



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

January 9, 2020

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

Dear Superintendent Hoffman:

I am writing in response to Arizona's request to the U.S. Department of Education (Department) on April 11, 2019, and revised between April and December 6, 2019, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Under ESEA Section 1111(A)(6)(B)(i), if a State makes any significant changes to its plan at any time, such information shall be submitted to the Secretary in the form of revisions and amendments to the State plan.

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

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

Thank you for all the work that the Arizona Department of Education has put into its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: OESE.Title-I-a@ed.gov.

Sincerely,

/s/

Frank T. Brogan
Assistant Secretary for
Elementary and Secondary Education

Enclosure

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

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

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cc: Kelly Koenig, Associate Superintendent

Amendment to the Arizona Consolidated State Plan

The following is a summary of Arizona’s amendment request. Please refer to the Department’s website <https://www2.ed.gov/admins/lead/account/stateplan17/map/az.html> for Arizona’s complete consolidated State plan.

Approved Amendments

The following amendments are aligned with the statute and regulations:

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

- *English Language Proficiency Long-Term Goals*
The Arizona Department of Education (ADE) revised how it will define progress for purposes of determining whether an English learner (EL) is making progress toward achieving English language proficiency. Previously, ADE considered student characteristics to determine student-level targets; under its revised plan, ADE will consider an EL to have made progress if that student increases his or her English language proficiency achievement level by at least one level (i.e., pre-emergent/emergent, basic/intermediate (low), intermediate (high), and proficient). ADE has not changed the long-term goal or measurements of interim progress for increasing the percentage of ELs making progress. ADE’s goal is to increase the percentage of ELs achieving progress toward English proficiency by three percentage points per year, for an overall rate of 60 percent of ELs making progress by 2028.
- *Academic Achievement Indicator*
ADE revised its Academic Achievement indicator to no longer use a performance index. The indicator will be based on the percentage of students scoring proficient or above on the State assessments. In addition, ADE removed the calculation of high school growth on the State assessments from the Academic Achievement indicator.
- *Progress in Achieving English Language Proficiency Indicator*
ADE revised how it calculates proficiency and progress in its Progress in Achieving English Language Proficiency (ELP) indicator. For proficiency, each school receives between zero and five points based on the percentage of students scoring proficient on the ELP assessment compared to the statewide average. Similarly, for progress in achieving ELP, schools are awarded between zero and five points based on the school’s EL growth (i.e., EL students improving one or more achievement levels on the ELP assessment) compared to the statewide EL growth.
- *Graduation Rate Indicator*
ADE revised its Graduation Rate indicator to remove the 5-, 6-, and 7-year adjusted cohort graduation rates from the calculation. The indicator is now based solely on the 4-year adjusted cohort graduation rate.
- *School Quality or Student Success Indicator*
ADE revised its School Quality or Student Success (SQSS) indicators to remove the K-8 acceleration menu and the college and career readiness index. ADE will use chronic absenteeism for grades K-8 and dropout rates for grades 9-12.
- *Annual Meaningful Differentiation/Weighting*
ADE revised its methodology for annually meaningfully differentiating all public schools to remove the A-F grading system and to describe how each school will receive an overall score based on the points earned on each indicator. ADE will use the following weights:

K-8 schools	Grade 9-12 schools
○ Academic achievement: 60%	● Academic achievement: 60%
○ Growth: 20%	● Graduation rate: 20%
○ English learner achievement and growth: 10%	● English learner achievement and growth: 10%
○ Chronic absenteeism: 10%	● Drop-out rate: 10%

- Alternate Methodology*
 For K-2 schools for which the State’s accountability system does not have sufficient data, ADE will use the statewide assessment data in reading/language arts and mathematics in grade 3 and the data from the Progress in Achieving ELP indicator for students enrolled in kindergarten through grade 2. For the achievement data, if there are not 20 students in the current year, ADE will pool data over three years. The achievement data will account for 90 percent and the Progress Achieving ELP indicator data will account for 10 percent of the school’s overall score.
- Comprehensive Support and Improvement, Lowest-Performing 5 Percent of Title I*
 Consistent with the changes to its system of annual meaningful differentiation, ADE will rank-order schools by the total points earned on the accountability system and identify the lowest-performing 5 percent of Title I schools for comprehensive support and improvement (CSI).
- Comprehensive Support and Improvement, Low Graduation Rate*
 ADE will use the four-year adjusted cohort graduation rate, and no longer use any extended-year adjusted cohort graduation rates, to identify schools for CSI due to low graduation rates.
- Comprehensive Support and Improvement, Additional Targeted Support and Improvement Schools that have not Exited*
 ADE clarified that, beginning in 2021-2022, a Title I school identified for additional targeted support and improvement (ATSI) that does not meet the State’s exit criteria after four years will become a CSI school.
- Additional Targeted Support and Improvement*
 ADE updated its methodology for identifying schools for ATSI to align with its revised methodology for identifying schools for CSI. In addition, the State clarified it will identify schools for ATSI every three years.
- Comprehensive Support and Improvement, Exit Criteria*
 ADE clarified the exit criteria for CSI schools. The lowest 5 percent of Title I schools must have two years of increased proficiency on the State assessments and score on the four indicators in the State’s accountability system above the scores of the bottom five percent of Title I schools. CSI schools identified due to low graduation rates must have two years of increased 4-year graduation rates and a 5-year graduation rate above 66.7 percent.
- Additional Targeted Support and Improvement, Exit Criteria*
 ADE clarified its exit criteria for ATSI schools. Specifically, a school must have a minimum of two consecutive years of increased subgroup achievement and implementation of a school improvement plan, and the subgroup, on its own, must no longer perform as poorly as the lowest-performing 5 percent of Title I schools identified for CSI.

- *More Rigorous Actions*
ADE updated its plan to reflect the changes made to its accountability system and described the integrated action plan and comprehensive needs assessment that will result in more rigorous actions in CSI schools that do not meet the statewide exit criteria.

Title II, Part A: Supporting Effective Instruction

- *Use of Funds to Improve Student Achievement*
ADE added information about trainings for educators and administrators.
- *Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools*
ADE updated information on teacher performance and how teacher performance will result in increased academic achievement.
- *System of Certification and Licensing*
ADE added information about an alternate teacher preparation and certification pathway that requires candidates to demonstrate expertise through work experience.
- *Improving Skills of Educators*
ADE added information about the development and the empowering leaders and how this help to create high quality curriculum.

Title IV, Part B: 21st Century Community Learning Centers

- *Use of Funds*
Arizona updated its list of community partners that support 21st CCLC grantees.

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

- *Access to Services: McKinney Vento*
Arizona revised its access to services procedures for children or youth experiencing homelessness. Specially, Arizona stated that it does not have a public preschool program, however children and youth experiencing homelessness will have the same access to the provision of early childhood special education services as defined in AZ Education Code. This includes preschool, Head Start, and home-bound early childhood programs operated, administered, and/ funded by an LEA, mandated under IDEA, or through the use of Title I, Part A or similar grant funds.