



**National  
Urban League**

**State:** Arizona

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



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Plan Approved: August 21, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>The Arizona Department of Education (ADE’s) long-term goal is for 90% of students to be proficient in literacy and math and to have a 90 percent four-year adjusted cohort graduation rate by 2030-40. This goal is the same for all students as it is for all subgroups of students.</li> <li>The ADE’s School Quality and Student Success (SQSS) indicator is an acceleration/readiness menu of measures for elementary and middle schools; college- and career ready menu of measures for high schools. These measures are not applied statewide and it is unclear whether they will be disaggregated by subgroup as required by law.</li> </ul>	<p> <input type="checkbox"/> Excellent  <input checked="" type="checkbox"/> Sufficient  <input type="checkbox"/> Poor         </p>
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>Under ADE’s plan, subgroup performance does not impact a school’s overall rating (A-F grades) and has little impact on elementary and middle school ratings. Doing so places the ADE at risk for masking the performance of subgroups in its reporting as well as noncompliance with the law’s requirement that all students – including individual groups of students – are receiving a high-quality education.</li> <li>The ADE selected an N-size of 20. It should consider lowering the n-size to 10 so that more subgroups of students can be counted.</li> </ul>	<p> <input type="checkbox"/> Excellent  <input type="checkbox"/> Sufficient  <input checked="" type="checkbox"/> Poor         </p>
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>The ADE’s plan lacks clarity for how it will identify schools in need of support and improvement.</li> <li>The ADE’s definition of “consistently underperforming” used to identify schools for “targeted support and improvement” (TSI) is vague and not meaningfully different from “additional targeted support and improvement” (ATSI); schools with significant achievement gaps or low-achieving subgroups are identified, but key terms (e.g., “significant”) are undefined.</li> </ul>	<p> <input type="checkbox"/> Excellent  <input type="checkbox"/> Sufficient  <input checked="" type="checkbox"/> Poor         </p>
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>The plan makes no indication for how it will report data on resource inequities such as per pupil expenditures.</li> <li>ADEs plan does not commit to a resource allocation review process for LEAs serving significant numbers of identified schools and does not mention plans to include inequities on their report card.</li> <li>The ADE should consider adding a resource equity.</li> </ul>	<p> <input type="checkbox"/> Excellent  <input type="checkbox"/> Sufficient  <input checked="" type="checkbox"/> Poor         </p>
<p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>The ADE’s teacher equity plan is vague; it lacks a definition of “ineffective” teaching and lacks details for how it intends to reduce the incidence of low-income and students of color being taught by out-of-field, ineffective, or inexperienced teachers.</li> <li>Arizona should consider prioritizing resources, including Title II set-asides for teacher/school leader pipeline diversity in addition to cultural competency training for both new and existing teachers and leaders.</li> </ul>	<p> <input type="checkbox"/> Excellent  <input type="checkbox"/> Sufficient  <input checked="" type="checkbox"/> Poor         </p>



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<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"><li>• The ADE engaged with stakeholders during the development of their state plan and described many instances in which stakeholder’s recommendations were taken into consideration although it is unclear how equitable its engagement was.</li><li>• The ADE should commit to engagement with community-based organizations, and civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students as required by ESSA during implementation.</li></ul>	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"><li>• The ADE describes how it will support local education agencies (LEAs) to reduce the overuse of out-of-school suspensions and expulsions including with high quality data, positive behavioral interventions and supports and professional learning and technical assistance opportunities to improve the understanding of appropriate developmental expectations of children.</li><li>• Additionally, the ADE will identify strategies and resources to support the social and emotional development of children.</li><li>• The ADE should consider measuring school discipline rates in their accountability system.</li></ul>	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"><li>• Currently, Arizona does not have a public preschool program, but the ADE is proposing an “Accelerated Readiness” indicator in its accountability system for K-8 “alternative schools” which awards schools points for offering full-day kindergarten and having pre-k on site.</li><li>• The ADE’s plan also includes the use of Title II funds for early childhood education and learning professional development capacity building.</li></ul>	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"><li>• The ADE includes a College and Career Ready accountability indicator that awards points to schools that increase the percentage of postsecondary enrollment and/or whose seniors pass AB/IB exams, CTE and Dual Enrollment courses or earn an industry recognized credential, certificate or license.</li><li>• Arizona is also requiring the development of Education and Career Action Plans (ECAPs) for all students in grades 9-12.</li><li>• The ADE’s plan indicates that a participation rate of less than 95 percent on statewide mathematics and reading/language arts assessments will be a factor in school improvement decisions but does not specify consequences other than school monitoring.</li></ul>	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"><li>• The ADE is proposing an “Accelerated Readiness” indicator in its accountability system for K-8 “alternative schools,” which awards schools points for offering coordinated before- and/or after-school programs and offering summer school in FY 16 for all grades served.</li><li>• The ADE also plans to use Title IV funds to expand 21st Century Community Learning Centers programs.</li><li>• The ADE should specify extended learning time innovations as an allowable use of school improvement funds.</li></ul>	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p><b>11. Equitable Access to High Quality Curricula</b></p> <ul style="list-style-type: none"><li>• The ADE includes the College and Career Readiness Rubric that awards points to schools</li></ul>	<p><input checked="" type="checkbox"/> Excellent</p>



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<p>with seniors who pass AB/IB exams, CTE and Dual Enrollment courses or earn an industry recognized credential, certificate or license.</p> <ul style="list-style-type: none"><li>The ADE is considering the development of social and emotional learning (SEL) strategies and should also consider adding a measure of SEL curricula to its accountability system.</li></ul>	<input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b></p> <ul style="list-style-type: none"><li>The ADE uses an A-F rating system where an “A” school is excellent and an “F” school is failing.</li><li>The state has a reporting site, Arizona Education Progress Meter, and should articulate how the tools there will be updated to display their statewide rating system and to comply with the ESSA requirements of disaggregation, etc.</li></ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>Overall Rating</b></p>	<p>Poor</p>