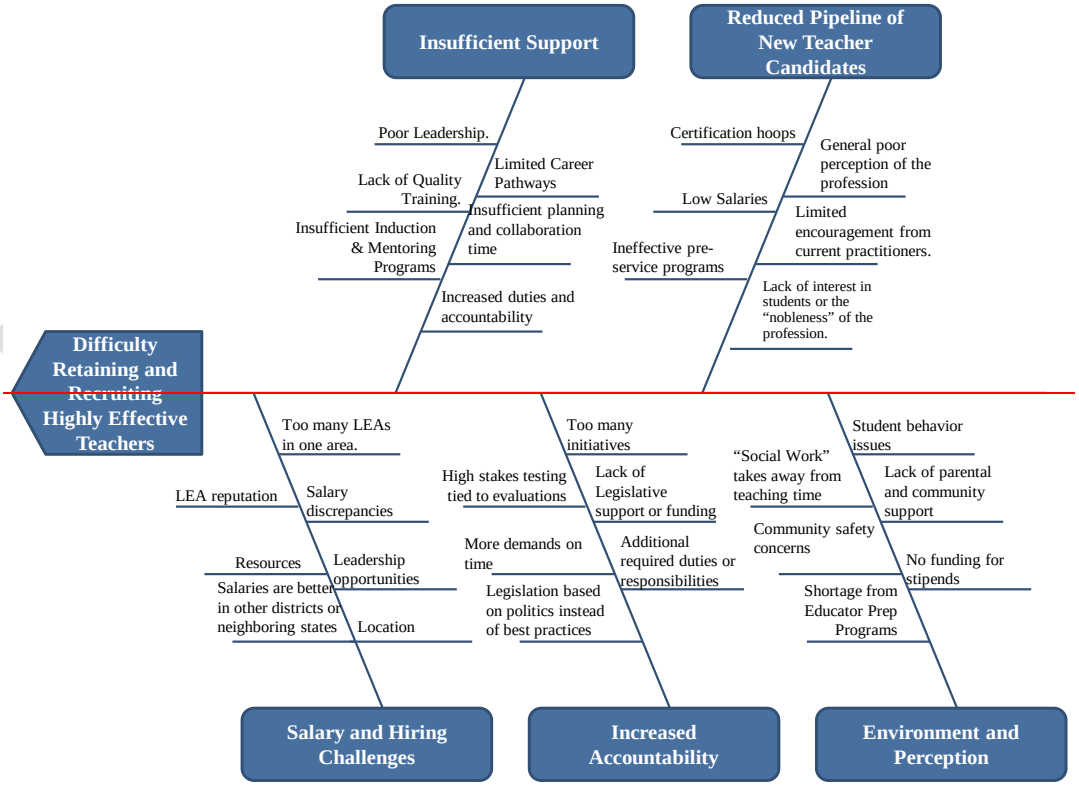


Root Cause Analysis Findings Key Concern 1: Disconnect Between Educator Evaluation Ratings And Student Achievement Prevents Equitable Access.

- **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 ~~such as Teach for America or Troops to Teachers~~ 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 ~~while Arizona continues to reduce its education funding.~~. 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.

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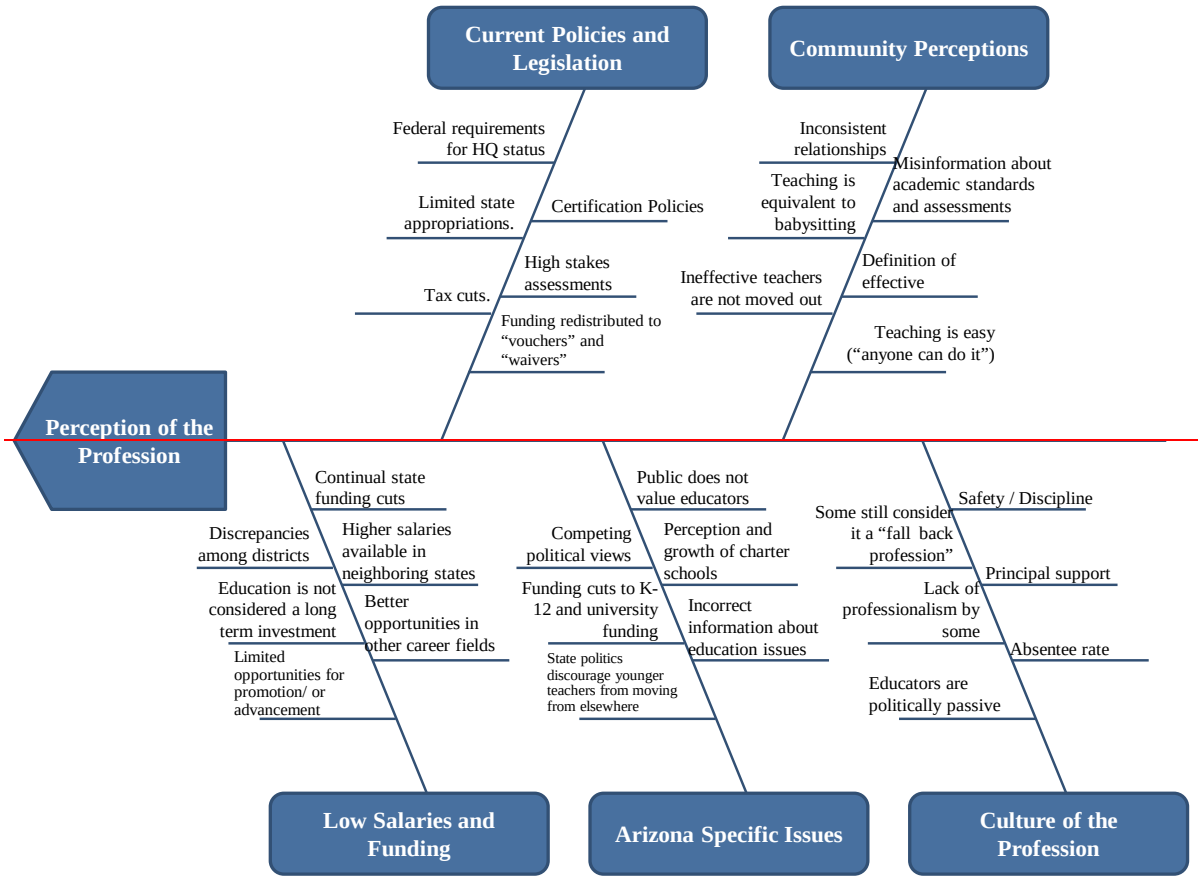

Root Cause Analysis Findings Key Concern 3: Negative Perception of the Profession.

- **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 our own worst enemy," said one town hall participant.~~ 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):

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	Economically Disadvantaged	~~Students of Color~~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 ~~students of color~~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.

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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/

~~Teacher Development Partnership with the Arizona State University Center for the Art and Science of Teaching (to be named)~~
~~*(From Support and Innovation)*~~

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 ~~opportunity for acceleration and enrichment.~~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.~~*~~	
(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	

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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;

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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 ~~are~~ also ~~required to~~ develop an Education and Career Action Plan (ECAP) for all students in grade 9-12~~, per SBE rule R7-2-302.05. *~~

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~~http://www.azed.gov/ecap/~~. (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) <u>Performance management and technical assistance</u>
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)**.

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(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.*

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(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

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	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. ~~The identified~~Identified needs ~~were~~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	

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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 ~~identifying~~identification and ~~documenting~~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

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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

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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~~.Error! Bookmark not defined.~~.
(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

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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.*

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APPENDIX A

ADE ESSA Communications Plan

Section I. Communications Objectives & Target Audiences

Communication Objectives

~~0.~~1. Educate the public and stakeholders about the Every Student Succeeds Act (ESSA) and its potential impact on Arizona schools, parents, educators and students.

~~0.~~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. Educate the public and stakeholders about the state's ***AZ Kids Can't Wait!*** Plan.~~

3. ~~Educate the public and obtain~~Obtain public input about the ESSA Consolidated State Plan and its ~~relationship~~implementation.

~~0.~~4. Go beyond the U.S. Department of Education's minimum communications requirements to ~~the ***AZ Kids Can't Wait!*** Plan~~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

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(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

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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 ~~earned~~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

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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

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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

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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

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Arizona Health and Physical Education
Arizona Action for Healthy Kids

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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.

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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 ~~State~~FIRST Draft Plan for Public Comment**	
~~October 1~~November 7 Period	**Post SECOND Draft Plan for Public Comment**	
December 7	**Deadline for ~~Initial~~ Public Comment ~~period~~**	
~~October 1-15~~	**~~Incorporate Initial Comments to Draft Plan~~**	
~~October 17~~	**~~Post~~on Revised Draft Plan ~~for Official Public Comment Period~~**	
Early December		

~~2017~~

~~January 2017~~ Send THIRD Plan to Governor and State Board of Education

2017

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

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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

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