



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

May 12, 2022

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

Dear Superintendent Hoffman:

I am writing in response to Arizona's request on February 4, 2022, to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). Arizona requested these amendments to account for short-term changes to its system of annual meaningful differentiation for school year 2021-2022 due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Arizona from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year.

Specifically, Arizona requested the amendments to:

- Shift forward long-term goals for academic achievement, graduation rate, and progress in achieving English language proficiency by two years.
- For K-8 schools, increase the weight of the Other Academic indicator for elementary and secondary schools that are not high schools (student growth) and correspondingly decrease the weight of the School Quality or Student Success indicator (chronic absenteeism).
- For school serving students in grades 8-12, eliminate chronic absenteeism as a School Quality or Student Success indicator and use only dropout rates.
- Identify schools for targeted support and improvement due to consistently underperforming subgroups (TSI) using the most recently available three school years of data.
- Omit the 2019-2020 and 2020-2021 school years when determining whether a school has met the statewide exit criteria for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) schools.
- For CSI and ATSI schools identified in fall 2022, revise the exit criteria for fall 2023. In order to exit, a school have must: 1) increase academic achievement for a minimum of one year (rather than for two consecutive years, as previously required); 2) no longer meet the identification criteria; and (3) implement school improvement goals, strategies, and action steps in the State-required Integrated Action Plan.

I am approving Arizona's short-term changes to its ESEA consolidated State plan. This letter and Arizona's approved Addendum for the 2021-2022 school year will be posted on the Department's website along with the currently approved version of Arizona's ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa->

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<http://www.ed.gov/>

[consolidated-state-plans/](#)). Because I am approving changes through the Addendum that are not limited to the 2021-2022 school year (e.g., shifted long-term goals), the State must submit an updated ESEA consolidated State plan that incorporates those approved changes at a later date.

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.

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

/s/

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

cc: Kelly Koenig, ADE Associate Superintendent