

**Revised State Template for the
Consolidated State Plan**
The Elementary and Secondary Education Act of 1965, as
amended by the Every Student Succeeds Act



**U.S. Department of Education
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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

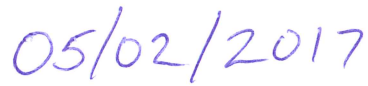
submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Carol Lippert; Associate Superintendent	Telephone: 602-364-1985
Mailing Address: 1535 W. Jefferson St. Phoenix, AZ 85007 Bin#05	Email Address: Carol.Lippert@azed.gov
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name) Diane M. Douglas	Telephone: 602-542-5460
Signature of Authorized SEA Representative 	Date: 
Governor (Printed Name) Douglas Ducey	Date SEA provided plan to the Governor under ESEA section 8540: April 3, 2017
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

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

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)²
2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☒ Yes
☐ No
 - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

☒ Yes
☐ No
 - ☐ If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

coursework in middle school.

Arizona's Academic Standards for Mathematics are designed in a manner that allows any student to access advanced coursework.

- Specific "Plus" Standards have been identified allowing teachers to extend content for Algebra I, Geometry, and Algebra II.
- All have the opportunity to offer advanced coursework to students. A student may begin taking Algebra I prior to high school.
- 2016-2017: For accountability, schools receive credit for their scores in both proficiency and acceleration/readiness category.
- 2017-2018: For accountability, students in Grade 8 who take high school end-of-course (EOC) Math will be able to be counted in accountability calculations.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):

- Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.
Arizona is an English-only state; therefore, the SEA does not have a definition or threshold for determining the languages, beyond English, that are present to a significant extent.
- Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.
N/A
- Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.
N/A
- Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
 - As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
By Arizona State Statute, Arizona is an English-only state. A.R.S. § 15-755 designates that assessments be given in English. A.R.S. § 15-752 requires that all instruction be in English.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

- i. Subgroups (ESEA section 1111(c)(2)):
- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).
The major subgroups are as follows: American Indian/Native American, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, and Multiple Races. The State will also use the following required subgroups in the accountability system: Economically disadvantaged students, children with disabilities, and English learners.
 - b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.
The State, at the request of stakeholders, will also track students who take advanced math end-of-course assessments prior to high school. These groups will be part of the K-8 acceleration measures described below.
 - c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.
☒ Yes
☐ No
 - d. If applicable, choose one of the following options for recently arrived English learners in the State:
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☒ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.
N/A

- ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):
- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.
To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final n-size will be 20 as that number is large enough to provide valid and reliable results, but small enough to ensure schools are held accountable. Additionally, this n-

size offers privacy protection for those subgroups too small to report without disclosing personally identifiable information.

- b. Describe how the minimum number of students is statistically sound. An n-size of 20 was established as that number is large enough to provide statistically valid and reliable results, but small enough to ensure schools are held accountable. Additionally, this n-size offers privacy protection for those subgroups too small to report without disclosing personally identifiable information.
- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Below is a table displaying how varying n-sizes could impact Arizona schools and the accountability system. This table shows how many schools could be excluded from accountability by subgroup depending on the n-size that is selected. As expected, the smaller the n-size, the more schools that would be included in accountability. The decision regarding n-size needs to be balanced with statistical validity and reliability. The A-F Ad Hoc committee that proposed this n-size consisted of teachers, superintendents, parents, educational lobbyists and State Board of Education members. The committee reviewed data and made recommendations. The State Board of Education also did a month long roadshow, including an online survey and 18 face-to-face meetings, to incorporate feedback from all stakeholders prior to the State Board of Education making final decisions. Thus, a final n-size of 20 has been determined and approved by the State Board of Education.

Demographic	Total Students	Total Schools	N30	N25	N20	N10
African American	91,541	2401	1,165	1,072	956	668
American Indian	74,531	2401	1,679	1,577	1,474	1,079
Hispanic/Latino	692,634	2401	401	365	332	244
Asian	42,262	2401	1,443	1,367	1,278	958
Hawaiian	5,251	2401	1,413	1,412	1,408	1,355
White	604,639	2401	502	445	373	242
Multi-Racial	43,926	2401	1,585	1,433	1,264	831
English Learner	95,788	2401	1,239	1,161	1,057	734
Economically Disadvantaged	630,602	2401	878	858	843	805
Children with Disabilities	167,907	2401	948	867	780	562

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

Arizona Department of Education suppresses aggregate data that falls below the minimum n-size to ensure that student information is protected. Additional ways to protect data are also being discussed. Student privacy is of utmost importance when reporting data and will be ensured for all students and subgroups.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

N/A

iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):

- a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

- 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Arizona proposes setting long-term achievement goals that are ambitious and attainable for all schools. The long-term goals for academic achievement focus on student growth as well as student proficiency on our state-wide assessments for English language arts and mathematics. Because our state-wide assessment is given every year, from the third grade to the junior year, long-term goals and measures of interim progress (MIPs) have been created for every tested grade level. Additionally, because it is important to track the achievement of all students while simultaneously encouraging the growth of individual groups of students, goals that address a wide variety of student subgroups have also been created. By separating out groups of students, both the State Education Agency (SEA) and the Local Educational Agencies (LEAs) will be better equipped to direct services and supports where they are most needed. Failure to do so will result in a continuing pattern of wide achievement gaps among student subgroups. To this end, the team created

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

additional subgroups, beyond those required by ESSA, titled Algebra 1 Prior to High School, Geometry Prior to High School, and Algebra 2 Prior to High School to better track the exceptional work that our LEAs are doing with advanced learners and to recognize their efforts in this area. Scores reported at the subgroup level allow the SEA to discover LEAs who are having great successes with students. In this manner, the SEA can facilitate peer-to-peer learning networks in the support of student academic achievement. Because some of our student groups lag far behind others, they will have to grow at a significantly greater rate to close proficiency gaps. Creating a peer-to-peer network will assist LEAs in achieving these rapid growth rates through Arizona specific, evidence-based practices to bring a more equitable educational opportunity to all students.

The work of setting long-term goals and MIPs requires the expertise of many. The creation of Arizona's goal-setting methodology began last year through a multi-sector, collaborative process involving business, community, educators, policy-makers, and parents. The Arizona Education Progress Meter, <http://education.azgovernor.gov/edu/progress>, utilized data and statistical procedures to develop goals for multiple facets of education. Important to this ESSA State Plan is their work in the area of 3rd grade reading and 8th grade mathematics. Two working groups met for just over one year to lay a foundation for goals in these two areas. Both teams looked at a variety of data sources to build goal recommendations: AzMERIT ELA and Mathematics results, Move on When Reading trends, NAEP assessment data, as well as other nationally recognized assessments. Additionally, each team used psychometricians from our state universities to assist in validating goal choices. Though this work focused on 3rd grade reading and 8th grade mathematics, it created a firm foundation for work on the remainder of the grade levels. By linking the Progress Meter to the ESSA long-term goals and MIPs, Arizona ensures a coherent system of goals that will be supported by the entire state rather than a disjointed set of initiatives which serves to cause confusion, fracture funding, and derail improvement initiatives. This alignment is essential to the success of these goals and will ultimately lend to the coherence of school funding. As Arizona continues, through both federal and state funds, to fine tune funding streams for our LEAs, the committee felt it important to recognize the need for consistent funding. Through consistent and reliable funding, innovative strategies to support all learners can be developed and sustained. Additionally, consistent and reliable funding assists LEAs in building a strong cadre of teachers and leaders to fully support learners within our Arizona schools and to accelerate the closing of proficiency gaps.

Several assumptions guided the work of both the Progress Meter teams and the ESSA long-term goals/MIPs team: focus on equity for all students, strategies must accompany goals in order to accelerate outcomes, initiative alignment is imperative, target goals will be adjusted when more longitudinal data is available, and goals are intended to define an aspirational end point rather than model projections of current progress. Additionally, specific criteria were put into place to guide the formation of long-term goals and MIPs: ambitious, attainable, proficiency gaps close, and all LEAs show growth including those above the target indicator. To encourage growth in our top-performing groups of students, the team, as further outlined below, is recommending a final proficiency measure of “at least” 90 percent. Because some of our subgroups are already close to 90 percent proficiency, the “at least” designation indicates that growth beyond 90 percent proficiency is expected when attainable. Our current reality indicates that half of LEAs are below the state average; therefore, aggressive improvement is of vital importance. It is important to note, however, that Arizona has only two years of data for its state-wide assessments. Psychometrically speaking, this is not adequate data to predict trends. Therefore, these long-term goals and MIPs will need to be reevaluated as additional state-wide data is received to ensure that our criteria of ambitious and attainable are met.

Methodology:

Arizona will use the same methodology for creating long-term goals and MIPs for both ELA and mathematics. Additionally, the methodology is designed to be highly transparent so that schools and communities will be able to clearly understand expectations as they ramp up over the next few years. Finally, MIPs are set for every three years to allow districts and schools time to implement strategies to support improvement efforts before they are compared against interim measures. In future years, when more data is available, the team is highly interested in considering additional growth measures. Specifically, the team would like to recognize those students who, although not at full proficiency, are on-track to meet proficiency within a certain period of time. In this manner, schools who work with high numbers of underachieving students will be recognized for their work in accelerating achievement. Until we have more data, however, developing an “on-track” measure is not possible.

Proficiency Gap Reduction Strategy:

1. 2016 state-wide English Language Arts and mathematics assessment data will be set as the baseline year. As 2015 was the first year of our new state-wide assessment administration, this year was not set as the baseline year. Due to the new test format, adjusted test administration procedures, and movement to online

testing, the first year was viewed as a pilot year and thus not a good choice for a baseline year.

2. Long-Term Goal #1: By 2027-2028, close proficiency gaps by at least 50 percent.

- a. The proficiency gap is defined as the difference between 90 percent proficiency and baseline subgroup proficiency.
- b. This gap divided in half forms the expected growth percentage for each subgroup.
- c. MIPs set for every three years provide LEAs with benchmarks to meet expected growth percentages.
- d. Note that not all subgroups will end at equal levels of proficiency. Due to the wide gap in proficiency levels between sub-groups, the team determined that while requiring all subgroups to be at the same level of proficiency at the end of long-term goal #1 is ambitious, it would not meet our criteria of attainability.
- e. Subgroups who close the proficiency gap by 50 percent prior to 2027-2028 must continue to show proficiency gains; thus, the rationale for setting an “at least” measure for this goal.
 - i. Incentives are likely to be built into the statewide accountability system to reward schools who make faster progress toward these goals.
 - ii. School and district report cards will display progress toward these goals on an annual basis.

3. Long-Term Goal #2: By 2039-2040, all subgroups must reach at least 90 percent proficiency on ELA and mathematics state-wide assessments.

- a. Continue setting MIPs every three years until all subgroups reach 90 percent proficiency.
- b. Subgroups who meet 90 percent proficiency prior to 2039-2040 must continue to show improvement gains; thus, the rationale for setting an “at least” measure for this goal.

The data tables provide examples of the MIPs that need to be met by schools to close the proficiency gap by 50 percent in 2027 and, ultimately, achieve an overall proficiency of 90 percent by 2039.

- 2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A. [See response 1 in this section and Appendix A.](#)
- 3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant

progress in closing statewide proficiency gaps.

As noted above and as shown in Appendix A, there are wide gaps in proficiency between subgroups. As a result, Arizona is requiring that proficiency gaps be reduced by at least 50 percent as our first long-term goal. In this manner, schools and LEAs will be able to implement evidence-based strategies specifically designed for the struggling students that they serve while still being granted an adequate amount of time to implement these strategies with fidelity. Additionally, our first long-term goal ensures that all groups, even our lowest performing, will be at or very near 50 percent proficiency. This represents a proficiency jump of over 40 percent for some subgroups but does not slow the progress of those groups who currently achieve at higher levels.

b. Graduation Rate. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

The A-F Ad Hoc Committee as established by the State Board of Education approved a long-term goal of 90 percent for 4-year graduation rate by 2030. This goal was established by a diverse group of stakeholders representing multiple educational partners who have collaboratively developed indicators, 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. This goal was established by reviewing the 2014 average all student high school graduation rate of the top 10 attainment states in the country (83.3 percent), the 2015 average all student high school graduation rate of the top nine graduation rates in the country (89 percent), and the 2015 average all student graduation rate of all states (82 percent) and comparing it to Arizona's 2015 all student graduation rate (77 percent). In addition, the stakeholders reviewed the 2015 graduation rates of subgroups in Arizona. Interim progress measures for each subgroup are set at three year intervals to allow time for schools to fully implement strategies to improve graduation rates. This long-term goal was presented to the State Board of Education.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

At this time, no long-term goals have been established for extended-year graduation rates. If the A-F Ad Hoc Committee and/or the State Board of Education would like to establish goals for the extended-year rates, they may do so.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

Interim progress measures for each subgroup are set at three year intervals to allow time for schools to fully implement strategies to improve graduation rates. These measures of interim progress are fully outlined in Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

By 2030, all subgroups are expected to achieve a 90 percent graduation rate. In order to accomplish this ambitious goal, some subgroup populations will need to improve at faster rates than others. Appendix A details the exact measures of interim progress for each subgroup which will lead toward our 90 percent goal by 2030.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

Arizona has set long-term goals and MIPs that reflect both a student's age and initial proficiency level as determined by Arizona's English language proficiency assessment. Arizona completed the process of setting ELP goals by reviewing current research related to growth in proficiency among English learners, investigating models proposed by other states, and reviewing trend data from the AZELLA assessment. Similar to

the ELA and mathematics team, it has been of central importance to assure that goals for ELP are both ambitious and attainable. The target goals must aggressively improve outcomes for English learners while remaining attainable for schools. Thus, these goals must be accompanied by strategies and support which accelerate students toward outcomes.

Arizona's long-term goal is to increase the percentage of students making progress towards English language proficiency as determined by the student-level targets from 30 percent in 2016 by 3 percent annually over 10 years to reach 60 percent of EL students making progress towards proficient by 2028.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Expected growth will vary based on initial AZELLA score and age at time of initial AZELLA test. Studies show that students will experience larger gains when they are in early grades and have a less proficient initial AZELLA test score. Research indicates that students in grades 7-12 will have a slower rate of expected growth, particularly if they enter these grades at an Intermediate proficiency level. Therefore, Arizona's student-level targets reflect more initial expected growth in grades K-3 and 4-6 than in grade band 7-12.

Performance levels indicate a range of English language proficiency. Because the AZELLA Intermediate performance level has a large range of scale scores, many students stay in the Intermediate level for multiple years. As a result, research supports that this level be divided for accountability purposes only, to recognize the substantial growth that can be made within this level. Therefore, the Performance levels used to calculate the ELP Indicator are: Pre-Emergent/Emergent, Basic, Intermediate, High Intermediate.

The chart in Appendix A indicates Arizona's measure of interim growth, using student-level targets.

iv. Indicators (*ESEA section 1111(c)(4)(B)*)


To ensure a unified state and federal system of accountability for all Arizona public schools and Local Educational Agencies (LEAs), the final methodology reflects recommendations adopted by the State Board of

Education (SBE) for the A-F Letter Grade Accountability System required by Arizona Revised Statutes §15-241.

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

The State Board of Education has responsibility for decisions regarding the design of Arizona's accountability system. The State Board of Education created an A-F Ad Hoc Committee consisting of parents, teachers, superintendents, board members, education policy members and a charter representative to design and provide recommendations to the Board. The Arizona Department of Education was a liaison to the A-F Ad Hoc Committee and was committed to providing information and support as the committee developed Arizona's new accountability system. The A-F Ad Hoc Committee met fifteen times between September 2016 and April 2017. They made final recommendations regarding an accountability system to the SBE in April 2017. All committee meetings including agendas, supporting materials and audio recordings can be found at <https://azsbe.az.gov/public-meetings>.

The State Board of Education approved the following for K-8 Schools in Arizona:

<div> K-8 Recommendation from the Ad Hoc  </div>			
Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3) 3 Years FAY	30%	30%
Growth	SGP/SGT on ELA, Math	25% SGP 25% SGT	50%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
Acceleration /Readiness	Grades 5, 6, 7, 8 HS EOC combined, Grade 3 ELA MP, Chronic Absenteeism, Inclusion of students with high incident and low incident disabilities in general education; improved growth of subgroups	10%	10%

Letter grade = (Percent Proficient (30%)) + (Growth (50%)) + (ELL Proficiency Points (5%)) + (ELL Growth Points (5%)) + (Acceleration/Readiness Menu Points (10%))

- The model is based on a scale of 0-100 points for schools that have all available indicators, the scale is adjusted for those indicators that don't meet the N count
- All groups must have a minimum of 20 students, per indicator, to count
- All measures are capped at the total percent possible
- Weighted proficiency: (30%)
 - AzMERIT ELA & Math, MSAA Alternative Assessments, AIMS Science & AIMS-A Science are included.
 - All full academic year (FAY) students are included in the calculation, non-FAY students are not included.
 - Proficiency is calculated based on: 0.6 for Partially Proficient, 1.0 for Proficient, 1.3 for Highly Proficient.
 - Stability counts. The longer you have taught a student the more weight the student gets. The proficiency rate for students enrolled in your school for three years earns 15 points; proficiency of students enrolled for two years earns 10 points, and students enrolled for one full academic year earn 5 points.
- SGP/SGT: (50%)
 - Student Growth Percentile (SGP) (25%): Students are classified as low (1-33), average (34-66) or high (67-99) SGP. Based on their performance level the prior year (MP, PP, P, HP) and their growth level in the current year students are awarded points.
 - Student Growth to Target (SGT) (25%). Students are assigned a target needed to get to proficiency within 3 years or eighth grade, whichever comes first. Students get points if they hit their annual target, with lower performing students hitting their target getting the most points.
 - AzMERIT ELA and math included.


SGP Growth				SGT Growth		
Prior Year HP	0	0.25	0.5	Prior Year HP (Stay Up)	0	0.25
Prior Year P	0	0.375	0.625	Prior Year P (Keep Up)	0	0.5
Prior Year PP	0	0.625	0.875	Prior Year PP (Catch Up)	0	0.75
Prior Year MP	0	0.75	1	Prior Year MP (Catch Up)	0	1
	0-33	34-66	67-99		Current Year Did Not Meet Target	Current Year Met or Exceeded Target
	Current Year Low Growth	Current Year Average Growth	Current Year High Growth			

- ELL: (10%)

- ELL Proficiency (5%): using AZELLA, schools get points based on their percentage of students proficient compared to the state average ELL proficiency.
- ELL Growth (5%): schools get points based on their school's growth (change in performance levels) compared to the state's average change in performance levels the prior year.
- The following students count: current ELL status, including recent arrivals, with AZELLA scores; with two AZELLA scores to measure growth.
- Schools with fewer than 20 FAY, ELLs do not get these points. Their point total is calculated with a maximum of 90 points, not 100.
- Acceleration Menu items (10% -- up to 10 points from the following)
 - This is a menu, not all schools can earn all types of points depending on their grade configuration and offerings. There are multiple ways to get to 10 points.
 - End Of Course (EOC) math testing
 - A school can earn up to 5 points.
 - Increasing the percentage of students in grades 5-8 accelerating in EOC math
 - A school's current year proficiency percentage is greater than the school's prior year proficiency percentage = 5 points
 - A school's current year and prior year proficiency percentage equals 100 = 5 points
 - A school's current year proficiency percentage is less than the school's prior year proficiency percentage = 0 points
 - Decreasing 3rd grade minimally proficient
 - A school can earn up to 5 points.
 - A school's current year minimally proficient percentage is less than the school's prior year minimally proficient percentage = 5 points
 - A school's current year and prior year minimally proficient percentage equals 0 = 5 points
 - A school's current year minimally proficient percentage is greater than the school's prior year minimally proficient percentage = 0 points
 - Subgroup improvement
 - Two points per group with a maximum of 6 points.
 - School's current year weighted, stable proficiency compared to the prior year weighted, stable state average for the subgroup.
 - Groups required for Federal Accountability: White, African-Am, Hispanic, Asian, Nat Am, Pacific Islander, Two or More Races, ELL (current and FEP 1-4), SpEd, FRL and Gender
 - Special education inclusion in general classroom
 - A school can earn up to 2 points.

- Schools with 7% or more of their population in special education are eligible.
- Students spending 80%+ of their day in the general education classroom receive points depending on their classification. Depending on the average points per special education student enrolled, schools receive points.
- Chronic absenteeism: students absent for 10% or more of the year (18+ days)
 - A school's current year chronic absenteeism percentage is less than the school's prior year chronic absenteeism percentage = 5 points
 - A school's current year and prior year chronic absenteeism percentage equals 0 = 5 points
 - A school's current year chronic absenteeism percentage is greater than the school's prior year chronic absenteeism percentage = 0 points

The Arizona State Board of Education approved the following for 9-12 schools:

<div> 9-12 Recommendation #2  </div> from Advisory Ad Hoc			
Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3)	30%	30%
Growth	SGP/SGT on ELA, Math	10% SGP 10% SGT	20%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	Student level scoring On a variety of self reported data	20%	20%
Graduation Rate	4-year	10	20%
	5-year	8	
	6-year	5	
	7-year	1	

Letter grade = (Percent Proficient (30%)) + (Growth (20%)) + (ELL Proficiency Points (5%)) + (ELL Growth Points (5%)) + (CCRI Menu Points (20%)) + (Graduation Rate (20%))

- The model is based on a scale of 0-100 points for schools that have all available indicators; the scale is adjusted for those indicators that don't meet the N count.
- All groups must have a minimum of 20 students, per indicator, to count.
- One year FAY only students
- Weighted proficiency: (30%)
 - AzMERIT ELA & Math, MSAA Alternative Assessments, AIMS Science & AIMS-A Science are included.
 - Proficiency is calculated based on: 0.6 for Partially Proficient, 1.0 for Proficient, 1.3 for Highly Proficient.
- SGP/SGT: (20%)
 - Student Growth Percentile (SGP) (25%): Students are classified as low (1-33), average (34-66) or high (67-99) SGP. Based on their performance level the prior year (MP, PP, P, HP) and their growth level in the current year students are awarded points.
 - Student Growth to Target (SGT) (25%). Students are assigned a target needed to get to proficiency within 3 years or eleventh grade, whichever comes first. Students get points if they hit their annual target, with lower performing students hitting their target getting the most points.

SGP Growth				SGT Growth		
Prior Year HP	0	0.25	0.5	Prior Year HP (Stay Up)	0	0.25
Prior Year P	0	0.375	0.625	Prior Year P (Keep Up)	0	0.5
Prior Year PP	0	0.625	0.875	Prior Year PP (Catch Up)	0	0.75
Prior Year MP	0	0.75	1	Prior Year MP (Catch Up)	0	1
	0-33	34-66	67-99		Current Year Did Not Meet Target	Current Year Met or Exceeded Target
	Current Year Low Growth	Current Year Average Growth	Current Year High Growth			

- ELL: (10%)
 - ELL Proficiency (5%): using AZELLA, schools get points based on their percentage of students proficient compared to the state average ELL proficiency.
 - ELL Growth (5%): schools get points based on their school's growth (change in performance levels) compared to the state's average change in performance levels the prior year.
 - The following students count: current ELL status, including recent arrivals, with AZELLA scores; with two AZELLA scores to measure growth.
 - Schools with fewer than 20 FAY, ELLs do not get these points. Their point total is calculated with a maximum of 90 points, not 100.

- Graduation rate (ADE cohort graduation rate): (20%)
 - Graduation Rate = ((Cohort 2016 4-year graduation rate x .09) + (Cohort 2015 5-year graduation rate x .07) + (Cohort 2014 6-year graduation rate x .03) + (Cohort 2013 7-year graduation rate x .01))
- CCRI Menu: (20%)
 - ADE calculates the total points per graduating senior, students can earn up to 2 CCRI points based on the rubric (below) in any combination of college and/or career indicators.
 - Students are awarded A-F points based on their CCR indicator points:
 - Calculate this for the current year graduates only.
 - A student who accumulates less than 1.0 will receive no CCR A-F points.
 - A student who accumulates 1.0 points will generate 10 CCR A-F points.
 - A student who accumulates 2.0 points will generate 20 CCR A-F points.
 - A student who accumulates 1.0 points from the red indicators and 1.0 from the blue indicators will generate 2 bonus points.
 - A school that increases the percentage of post-secondary enrollment or has 85% post-sec enrollment and/or military enlistment of the prior year's graduates will generate 1.0 bonus point.
 - Schools will need to develop processes/procedures for collecting the CCRI and certificate data in order to calculate and report school level points for accountability.
 - Schools will calculate the average number of points per graduating senior and will report the aggregate number of points earned up to 20 points.

College and Career Readiness Rubric

Indicator Points	Indicators
1.25	Earns a Grand Canyon Diploma or International Baccalaureate Diploma- Blue
1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence - Red
.5 per exam	Passing score on AzMERIT Algebra 2 or ELA 11 - Blue
.35 per exam	Meets cut score on ACT English, math, reading or science exam- Blue
.5 per exam	Meets cut score on SAT English or math exam - Blue
.5 per exam	Meets cut score on any AP exam - Blue
.3	Completes the FAFSA - Red or Blue
.5 per course	Passes a college level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment) - Red
.5 per course	Passes a college level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment) - Blue
.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) - Red
.5	Meets benchmarks for ASVAB - Red
.5	Meets benchmarks for ACT WorkKeys - Red
.35 per exam	Meets cut score on ACCUPLACER, ALEKS, COMPASS (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam - Blue
.5 per exam	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam - Blue
.5 per credential, certificate, or license	Earns an Industry-Recognized Credential, Certificate, or License - Red No more than one point may be awarded in this indicator.
1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours - Red
1	Meet all 16 Arizona Board of Regents program of study requirements - Blue

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.

Additionally, the Arizona Department of Education has linked early childhood data sources to the state longitudinal data system, and is working on developing a kindergarten developmental inventory. The information gathered through these sources may help schools and families make more informed decisions during these formative years.

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Indicator	Measure(s)
Academic Achievement	Current considerations for all grades include AzMERIT and MSAA ELA and Math Proficiency calculation, as well as AIMS and AIMS A Science.
Academic Progress	<p>For each public High School growth will be determined by the following methodology:</p> <p>SGP/SGT: (20%)</p> <p>Student Growth Percentile (SGP) (25%): Students are classified as low (1-33), average (34-66) or high (67-99) SGP. Based on their performance level the prior year (MP, PP, P, HP) and their growth level in the current year students are awarded points.</p> <p>Student Growth to Target (SGT) (25%). Students are assigned a target needed to get to proficiency within 3 years or eleventh grade, whichever comes first. Students get points if they hit their annual target, with lower performing students hitting their target getting the most points.</p>

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance. The other academic indicator for public schools that are not high schools is student growth. See above for a description.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Indicator	Measure(s)	Description
Graduation Rate	Current calculations include 4-year, 5-year, 6-year, and 7-year adjusted cohort	Graduation Rate = ((Cohort 2016 4-year graduation rate x .09) + (Cohort 2015 5-year graduation rate x .07) + (Cohort 2014 6-year graduation rate x .03) + (Cohort 2013 7-year graduation rate x .01))

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Indicator	Measure(s)	Description
Progress in Achieving English Language Proficiency	Current considerations include AZELLA Proficiency and Growth calculations	<p>ELL Growth (5%): schools get points based on their school's growth (change in performance levels) compared to the state's average change in performance levels the prior year.</p> <p>The following students count: current ELL status, including recent arrivals, with AZELLA scores; with two AZELLA scores to measure growth.</p> <p>Schools with fewer than 20 FAY, ELLs do not get these points. Their point total is calculated with a maximum of 90 points, not 100.</p>

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Indicator	Measure(s)
School Quality or Student Success	<p><u>School Quality and Success indicators for K-8 schools:</u> Acceleration Menu items (10% -- up to 10 points from the following)</p> <ul style="list-style-type: none"> ▪ This is a menu, not all schools can earn all types of points depending on their grade configuration and offerings. There are multiple ways to get to 10 points. ▪ End Of Course (EOC) math testing <ul style="list-style-type: none"> ▪ A school can earn up to 5 points. ▪ Increasing the percentage of 5-8 grade students accelerating in EOC math ▪ A school's current year proficiency percentage is greater than the school's prior year proficiency percentage = 5 points ▪ A school's current year and prior year proficiency percentage equals 100 = 5 points ▪ A school's current year proficiency percentage is less than the school's prior year proficiency percentage = 0 points ▪ Decreasing 3rd grade minimally proficient <ul style="list-style-type: none"> ▪ A school can earn up to 5 points. ▪ A school's current year minimally proficient percentage is less than the school's prior year minimally proficient percentage = 5 points ▪ A school's current year and prior year minimally proficient percentage equals 0 = 5 points ▪ A school's current year minimally proficient percentage is greater than the school's prior year minimally proficient percentage = 0 points ▪ Subgroup improvement <ul style="list-style-type: none"> ▪ Two points per group with a maximum of 6 points. ▪ School's current year weighted, stable proficiency compared to the prior year weighted, stable state average for the subgroup. ▪ Groups required for Federal Accountability: White, African-Am, Hispanic, Asian, Nat Am, Pacific Islander, Two or More Races, ELL (current and FEP 1-4), SpEd, FRL and Gender ▪ Special education inclusion in general classroom <ul style="list-style-type: none"> ▪ A school can earn up to 2 points. ▪ Schools with 7% or more of their population in special education are eligible. ▪ Students spending 80%+ of their day in the general education classroom receive points depending on their classification.

Indicator	Measure(s)
	<p>Depending on the average points per special education student enrolled, schools receive points.</p> <ul style="list-style-type: none"> ▪ Chronic absenteeism: students absent for 10% or more of the year (18+ days) ▪ A school's current year chronic absenteeism percentage is less than the school's prior year chronic absenteeism percentage = 5 points ▪ A school's current year and prior year chronic absenteeism percentage equals 0 = 5 points ▪ A school's current year chronic absenteeism percentage is greater than the school's prior year chronic absenteeism percentage = 0 points <p><u>School Quality and Success indicators for 9-12 schools:</u></p> <ul style="list-style-type: none"> ▪ CCRI Menu: (20%) <ul style="list-style-type: none"> ▪ ADE calculates the total points per graduating senior, students can earn up to 2 CCRI points based on the rubric (below) in any combination of college and/or career indicators. ▪ Students are awarded A-F points based on their CCR indicator points: <ul style="list-style-type: none"> ▪ Calculate this for the current year graduates only. ▪ A student who accumulates less than 1.0 will receive no CCR A-F points. ▪ A student who accumulates 1.0 points will generate 10 CCR A-F points. ▪ A student who accumulates 2.0 points will generate 20 CCR A-F points. ▪ A student who accumulates 1.0 points from the red indicators and 1.0 from the blue indicators will generate 2 bonus points. ▪ A school that increases the percentage of post-secondary enrollment or has 85% post-sec enrollment and/or military enlistment of the prior year's graduates will generate 1.0 bonus point. ▪ Schools will need to develop processes/procedures for collecting the CCRI and certificate data in order to calculate and report school level points for accountability. ▪ Schools will calculate the average number of points per graduating senior and will report the aggregate number of points earned up to 20 points.

- v. Annual Meaningful Differentiation (*ESEA section 1111(c)(4)(C)*)
- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the methodology reflects policy decisions adopted by the State Board of Education for the A-F Letter Grade Accountability System. Per Arizona Revised Statutes §15-241, schools will earn a letter grade: “**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. Individual student data is aggregated at the school and district levels to determine performance in each indicator. Each indicator is then multiplied by its appropriate weighting, and then all indicators are added to determine a total.

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

The State Board of Education approved the framework for traditional K-8 schools and 9-12 schools.

K-8 Schools	
Indicators	Weights
Proficiency, Statewide Assessment	30%
Growth, Statewide Assessment	50%
Proficiency and Growth of English Learners	10%
Acceleration/Readiness Measures	10%

9-12 Schools	
Indicators	Weights
Proficiency, Statewide Assessment	30%
Growth, Statewide Assessment	20%
Proficiency and Growth of English Learners	10%
College and Career Readiness	20%
Graduation Rate	20%

- c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the final methodology will reflect

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

The A-F Ad Hoc Committee has not yet discussed how to handle K-2 and other unique school configurations. Once information is available, it will be added.

- vi. Identification of Schools (ESEA section 1111(c)(4)(D))
- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.
Lowest-Performing Schools: To ensure a unified state and federal system of accountability for all Arizona public schools and LEAs, the State Board of Education adopted an A-F Letter Grade Accountability System. Lowest performing schools will be the lowest 5 percent of all Title I schools based on summative A-F total points.
- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.
Schools with Low High School Graduation Rates. The State Board of Education adopted A-F Letter Grade Accountability System identifies the ADE cohort graduation rate as the 4-year graduation rate x .09 + 5-year graduation rate x .07 + 6-year graduation rate x .03 + 7-year graduation rate x .01. All high schools with a calculated graduation rate of less than 67% will be identified for Comprehensive Support and Improvement.
- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.
Subgroup Achievement Based on the State Board of Education adopted A-F Letter Grade Accountability system, subgroup achievement will be monitored annually. Any Targeted Support and Improvement school identified in 2018-2019 that does not exit after 4 years, based on closing the achievement gap between subgroups or raising the achievement level of low achieving subgroups, will be identified as a Comprehensive Support and Improvement School in 2021-2022.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Arizona will identify the lowest-performing five percent of all schools receiving Title I, Part A funds as Comprehensive Support and Improvement Schools in 2017-18. Arizona will identify all high schools in the state that fail to graduate one-third or more of their students in 2018-19. New schools will be identified every three years.

- e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Subgroup achievement is monitored annually. Any Arizona school that has one or more significant achievement gap(s) between subgroups and any low achieving subgroups will be identified as Targeted Support and Improvement. "Consistently underperforming" is defined as a school being identified as having one or more significant achievement gaps between subgroups and any low achieving subgroups for three consecutive years.

- f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Any Arizona school, in which any subgroup of students (N20), on its own, would lead to identification as a Comprehensive Support and Improvement School by the State Board of Education adopted A-F Letter Grade Accountability System, will be identified annually as Targeted Support and Improvement beginning in 2018-19.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

N/A

- vii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

A participation rate of less than 95 percent on statewide mathematics and reading/language arts assessments will be a factor in school improvement decisions. Also, schools will be monitored annually with interventions required if student participation stays under 95 percent for multiple years.

- viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))
- a. Exit Criteria for Comprehensive Support and Improvement Schools.
Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.
Schools will exit Comprehensive Support and Improvement when they no longer meet identification criteria; their summative scores are no longer in the bottom 5 percent of all Title I schools based on the State Board of Education adopted A-F Letter Grade Accountability System. Schools identified as Comprehensive Support and Improvement Schools because of a low graduation rate will exit when the graduation rate calculation is 67 percent or more. All Comprehensive Support and Improvement Schools will be expected to exit within four years of identification.
- b. Exit Criteria for Schools Receiving Additional Targeted Support.
Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.
Schools will exit Targeted Support and Improvement when they no longer meet identification criteria closing subgroup gaps and increasing subgroups achievement. Schools will be expected to exit within the four- year window.
- c. More Rigorous Interventions. Describe 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)(I) of the ESEA.
Comprehensive Support and Improvement schools that have not, after four years, made sufficient progress to exit comprehensive support and improvement status based on the State Board of Education adopted A-F Accountability System, the rigor of interventions, will receive intensified technical assistance and supports. To ensure implementation of more rigorous, evidence-based interventions that are intentionally focused on the root causes for insufficient progress, an Arizona Department of Education cross-divisional team will conduct an in-depth comprehensive needs assessment of the LEA and school(s) focused on the current state of implementation of their Integrated Action Plan. It will look at leadership capacity and practices, instructional infrastructure, including instructional practices, curriculum and assessment systems, talent management, and organizational climate and culture. This process will include all stakeholders, school staff, families and community to assist in determining needs and gaps in the current implementation of interventions as well as identify fidelity issues, intensity of

interventions and resource allocation inequities. It will identify what is working and what is not, followed by a rigorous root cause analysis process in collaboration with LEAs and schools to identify the next best high-leveraged steps to eliminate causes and improve student outcomes.

An Arizona Department of Education cross-divisional team will assist the LEA to identify new evidence-based interventions and actions. New Integrated Action Plans will be written with direct assistance from Arizona Department of Education cross-divisional support teams, considering a variety of innovative, evidenced-based interventions and selecting interventions highly successful with similar populations and settings. Monitoring and support visits and technical assistance will increase and intensify.

The Arizona Department of Education cross-divisional team will closely monitor progress of the new Integrated Action Plan.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

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 to schools remaining in improvement status will be required and reviewed. Assistance with consolidated budgeting and planning will be given. Additional support will be provided by cross-divisional support teams.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Technical assistance will include direct support in the development and implementation of school and LEA Integrated Action Plans, with 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 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
- Early childhood developmentally appropriate practices
- Ongoing progress monitoring

Arizona Department of Education Support and Innovation Unit 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 development of LEA & School Integrated Action Plans and selection of evidenced-based interventions
- Support implementing & monitoring LEA & School Integrated Action 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 LEA resource allocation to comprehensive and targeted support and improvement schools

Other Support Structures:

- Cross-Divisional Support Teams:
Support Teams include members from all relevant program areas, as well as appropriate fiscal staff. Members collaborate with LEA and school team members to:
 - Identify, gather and analyze relevant data
 - Conduct a root-cause analysis and SWOT analysis
 - Develop LEA and /or School Integrated Action Plan
 - Support and monitor implementation
 - Evaluate progress
 - Plan and ensure sustainability of successful strategies and action steps
- Provide ongoing:
 - Technical assistance
 - Professional learning opportunities
 - Coaching support
 - Monitoring for fidelity, progress & performance
 - Review and reflect on monitoring quantitative and qualitative data to inform, in collaboration with the LEA/school.
 - Review and revise LEA and /or School Integrated Action Plan in collaboration with the LEA/school.

- 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
- Tiered Continuum of Comprehensive Supports to be provided by ADE:
 - Cross-Divisional Support
 - Highest intensity, structured support provided to highest need LEAs with Comprehensive or Targeted Support and Improvement schools, leveraging a cross-program area multidisciplinary team structure.
 - Schools still in improvement after four years.
 - School Support & Innovation: Comprehensive or Targeted Support
 - Support provided primarily through the lens of the School Support and Innovation Unit for schools/LEAs currently in improvement status. Support may also leverage a form of cross-program area multidisciplinary collaborative team structure – though not as comprehensive and structured as Cross-Divisional Support.
 - Coordinated Support
 - Support provided involving two or more program areas, based on school/LEA needs assessment data
 - Program Area Support
 - Support provided by one program area, based on school/LEA needs assessment data
 - Peer-to-Peer Support
 - Support provided through helping to connect schools / LEAs to other schools/LEAs with similar strengths and/or challenges.
 - Self-Empowered Support
 - Resources and tools are provided to schools/LEAs for them to support their own local efforts, independent of ADE.

Additionally, the Arizona Department of Education also will partner with Arizona's five Regional Centers, the Arizona State Board for Charter Schools and the Arizona Charter Schools Association to provide targeted support based on the identification of the root causes for the targeted areas identified in need of improvement. Specific examples of evidenced-based interventions will be analyzed in collaboration with LEA stakeholders including the families of the students served by the LEA and community members.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA

with a significant number or percentage of schools implementing targeted support and improvement plans

N/A

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.⁴

The Arizona Department of Education will publish and annually update educator effectiveness data at: <http://www.azed.gov/hetl/equitable/>.

The Arizona Department of Education Reporting Notes:

- The Equity Plan defines an "out-of-field" teacher as a teacher that is not "appropriately certified." The Arizona Department of Education has used "not highly qualified" in place of "out-of-field" since the previous equity plans leveraged highly qualified status. ADE is currently vetting rules that will determine Arizona teachers appropriately certified status.
- The Arizona Department of Education used FY2016 (SY 2015-2016) highly qualified data to determine "out-of-field" percentages. The percentage/ratio of "out-of-field" teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
- The Arizona Department of Education used FY2016 free/reduced lunch counts to determine poverty quartiles, e.g., low, mid, and high. All students at high poverty schools were assumed to be "low-income". This assumption was made since only aggregate data was immediately available for this report.
- The Arizona Department of Education used FY2016 October 1 student enrollment counts. Non-minority students are those with ethnicity of "White". Minority students are those with ethnicities of Asian, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and Multi-Race Non-Hispanic.
- The Arizona Department of Education used FY2015 school aggregated teacher evaluation data. FY2016 data had not been finalized. The percentage/ratio of ineffective teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
- The Arizona Department of Education used FY2016 teacher years-of-experience to determine inexperienced teacher counts. An inexperienced teacher is a teacher with less than 3 years of teaching experience as reported in the Teacher Input Application (TIA), formerly the Highly Qualified Teacher Input Application. The percentage/ratio of inexperienced teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.

6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for

⁴ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

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

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.

Recognizing that out-of-school suspensions and expulsions occur even in preschool, the Arizona Department of Education will provide support to LEAs, school leaders, and teachers in the form of professional learning and technical assistance opportunities to improve the understanding of appropriate developmental expectations of young children and the components of high-quality birth through age eight learning environments. Additionally, the Arizona Department of Education will identify strategies and resources to support the social and emotional development of children.

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.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to 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.

Recognizing that transitions are especially critical for Arizona's youngest learners, the Arizona Department of Education is committed to ensuring smooth and effective transitions for preschool children to kindergarten. This formative age represents a time of key physical, emotional, and social changes that affect all students as they move from one

setting to the next. In Arizona, children spend their first five years in many different settings; it is essential to support kindergartners and their families as they make this significant transition. The Arizona Department of Education will provide professional learning and technical assistance opportunities to support LEAs, school leaders, and teachers with implementation of kindergarten transition strategies that are appropriate to their communities.

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.

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

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

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

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 the students; and 4) a program evaluation to determine if the objectives of the services were met. The last stage informs the first stage for the next cycle. The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program Sites to ensure that the full range of services is available for migratory children. The Arizona Department of Education Migrant Education Program Office assesses the educational needs of the migratory children during the Comprehensive Needs Assessment. Identified needs are then addressed in the Service Delivery Plan. The Arizona Department of Education Migrant Education Program Office offers technical assistance to Migrant Education Program Sites in meeting the Measurable Program Outcomes (MPOs). Measurable Program Outcomes data is submitted annually to the Arizona Department of Education Migrant Education Program Office. The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program Sites 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 Sites statewide to reach these outcomes.

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part 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 Migrant Education Program Sites ensure the timely record transfer of pertinent school records, including health information of migratory children. The Arizona Department of Education Migrant Education Program Office assists Migrant Education Program Sites 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.

3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The Arizona Department of Education Migrant Education Program Office sets a standard for Migrant Education Program Sites to use as a set of procedures that includes reviewing the grade history and formative and summative assessment data for each newly identified migratory student. The local level enrollment information is recorded promptly and correctly and site staff has access to assessment and enrollment data. The Arizona Department of Education Migrant Education Program Office provides training and technical assistance to Migrant Education Program Sites on the prompt identification and documentation of Priority for Service students. The Migrant Education Program Sites identify 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.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The Arizona Department of Education Title I, Part D Office works collaboratively with the State Agencies and LEAs statewide to review submitted plans and applications, and to support them in reaching program objectives and outcomes.

State Agency and LEA plans include measurable achievement objectives for student achievement. The activities designed to meet these objectives will encourage all educational staff to become more actively involved in the educational process of their children.

The Arizona Department of Education Title I, Part D Office:

- Provides technical assistance and monitors the State Agencies and LEAs to ensure Title I, Part D services are available and provided for eligible children, and those services are aligned to Title I, Part D plans and grant applications as submitted to ADE to ensure compliance with all ESSA regulations;
- Works with state agencies and LEAs to ensure the timely record transfer of pertinent school records, including health information of eligible served children, assists LEAs if a request for records is made and works with school staff to locate historical and current records from program eligible students transferring to their LEA;
- Consults with the juvenile detention community at least four times during the year regarding the planning, operation and evaluation of the Arizona Department of Education Title I, Part D Program Office for both the state program and local projects;
- Works with State Agencies and LEAs to note when a youth has come into contact with both the child welfare and juvenile justice systems; and delivers services and interventions designed to keep such youth in school that are evidence-based; and,
- Works with State Agencies and LEAs to maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

State agencies and LEAs in Arizona will show improvement for students as measured by approved and valid data submitted to the Arizona Department of Education for the Comprehensive School Performance Report in the following areas:

- Improve Reading achievement by 5 percent.
- Improve Math achievement by 5 percent.
- Improve acquisition of High School diploma and a GED by 1 percent.
- Improve accrual of credits by 3 percent.
- Improve transition services by 3 percent.

- Improvement in vocational or technical skills by 3 percent.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

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. For example, considerable high-quality professional development sessions are made available to early childhood educators on many topics that include language and literacy; developmentally appropriate practice; and early childhood special education. The professional development objectives are aligned to the Arizona Early Learning Standards, K-3 academic standards, and the Arizona Early Childhood Workforce Knowledge and Competencies document.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

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:

- **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.
- **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.
- **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.

3. System of Certification and Licensing (*ESEA section 2101(d)(2)(B)*): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

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

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

The Arizona Department of Education Certification Unit also is 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.

4. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

The Arizona Department of Education's Exceptional Student Services and Office of English Language Acquisition Services departments provide professional development and technical assistance using various instructional designs to support teachers, principals, and other school leaders throughout the year. The creation of these programs is informed by feedback provided by constituents in the field solicited during the year. All of these instructional designs promote active engagement focusing on increasing educator effectiveness, and apply learning theories, research, and models. These delivery models include single- and multi-year grants, face-to-face professional development, online professional development and modules, and training that is delivered to individuals and groups of all sizes. Examples of these professional development opportunities and trainings include: Teachers' Institute, a conference serving both special and general education teachers grades preK-12; Directors' Institute, a conference serving special education directors in Arizona focusing on updates to federal and state requirements related to special education; Multi-Tier Behavior Supports (MTBS) Readiness Overview, an in-person or webinar that informed participants on the requirements and components of the MTBS implementation training; Assistive Technology training, a capacity building series related to assistive technology (AT); Leading Change, the premier conference for Arizona administrators who leave with important updates, new information, and relevant leadership techniques; LETRS, an

intensive professional development opportunity that increases teacher knowledge of literacy so that participants are provided with comprehensive and practical knowledge of how children learn to read, write, and spell and how they can use this knowledge to improve and focus instruction; OELAS Conference, providing meaningful professional development opportunities for educators of ELLs, designed to help meet the unique challenges faced in the Structured English Immersion or mainstream classroom; Balance Writing Instruction for the SEI K-2 Classroom, a workshop focusing on foundational writing instruction in the K-2 Structured English Immersion classroom; Differentiating for ELLs Using an Individual Language Learner Plan, a workshop focusing on the ILLP as a plan to ensure teachers effectively differentiate for ELL students; and the SEI New Teacher Academy, a two-day academy that acquaints new teachers with the requirements of the four hour SEI Models, instructional components, and the English Language Proficiency Standards.

5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

The Arizona Department of Education collects data related to educator evaluation used to update and improve Title II-A supported activities in two formats: LEAs in the state are required to submit, through our Teacher Input Application, teacher and principal evaluation results aggregated at the school level for teachers and the LEA level for principals. Additionally, LEAs submit the evaluation instruments utilized for teacher evaluation through Arizona's Local Education Agency Tracker system. We utilize this data to drive activities provided by the agency related to both teacher and principal evaluation. This year, after analysis of this data, the theme of ADE's Educator Evaluation Summit VIII in June will be "Beyond Ratings: Using Educator Evaluation for Professional Growth and Support."

The State has a number of structures in place to consult on a continual basis with stakeholders supported by Title II-A across the state. The Title II-A staff conducts quarterly ADE Roundtables in three population center locations addressing the following content areas to seek input on the effectiveness and appropriateness of the activities presented by the agency: Human Resources, Professional Learning, and Educator Evaluation. Participants represent both district and charter LEAs, including teachers, principals, school leaders, LEA leadership, and professional education organizations such as the Arizona School Personnel Administrators Association and the Title I Committee of Practitioners. Examples of topics addressed at these roundtables include retention and recruitment issues and successful practices related to both utilizing Title II-A funds, evidence based, embedded, ongoing, effective professional learning opportunities at all levels, and educator evaluation as it aligns to the Arizona Framework for Measuring Educator Evaluation and is utilized for improving educator growth.

Furthermore, the Title II-A staff conducts "Road Shows" on a variety of topics, including Ensuring Equitable Access to Excellent Educators, Educator Evaluation, and Title I and II updates to gain input from both urban and rural LEAs in the state. Arizona is a very remote state, with many LEAs operating more than five hours from the department's headquarters in Phoenix. These road shows and the roundtables mentioned in the previous paragraph allow for opportunities to meet face-to-face with stakeholders in rural areas.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

The Arizona Department of Education program review and approval process has the following State Board of Education (SBE) rule language to attempt to ensure new educators are adequately prepared to meet the needs of low income and minority students. Educator preparation programs are required to show how future educators are exposed to research, knowledge and skills to address all learners. They are required to show evidence that pre-service educators have ample opportunities for structured practice in a range of settings with diverse learners.

R7-2-604.01. Educator Preparation Programs

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

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

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.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.
Upon first enrollment in an Arizona public school, a parent/guardian will answer three questions regarding home language. If any of the three questions is answered with a language other than English, an AZELLA Placement test is administered to the student by a trained and qualified test administrator. If the student scores below “Proficient,” he/she is offered English language services. All students who score below “Proficient” on the AZELLA, even those students who have been opted out of English language services by their parents, participate in AZELLA testing every spring until they score “Proficient.” Scoring “Proficient” on the AZELLA is a requirement for exiting English language services. To score “Proficient” on AZELLA requires the student to score “Proficient” on the Reading domain, the Writing domain, and overall. The overall score is a composite score comprised of the Reading, Writing, Listening, and Speaking domain scores. Arizona policies and procedures ensure consistency with the federal civil rights guidelines.
2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.
The SEA Office of English Language Acquisition Services (OELAS) has assigned Education Program Specialists who assist all eligible entities in utilizing the English Language Proficiency Standards (ELPS) in effective instruction to meet long-term goals of proficiency on the AZELLA. Professional development, including formative assessments and progress monitoring, is provided to eligible entities to support effective language acquisition programs. In addition, the ELPS are aligned to the State’s academic content standards and a cross-walk was developed to assist English learners in meeting these challenging State academic standards.
3. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:
 - i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.
The SEA Office of English Language Acquisition Services (OELAS) monitors all eligible entities receiving Title III, Part A subgrant funds on a rotating annual basis. Program monitoring includes a physical review of the identification process, required files and paperwork, and classroom language instruction. Additionally, select LEAs are monitored annually for

fiscal Title III compliance. LEAs out of compliance programmatically or fiscally are found in corrective action status, are required to make adjustments, and are monitored again the following year. Any LEA with a corrective action finding is provided technical assistance by SEA Education Program Specialists, including professional learning for staff, teachers and administrators.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The Arizona Department of Education will use funds received under Title IV, Part A, Subpart 1 for state level activities as allowable per all applicable subparts of ESEA section 4103(b), to include:

- Providing monitoring of, and training, technical assistance, and capacity building to, LEAs that receive an allotment under section 4105;
- Identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of this subpart, so that LEAs can better coordinate with other agencies, schools, and community-based services and programs; and
- Supporting LEAs in providing programs and activities that:
 - Offer well-rounded educational experiences to all students, as described in section 4107, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects;
 - Foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108; and
 - Increase access to personalized, rigorous learning experiences supported by technology.

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). Additionally, 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 final degree and scope of annual state-level activities will be determined by the amount of funds ultimately annually allocated to the Arizona Department of Education under Title IV-A.

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

Subgrant awards to eligible LEAs under Title IV, Part A, Subpart 1 will be made in accordance with ESEA section 4105(a), (b) and (c), based on the final annual allocations received under this Subpart. Per ESEA section 4105(a)(2), the Arizona Department of Education will ensure that no allocation to an LEA under this subsection may be made in an amount that is less than \$10,000; unless the amount reserved by the SEA under section 4104(a)(1) is insufficient to make allocations to local educational agencies in an amount equal to the minimum allocation described in subsection (a)(2), such allocations shall be ratably reduced.

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

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
 - Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
 - Offer families of students served by community learning centers opportunities for literacy and related educational development.
2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part. To be eligible to receive an award, an eligible entity shall submit an application to the State Educational Agency at such time, in such manner, and including such information as the SEA may reasonably require. Contents, approval of certain applications, permissive local match, peer review, geographic diversity, duration of awards, amount of awards and priority regulations are included under SEC. 4204, LOCAL COMPETITIVE GRANT PROGRAM.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Given the purpose of this subpart to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants, and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes, LEAs participating in the Rural and Low-Income School program will be supported to flexibly leverage funds received through this subpart to locally meet Arizona's identified long-term goals for academic achievement, graduation rate and English language proficiency as outlined in section (A)(4)(iii) for Arizona's school and LEA accountability system.

The program objectives include:

- All students meeting or exceeding challenging state academic standards;
- All English language learners meeting or exceeding goals for gaining English language proficiency;
- All students graduating from high school;
- All students accessing a well-rounded education; and,
- All students receiving instruction from highly effective, appropriately certified, instructional staff.

Specific measurable program objectives, outcomes and activities for each participating LEA related to the Rural and Low-Income School program will be driven by local Comprehensive Needs Assessments completed by each participating schools and the development of aligned Integrated Action Plans at the school and LEA level (as applicable).

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The Arizona Department of Education will provide technical assistance to eligible LEAs to support the development of local plans for the use of funds consistent with ESEA section 5222(a), that may include activities authorized under Title I, Part A; Title II, Part A; Title III; Title IV, Part A; and parental involvement activities. Technical assistance will include support for grant programmatic and fiscal application processes; coordination with applicable allowable program areas; support for LEAs regarding effective uses of funds and promising practices; and, supporting peer-to-peer collaboration and communication between LEAs with awards under this subpart.

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). Additionally, 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.

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

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to 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.
2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.
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.
3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, 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 youth, including runaway and homeless children and youth.
The Arizona Department of Education Office of Homeless Education will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness. These training opportunities include in-person meetings, webinars and conferences and are conducted regionally throughout the State of Arizona.
4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
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.

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

The Arizona Department of Education Office of Homeless Education provides ongoing training and technical assistance to local educational agencies, ensuring all barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs are removed and addressed for children and youth experiencing homelessness.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 - i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or
 - v. uniform or dress code requirements.

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 immunization requirements; residency requirements; lack of birth certificates, school records, or other documentation; guardianship issues; or uniform or dress code requirements.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment

and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The Arizona Department of Education Office of Homeless Education collaborates with the Arizona School Boards Association and Arizona State Board for Charter Schools to develop draft policies ensuring all barriers to the enrollment and retention of children and youth in homeless situations are removed. The draft policies are then amended and/or adopted by local educational agencies. Through the monitoring process, the Office of Homeless Education will review all local educational agency homeless education policies ensuring all barriers to the enrollment and retention of homeless children and youth are removed, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The Arizona Department of Education will develop an annual assurance, through the General Statement of Assurance, ensuring local educational agencies provide assistance from counselors to advise youth and prepare and improve the readiness of such youth for college.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

3rd Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	43	49	55	61	67	72	78	84	90
Black or African-American	32	39	47	54	61	68	76	83	90
Hispanic or Latino	31	38	46	53	61	68	75	83	90
American Indian or Alaska Native	21	30	38	47	56	64	73	81	90
Native Hawaiian or Pacific Islander	46	52	57	63	68	74	79	85	90
Multiple Races	52	57	62	66	71	76	81	85	90
White (non-Hispanic)	58	62	66	70	74	78	82	86	90
Asian	67	70	73	76	79	81	84	87	90
ELL (Plus FEP 1-4)	18	27	36	45	54	63	72	81	90
Economically Disadvantaged	30	38	45	53	60	68	75	83	90
SPED	15	24	34	43	53	62	71	81	90

4 th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	48	53	59	64	69	74	80	85	90
Black or African-American	36	43	50	56	63	70	77	83	90
Hispanic or Latino	36	43	50	56	63	70	77	83	90

American Indian or Alaska Native	24	32	41	49	57	65	74	82	90
Native Hawaiian or Pacific Islander	50	55	60	65	70	75	80	85	90
Multiple Races	58	62	66	70	74	78	82	86	90
White (non-Hispanic)	64	67	71	74	77	80	84	87	90
Asian	73	75	77	79	82	84	86	88	90
ELL (Plus FEP 1-4)	31	38	46	53	61	68	75	83	90
Economically Disadvantaged	35	42	49	56	63	69	76	83	90
SPED	16	25	35	44	53	62	72	81	90

5 th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	47	52	58	63	69	74	79	85	90
Black or African-American	35	42	49	56	63	69	76	83	90
Hispanic or Latino	35	42	49	56	63	69	76	83	90
American Indian or Alaska Native	21	30	38	47	56	64	73	81	90
Native Hawaiian or Pacific Islander	51	56	61	66	71	75	80	85	90
Multiple Races	55	59	64	68	73	77	81	86	90
White (non-Hispanic)	62	66	69	73	76	80	83	87	90
Asian	73	75	77	79	82	84	86	88	90
ELL (Plus FEP 1-4)	27	35	43	51	59	66	74	82	90
Economically Disadvantaged	34	41	48	55	62	69	76	83	90
SPED	12	22	32	41	51	61	71	80	90

6th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	39	45	52	58	65	71	77	84	90
Black or African-American	27	35	43	51	59	66	74	82	90
Hispanic or Latino	26	34	42	50	58	66	74	82	90
American Indian or Alaska Native	15	24	34	43	53	62	71	81	90
Native Hawaiian or Pacific Islander	39	45	52	58	65	71	77	84	90
Multiple Races	49	54	59	64	70	75	80	85	90

White (non-Hispanic)	55	59	64	68	73	77	81	86	90
Asian	68	71	74	76	79	82	85	87	90
ELL (Plus FEP 1-4)	12	22	32	41	51	61	71	80	90
Economically Disadvantaged	25	33	41	49	58	66	74	82	90
SPED	8	18	29	39	49	59	70	80	90

7th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	43	49	55	61	67	72	78	84	90
Black or African-American	33	40	47	54	62	69	76	83	90
Hispanic or Latino	31	38	46	53	61	68	75	83	90
American Indian or Alaska Native	17	26	35	44	54	63	72	81	90
Native Hawaiian or Pacific Islander	33	40	47	54	62	69	76	83	90
Multiple Races	51	56	61	66	71	75	80	85	90
White (non-Hispanic)	58	62	66	70	74	78	82	86	90
Asian	68	71	74	76	79	82	85	87	90
ELL (Plus FEP 1-4)	10	20	30	40	50	60	70	80	90
Economically Disadvantaged	29	37	44	52	60	67	75	82	90
SPED	8	18	29	39	49	59	70	80	90

8th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	35	42	49	56	63	69	76	83	90
Black or African-American	25	33	41	49	58	66	74	82	90
Hispanic or Latino	24	32	41	49	57	65	74	82	90
American Indian or Alaska Native	12	22	32	41	51	61	71	80	90
Native Hawaiian or Pacific Islander	34	41	48	55	62	69	76	83	90
Multiple Races	38	45	51	58	64	71	77	84	90
White (non-Hispanic)	48	53	59	64	69	74	80	85	90
Asian	63	66	70	73	77	80	83	87	90
ELL (Plus FEP 1-4)	6	17	27	38	48	59	69	80	90

Economically Disadvantaged	22	31	39	48	56	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90

9th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	36	43	50	56	63	70	77	83	90
Black or African-American	25	33	41	49	58	66	74	82	90
Hispanic or Latino	25	33	41	49	58	66	74	82	90
American Indian or Alaska Native	15	24	34	43	53	62	71	81	90
Native Hawaiian or Pacific Islander	38	45	51	58	64	71	77	84	90
Multiple Races	44	50	56	61	67	73	79	84	90
White (non-Hispanic)	49	54	59	64	70	75	80	85	90
Asian	62	66	69	73	76	80	83	87	90
ELL (Plus FEP 1-4)	6	17	27	38	48	59	69	80	90
Economically Disadvantaged	23	31	40	48	57	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90

10th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only 2016	30	38	45	53	60	68	75	83	90
Black or African-American	21	30	38	47	56	64	73	81	90
Hispanic or Latino	20	29	38	46	55	64	73	81	90
American Indian or Alaska Native	11	21	31	41	51	60	70	80	90
Native Hawaiian or Pacific Islander	32	39	47	54	61	68	76	83	90
Multiple Races	37	44	50	57	64	70	77	83	90
White (non-Hispanic)	42	48	54	60	66	72	78	84	90
Asian	58	62	66	70	74	78	82	86	90
ELL (Plus FEP 1-4)	4	15	26	36	47	58	69	79	90
Economically Disadvantaged	18	27	36	45	54	63	72	81	90
SPED	5	16	26	37	48	58	69	79	90

11th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	31	38	46	53	61	68	75	83	90
Black or African-American	21	30	38	47	56	64	73	81	90
Hispanic or Latino	21	30	38	47	56	64	73	81	90
American Indian or Alaska Native	12	22	32	41	51	61	71	80	90
Native Hawaiian or Pacific Islander	30	38	45	53	60	68	75	83	90
Multiple Races	38	45	51	58	64	71	77	84	90
White (non-Hispanic)	42	48	54	60	66	72	78	84	90
Asian	57	61	65	69	74	78	82	86	90
ELL (Plus FEP 1-4)	6	17	27	38	48	59	69	80	90
Economically Disadvantaged	19	28	37	46	55	63	72	81	90
SPED	4	15	26	36	47	58	69	79	90

3rd Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	47	52	58	63	69	74	79	85	90
Black or African-American	34	41	48	55	62	69	76	83	90
Hispanic or Latino	36	43	50	56	63	70	77	83	90
American Indian or Alaska Native	25	33	41	49	58	66	74	82	90
Native Hawaiian or Pacific Islander	50	55	60	65	70	75	80	85	90
Multiple Races	56	60	65	69	73	77	82	86	90
White (non-Hispanic)	61	65	68	72	76	79	83	86	90
Asian	77	79	80	82	84	85	87	88	90
ELL (Plus FEP 1-4)	27	35	43	51	59	66	74	82	90
Economically Disadvantaged	35	42	49	56	63	69	76	83	90
SPED	20	29	38	46	55	64	73	81	90

4th Grade Math

	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	46	52	57	63	68	74	79	85	90
Black or African-American	31	38	46	53	61	68	75	83	90
Hispanic or Latino	34	41	48	55	62	69	76	83	90
American Indian or Alaska Native	26	34	42	50	58	66	74	82	90
Native Hawaiian or Pacific Islander	51	56	61	66	71	75	80	85	90
Multiple Races	53	58	62	67	72	76	81	85	90
White (non-Hispanic)	61	65	68	72	76	79	83	86	90
Asian	77	79	80	82	84	85	87	88	90
ELL (Plus FEP 1-4)	33	40	47	54	62	69	76	83	90
Economically Disadvantaged	33	40	47	54	62	69	76	83	90
SPED	16	25	35	44	53	62	72	81	90

5th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	47	52	58	63	69	74	79	85	90
Black or African-American	33	40	47	54	62	69	76	83	90
Hispanic or Latino	37	44	50	57	64	70	77	83	90
American Indian or Alaska Native	26	34	42	50	58	66	74	82	90
Native Hawaiian or Pacific Islander	53	58	62	67	72	76	81	85	90
Multiple Races	54	59	63	68	72	77	81	86	90
White (non-Hispanic)	61	65	68	72	76	79	83	86	90
Asian	79	80	82	83	85	86	87	89	90
ELL (Plus FEP 1-4)	32	39	47	54	61	68	76	83	90
Economically Disadvantaged	35	42	49	56	63	69	76	83	90
SPED	14	24	33	43	52	62	71	81	90

6th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	41	47	53	59	66	72	78	84	90
Black or African-American	26	34	42	50	58	66	74	82	90

Hispanic or Latino	29	37	44	52	60	67	75	82	90
American Indian or Alaska Native	20	29	38	46	55	64	73	81	90
Native Hawaiian or Pacific Islander	44	50	56	61	67	73	79	84	90
Multiple Races	49	54	59	64	70	75	80	85	90
White (non-Hispanic)	56	60	65	69	73	77	82	86	90
Asian	71	73	76	78	81	83	85	88	90
ELL (Plus FEP 1-4)	17	26	35	44	54	63	72	81	90
Economically Disadvantaged	27	35	43	51	59	66	74	82	90
SPED	9	19	29	39	50	60	70	80	90

7th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	33	40	47	54	62	69	76	83	90
Black or African-American	20	29	38	46	55	64	73	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	14	24	33	43	52	62	71	81	90
Native Hawaiian or Pacific Islander	27	35	43	51	59	66	74	82	90
Multiple Races	37	44	50	57	64	70	77	83	90
White (non-Hispanic)	46	52	57	63	68	74	79	85	90
Asian	60	64	68	71	75	79	83	86	90
ELL (Plus FEP 1-4)	9	19	29	39	50	60	70	80	90
Economically Disadvantaged	21	30	38	47	56	64	73	81	90
SPED	6	17	27	38	48	59	69	80	90

8th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	28	36	44	51	59	67	75	82	90
Black or African-American	18	27	36	45	54	63	72	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	12	22	32	41	51	61	71	80	90

Native Hawaiian or Pacific Islander	34	41	48	55	62	69	76	83	90
Multiple Races	32	39	47	54	61	68	76	83	90
White (non-Hispanic)	38	45	51	58	64	71	77	84	90
Asian	55	59	64	68	73	77	81	86	90
ELL (Plus FEP 1-4)	10	20	30	40	50	60	70	80	90
Economically Disadvantaged	20	29	38	46	55	64	73	81	90
SPED	5	16	26	37	48	58	69	79	90

Algebra 1 (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	78	80	81	83	84	86	87	89	90
Black or African-American	64	67	71	74	77	80	84	87	90
Hispanic or Latino	69	72	74	77	80	82	85	87	90
American Indian or Alaska Native	55	59	64	68	73	77	81	86	90
Native Hawaiian or Pacific Islander	56	60	65	69	73	77	82	86	90
Multiple Races	78	80	81	83	84	86	87	89	90
White (non-Hispanic)	83	84	85	86	87	87	88	89	90
Asian	87	87	88	88	89	89	89	90	90
ELL (Plus FEP 1-4)	68	71	74	76	79	82	85	87	90
Economically Disadvantaged	67	70	73	76	79	81	84	87	90
SPED	58	62	66	70	74	78	82	86	90

Geometry (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	85	86	86	87	88	88	89	89	90
Black or African-American	69	72	74	77	80	82	85	87	90
Hispanic or Latino	77	79	80	82	84	85	87	88	90
American Indian or Alaska Native	79	80	82	83	85	86	87	89	90
Native Hawaiian or Pacific Islander	83	84	85	86	87	87	88	89	90
Multiple Races	89	89	89	89	90	90	90	90	90

White (non-Hispanic)	87	87	88	88	89	89	89	90	90
Asian	88	88	89	89	89	89	90	90	90
ELL (Plus FEP 1-4)	58	62	66	70	74	78	82	86	90
Economically Disadvantaged	77	79	80	82	84	85	87	88	90
SPED	60	64	68	71	75	79	83	86	90

Algebra 2 (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	78	80	81	83	84	86	87	89	90
Black or African-American	*								90
Hispanic or Latino	*								90
American Indian or Alaska Native	*								90
Native Hawaiian or Pacific Islander	*								90
Multiple Races	*								90
White (non-Hispanic)	75	77	79	81	83	84	86	88	90
Asian	97	97	97	97	97	97	97	97	97
ELL (Plus FEP 1-4)	*								90
Economically Disadvantaged	*								90
SPED	*								90
* Denotes sub group population less than 10.									

Algebra 1 (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	29	37	44	52	60	67	75	82	90
Black or African-American	21	30	38	47	56	64	73	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	14	24	33	43	52	62	71	81	90
Native Hawaiian or Pacific Islander	31	38	46	53	61	68	75	83	90
Multiple Races	31	38	46	53	61	68	75	83	90

White (non-Hispanic)	39	45	52	58	65	71	77	84	90
Asian	53	58	62	67	72	76	81	85	90
ELL (Plus FEP 1-4)	8	18	29	39	49	59	70	80	90
Economically Disadvantaged	22	31	39	48	56	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90

Geometry (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	33	40	47	54	62	69	76	83	90
Black or African-American	20	29	38	46	55	64	73	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	18	27	36	45	54	63	72	81	90
Native Hawaiian or Pacific Islander	34	41	48	55	62	69	76	83	90
Multiple Races	37	44	50	57	64	70	77	83	90
White (non-Hispanic)	45	51	56	62	68	73	79	84	90
Asian	58	62	66	70	74	78	82	86	90
ELL (Plus FEP 1-4)	10	20	30	40	50	60	70	80	90
Economically Disadvantaged	23	31	40	48	57	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90

Algebra 2 (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY only	30	38	45	53	60	68	75	83	90
Black or African-American	19	28	37	46	55	63	72	81	90
Hispanic or Latino	20	29	38	46	55	64	73	81	90
American Indian or Alaska Native	11	21	31	41	51	60	70	80	90
Native Hawaiian or Pacific Islander	28	36	44	51	59	67	75	82	90
Multiple Races	33	40	47	54	62	69	76	83	90
White (non-Hispanic)	41	47	53	59	66	72	78	84	90
Asian	57	61	65	69	74	78	82	86	90
ELL (Plus FEP 1-4)	11	21	31	41	51	60	70	80	90

Economically Disadvantaged	18	27	36	45	54	63	72	81	90
SPED	6	17	27	38	48	59	69	80	90

B. Graduation Rates

Subgroup	2015 Baseline	2018	2021	2024	2027	2030 Long-term Goal
All students	77%	79.6	82.2	84.8	87.4	90%
Economically disadvantaged students	73%	76.4	79.8	83.2	86.6	90%
Children with disabilities	66%	70.8	75.6	80.4	85.2	90%
English learners	25%*	*	*	*	*	90%
American Indian/Alaskan Native	66%	70.8	75.6	80.4	85.2	90%
Asian	87%	87.6	88.2	88.8	89.4	90%
Hispanic/Latino	72%	75.6	79.2	82.8	86.4	90%
Black/African American	74%	77.2	80.4	83.6	86.8	90%
White	84%	85.2	86.4	87.6	88.8	90%
Native Hawaiian/Pacific Islander	70%	74.0	78.0	82.0	86.0	90%
Multiple Races	72%	75.6	79.2	82.8	86.4	90%

*In 2017, Arizona will change its methodology for determining EL subgroup graduation rate. Currently, this graduation rate is determined by the number of 12th grade students who are still classified as EL students who graduate with their cohort. In 2017, this rate will be determined by assessing the number of EL students who were ever classified during high school as EL and graduated with their cohort. Once the EL graduation rate using the new methodology is determined, baseline and MIPs will be realigned.

C. Progress in Achieving English Language Proficiency

Grade Band	Initial Proficiency	Predicted Expected Growth	Annual Gain by Grade Level
K-3	Pre-Emergent/Emergent	Basic, Intermediate, High-Intermediate, or Proficient	K-at least 241 pts 1-at least 295 pts 2-at least 338 pts 3-at least 370 pts
K-3	Basic	Intermediate, High-Intermediate, or Proficient	K-at least 42 pts 1-at least 44 pts 2-at least 45 pts 3-at least 44 pts
K-3	Intermediate	High-Intermediate or Proficient	K-at least 23 pts 1-at least 23 pts

			2-at least 23 pts 3-at least 30 pts
K-3	High-Intermediate	Proficient	K-at least 23 pts 1-at least 23 pts 2-at least 23 pts 3-at least 30 pts
4-6	Pre-Emergent/Emergent	Basic, Intermediate, High Intermediate, or Proficient	4-at least 391 pts 5-at least 401 pts 6-at least 404 pts
4-6	Basic	Intermediate, High-Intermediate, or Proficient	4-at least 43 pts 5-at least 41 pts 6-at least 39 pts
4-6	Intermediate	High-Intermediate or Proficient	4-at least 33 pts 5-at least 41 pts 6-at least 44 pts
4-6	High-Intermediate	Proficient	4-at least 33 pts 5-at least 41 pts 6-at least 44 pts
7-12	Pre-Emergent/Emergent	Basic, Intermediate, High-Intermediate, or Proficient	7-at least 404 pts 8-at least 404 pts High School-at least 426 pts
7-12	Basic	Intermediate, High-Intermediate, or Proficient	7-at least 39 pts 8-at least 39 pts High School-at least 42 pts
7-12	Intermediate	High-Intermediate or Proficient	7-at least 23 pts 8-at least 24 pts High School-at least 22 pts
7-12	High-Intermediate	Proficient	7-at least 23 pts 8-at least 24 pts High School-at least 22 pts

Proposed ELP Long-Term Goal:

Arizona will increase the percent of students making progress towards English language proficiency as determined by the student-level targets from 30% in 2016 by 3% annually over 10 years to reach 60% proficient by 2028.

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps

to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special

efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.