

Arizona Department of Education

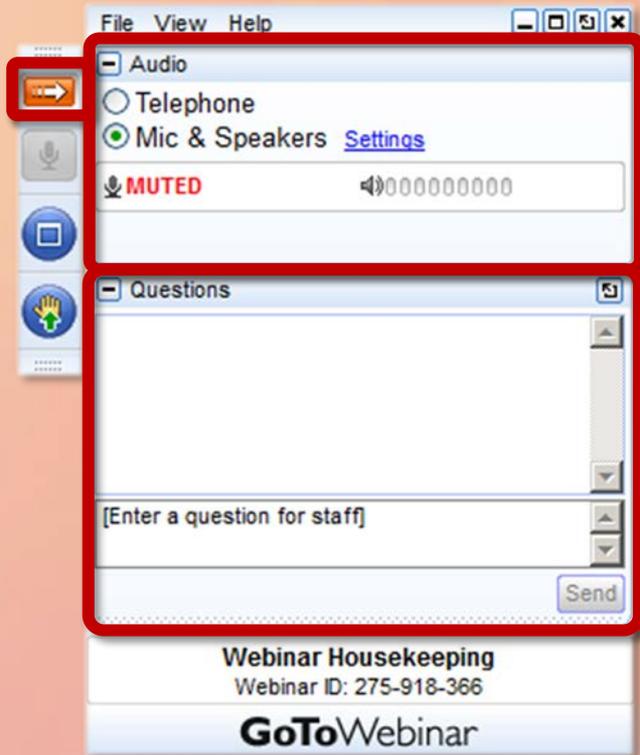
ESEA Waiver Webinar

Public Comment

March 17, 2015



Using the GoTo Panel



Your Participation

Open and hide your control panel

Join audio:

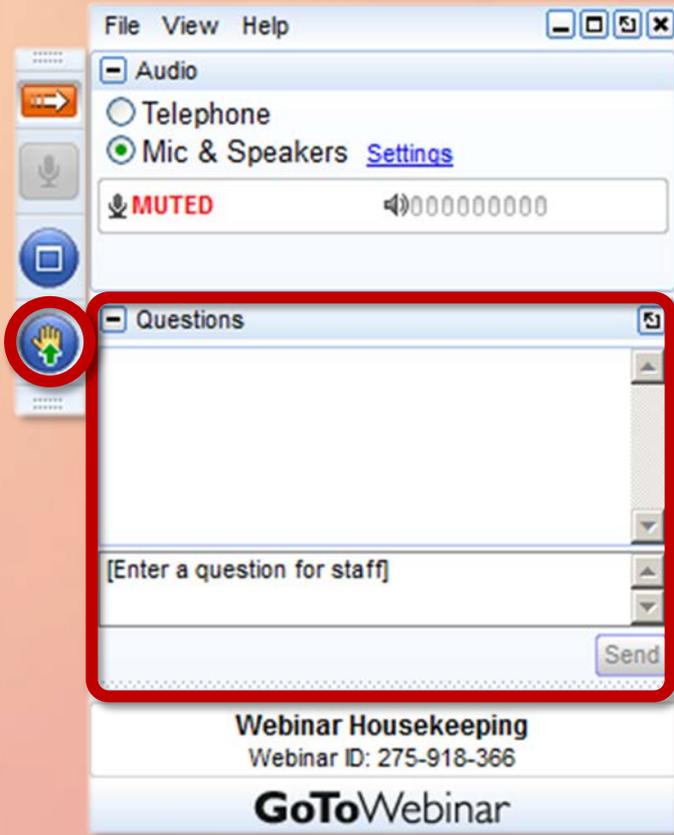
- Choose “Mic & Speakers” to use VoIP
- Choose “Telephone” and dial using the information provided

Submit questions and comments via the Questions panel

Note: Today’s presentation is being recorded and will be provided within 48 hours.



Questions



Your Participation

- Please submit your questions and comments using the Questions Panel

For more information, please email eseawaiver@azed.gov.

Note: Today's presentation is being recorded and will be available online at www.azed.gov/eseawaiver.



Purpose

- Solicit public comments on Arizona's ESEA Flexibility Renewal Request
- Submit your questions/input by:
 - Typing in the questions box during the webinar or
 - Sending an email to eseawaiver@azed.gov
- Recording and supporting materials available on the ESEA Flexibility web page:

<http://www.azed.gov/eseawaiver>



Agenda

- Introduction of the Panel
- Overview of the Waiver
- **Principle 1:** College- and Career-Ready Expectations for All Students
- **Principle 2:** State-Developed Systems of Differentiated Recognition, Accountability, and Support
- **Principle 3:** Supporting Effective Instruction and Leadership
- Comments and Questions



Overview

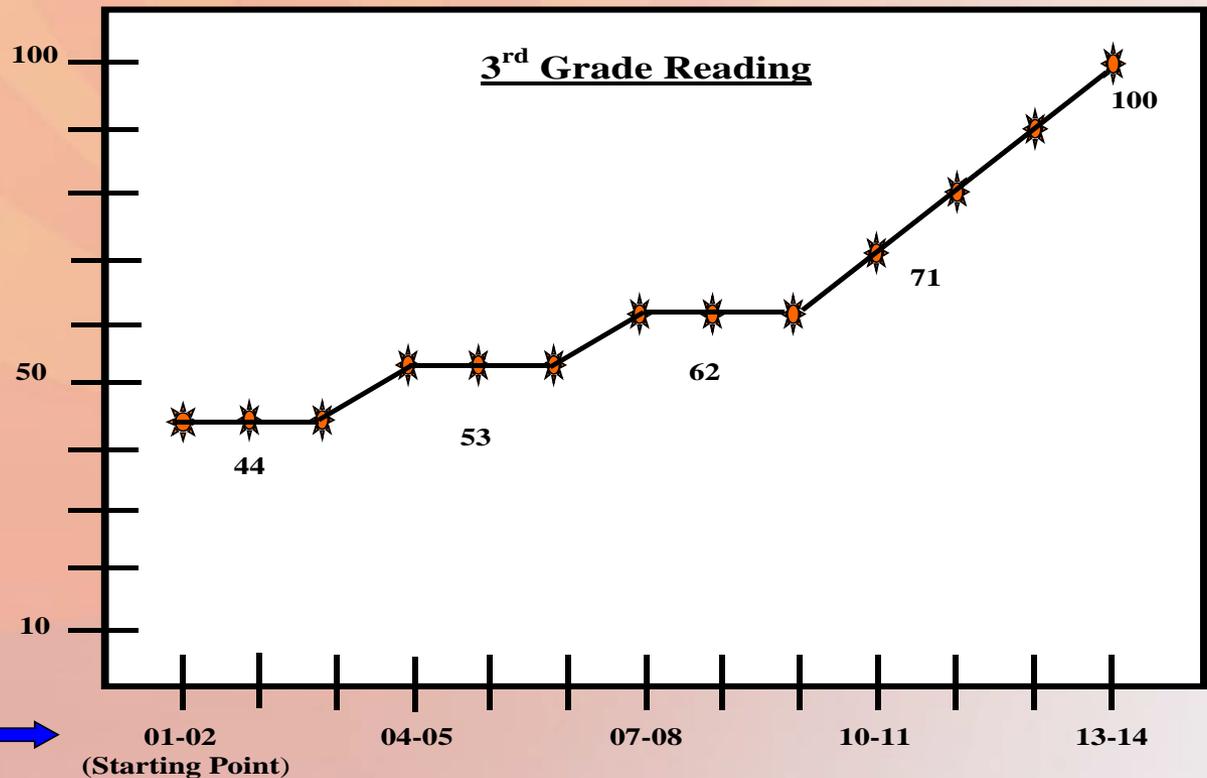
- ESEA – Elementary and Secondary Education Act of 1965
 - No Child Left Behind Act – January, 2002
 - Introduced state-wide systems of standards, assessment and accountability
 - Set ambitious goal of 100% proficiency for ALL students by 2014
 - Required schools to meet yearly targets or face consequences



Sample AMO and Intermediate Goals Setting for NCLB

Arizona's No Child Left Behind Act Plan

Percentage of Students Proficient in Arizona's Academic Standards



School Years



Addressing the 2014 Deadline

- Reauthorization?
- States' accountability changes to include focus on growth
- Appropriations riders – school improvement
- ED waivers
 - Targets sections of No Child Left Behind related to AYP – adequate yearly progress and consequences of identification for school improvement



Arizona's ESEA Flexibility

- July, 2012 – for 12-13 school year
- November, 2013 – for 13-14 school year
- October, 2014 – for 14-15 school year
- DUE March 31st – application to renew through 2017-18



Organization of the Request

- Principles:
 - College- and Career-Ready Expectations for All Students
 - System of Differentiated Recognition, Accountability and Support
 - Supporting Effective Instruction and Leadership



Principle 1

College- and Career-Ready
Expectations for All Students



Principle 1

- Raise expectations so that all students graduate college- and career-ready.
- Implement college- and career-ready standards.
- Implement high quality aligned assessments.
- Provide all students the opportunity to demonstrate what they know and are able to do.
- Provide parents useful information about student performance.



Principle 1

- College- and Career-Ready Standards adopted in 2010 and fully implemented 2013-2014 school year.
- Professional development was and continues to be provided.
- Multiple teams work together to provide professional development to all areas of the state
- Continuous Improvement is vital to ensuring college and career readiness.



Principle 1

- Aligned Assessments
 - New statewide test
 - AzMERIT
 - NCSC
- Analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards
- Raised the State's academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness



Principle 1 New Waiver Request

The Arizona Department of Education (ADE) is requesting a waiver from requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The ADE requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level coursework.

ADE makes this waiver request beginning with the 2015-2016 school year. Middle school students taking high school credit courses aligned to the course content during the 2014-2015 school year will be assessed on both the high school End of Course (EOC) test for Math and/or English language arts as well as the enrolled grade-level assessment. The data will be reported for relevant federal accountability purposes and Arizona will continue to calculate participation rates for students as outlined in Principle 2.



Principle 1

- Standards review process
 - Gather broad input from public and practitioners
 - Develop diverse committees to review comment
 - Produce even higher-quality standards to guide instructors as they develop college- and career-ready students.



Principle 1

- Outreach

- Creation of the Special Projects unit at ADE

- Raise academic outcomes for Arizona Hispanic/Latino, Native American and African American communities.
 - Develop critical action steps designed to:
 - Increase achievement
 - Increase graduation rates
 - Decrease drop out rates
 - Increase post-secondary enrollment and completion



Principle 1

- Academic Supports
 - Multi-tiered System of Supports – MTSS
 - Support for all struggling learners
 - Formative assessment tools to inform instruction
 - Special Education
 - Standards-based IEPs and progress monitoring tools
 - English Language Learners
 - SEI four hour model continues
 - English Language Proficiency Standards continue to be used to guide work.



Principle 1

- College and Career Planning
 - Student Education and Career Action Plans
 - Since 2013, all Arizona graduates leave high school with a college/career action plan
 - Developed by the student with assistance from parents, teachers and counselors



Principle 1

- High Quality Educator Preparation Programs
 - October 2014
 - State Board of Education revised the Educator Preparation Program review and approval process.
 - Programs provide evidence of alignment to state standards
 - Lead to increased content knowledge and content pedagogy



Principle 2

State-Developed Systems of
Differentiated Recognition,
Accountability, and Support



Arizona's Accountability Transition Years

School Year	August	October-November	December	January	February	March	June	July	
2014-2015	Year 1 of new Assessment aligned to Arizona standards								
					Pending SB1289 approval, suspend A-F for FY15 and FY16	Request ESEA Waiver with updated criteria, current priority & focus schools			Begin reporting available 2014-2015 data ASAP
				Identify criteria for Reward, Focus, & Priority; also "below average" (state)					
2015-2016	Development of Arizona's new state accountability system								
	Continue waiver; A-F hiatus	2014-2015 student achievement data available	Submit revised accountability legislation	Submit required waiver amendment	<u>PILOT</u> Reward, Focus, & Priority criteria statewide on 2014-2015 data (informational purposes)			Public report of 2015-2016 data; Apply Reward, Focus, & Priority criteria statewide on 2015-2016 data	<u>PILOT</u> new state accountability system based on 2015-2016 data (informational purposes)
2016-2017	First year of Implementation of Arizona's Revised State Accountability System								
	Begin Year 1 of implementation for newly identified Focus & Priority schools							Apply Reward, Focus, & Priority criteria statewide on 2016-2017 data	Issue 2017 Accountability determinations based on 2016-2017 data

Former Criteria for Federal Labels

Reward Schools

High Performing (TI Participating)

- Met AMO
- 'A' Letter Grade
- Bottom Q SGP >50
- Bottom Q passing >50%
- HS grad rate 2011 >80%

High Progress (TI Participating)

- 'A' or 'B' Letter Grade
- A-F growth points > 59
- Bottom Q SGP > 50
- Bottom Q passing > 35%
- HS with > 10 pct point growth in grad rate from 2008-2010

Focus Schools

Within-School Gap (TI Participating)

Alt Schools and Small Schools NOT included in this criteria

- Achievement gap between bottom Q and Top 2Q >65%
- No growth in bottom Q passing rate from 2011 to 2012

Low Achieving Subgroup (TI Participating)

Alt Schools and Small Schools NOT included in this criteria

- Bottom Q passing < 10%
- No growth in bottom Q passing rate from 2011 to 2012

Low Graduation Rate (TI Participating)

- HS with 4-year cohort grad rate <60% in 2009, 2010, AND 2011

Priority Schools

SIG School

- Schools participating in Tier 1 or Tier 2 SIG program in 2011-2012 school year

Low Graduation Rate

(TI Eligible but not participating)

Alt Schools NOT included in this criteria

- HS with 4-year cohort grad rate <60% in 2009, 2010, AND 2011

Lowest Performing Schools

(TI Participating)

- 'F' School
- Alternative Schools with lowest 5% of total points on A-F Letter Grade Alt model
- Among the lowest points on A-F Letter Grade system



NEW Criteria for ALL Schools during A-F Hiatus

Reward Schools

High Performing

- Tested $\geq 95\%$ **AND**
- Percent passing in state top quartile **AND**
- ALL growth in state top quartile **AND**
- B25 growth in state top quartile **AND**
- ELL reclassification in state top quartile (if applicable, $n > 10$) **OR** Science Percent passing $>$ State Average Science Percent passing **AND**
- 4 year grad rate in state top quartile (if applicable)

High Progress

- Tested $\geq 95\%$ **AND**
- Less than 140 A-F points in 2014 **AND**
- Percent passing in top half of state **AND**
- Growth in state top quartile for ALL Students **OR** B25 Subgroup growth in state top quartile **AND**
- ELL reclassification in state top quartile (if applicable, $n > 10$) **OR** Science Percent passing $>$ State Average Science Percent passing **AND**
- Average annual change in 4-year graduation rate since 2011 in state top quartile **OR** 4 year grad rate $>$ state average (if applicable)

Focus Schools

Within-School Gap

- **NOT identified as REWARD school** **AND**
- Percent passing of All Students group in the top half of the state **AND**
- Percent passing of B25 subgroup in the lowest quartile of state **OR**
- FEP1 & 2 percent passing state assessment in the lowest quartile of state

Low Achieving Subgroup

- Highest quartile of overlap between the school's B25 subgroup and the state Bottom 25% **AND**
- ELL Reclassification rate in the lowest quartile (if applicable, $n > 10$) **OR** percentage of school's B25 with SGP > 75 in the lowest quartile of the state

Low Graduation Rate

- **NOT a Credit Recovery Alternative school**
- 4-year graduation rate less than 60% for CY **AND** two prior years

Priority Schools

Lowest Performing Schools

- Less than 100 points in 2014 A-F (all models) **AND**
- Percent passing in the lowest quartile **AND**
- SGP ALL students in the lowest quartile **OR** Percent passing in the lowest quartile for two prior fiscal years

Low Graduation Rate

- **NOT a Credit Recovery Alternative school**
- 4-year graduation rate less than 60% for CY **AND** two prior years **AND**
- Dropout rate in highest quartile



Principle 2- “Pre-Intervention” Revisions

- ADE will be revising the originally approved pre-intervention criteria
- June of 2016 – apply the newly approved RFP criteria statewide
 - This will capture all of the Title I schools that meet the Priority and Focus criteria. As required by ESEA, ADE will identify 5% of the Title I schools for Priority Status and 10% of the Title I schools for Focus Status.
 - **The remaining Title I schools that meet the Priority or Focus criteria will then be identified as either pre-priority or pre-focus schools.**



Principle 2- “Pre-Intervention” Revisions Cont.

- In order to ensure that the Title I schools most at risk for becoming a Priority or Focus school are being held accountable and receiving the necessary supports for the 2015-2016 school year
 - **ADE will use the list that was generated to identify the Priority and Focus schools for Table 2 (based on 2014 data) and will identify the next 5% of Priority schools as pre-priority and the next 5% of Focus schools as pre-focus schools.**
 - **This will also provide a list of most at-risk schools that will be eligible for 1003(a) school improvement funding under Waiver 13.**



Principle 3

Supporting Effective Instruction and
Leadership



PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION
AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION
AND SUPPORT SYSTEMS

History and Timeline

Spring 2010: Passage of SB1040 (now A.R.S §15-203(A)(38)): “The State Board of Education shall...*adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes and best practices for professional development and evaluator training.*”

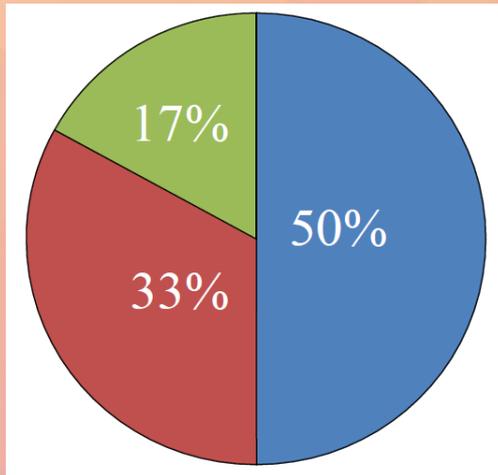
June 2010: State Board of Education forms the Task Force on Teacher and Principal Evaluation .



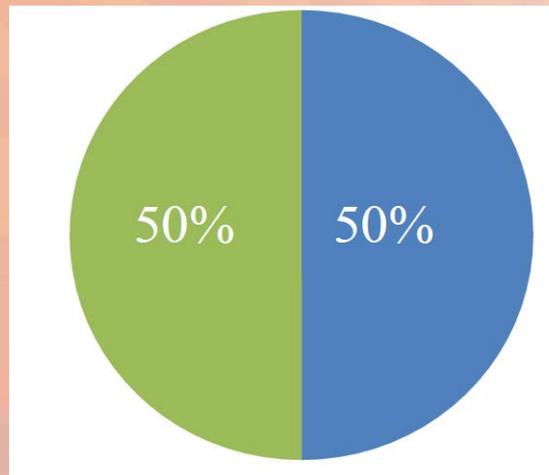
History and Timeline

April 2011: State Board adopts the Model Framework consisting of three required components:

33%-50% of the evaluation is tied to student quantitative data;
(Optional 17% tied to school-level and/or system-level data); and
50%-67% aligned to Teaching Performance / Instructional Leadership Performance utilizing an evaluation instrument reflective of the InTASC teaching standards and ISSLC leadership standards.



Group A Teachers,
Possible Calculation



Group B Teachers,
Possible Calculation

Use multiple valid measures to identify student growth for all students (including English Learners and students with disabilities), and other measures of professional practice such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys.



History and Timeline

April, 2012: Governor signs HB 2823, solidifying the connection between teacher/principal evaluation systems and human capital management decisions:

- Performance classifications
 - Highly Effective
 - Effective
 - Developing
 - Ineffective
- Local school district governing boards establish professional development opportunities to support the teacher/principal evaluation systems.
- Requires school district teachers to be observed at least twice per year and that the observation be a complete and uninterrupted lesson. 60 days must separate the first and last observation and written observation results are to be provided within 10 business days.



History and Timeline

May 20, 2013: the State Board of Education amended the definition of “**academic progress**” to meet the requirements of ESEA Flexibility and specify that the growth calculation shall comprise at least 20% of the total evaluation outcome.



Possible Assessments Pending AzMERIT Data

Teacher Evaluations	Principal Evaluations
<p data-bbox="98 351 542 391"><i>Classroom Level Data:</i></p> <ul data-bbox="98 408 929 962" style="list-style-type: none">• State Administered Assessments (when available)• AP, IB, Cambridge, ACT, Quality Core• District/Charter-Wide Assessments• District / School-level Benchmark Assessments, aligned with Arizona State Standards• Student Learning Objectives (SLOs)• Other valid and reliable classroom-level data <p data-bbox="98 1036 465 1076"><i>School Level Data:</i></p> <ul data-bbox="98 1093 871 1362" style="list-style-type: none">• Above listed assessments, and• Survey data• Student Achievement Profiles• Other valid and reliable school-level data e.g. grade level goals	<p data-bbox="973 351 1340 391"><i>School Level Data:</i></p> <ul data-bbox="973 408 1804 905" style="list-style-type: none">• State Administered Assessments (when available)• District/School Level Benchmark Assessments• AP, IB Cambridge International, ACT Quality Core• School Achievement Profiles• Student achievement progress goals• Other valid and reliable data <p data-bbox="973 979 1591 1019"><i>System or Program Level Data:</i></p> <ul data-bbox="973 1036 1688 1362" style="list-style-type: none">• Survey data• Grade level data• Subject area data• Program data• Student academic progress goals• Other valid and reliable data

A few reminders...

Teacher Evaluations	Principal Evaluations
<p data-bbox="98 358 542 396"><i>Classroom Level Data:</i></p> <ul data-bbox="98 415 929 853" style="list-style-type: none"><li data-bbox="98 415 929 568">• Classroom-level elements shall account for at least 33% of the <u>total</u> evaluation outcomes.<li data-bbox="98 586 929 853">• A calculation of Academic Growth (<i>defined as the change in student achievement between two or more points in time</i>) shall comprise at least 20% of the total evaluation outcome. <p data-bbox="98 929 465 968"><i>School Level Data:</i></p> <ul data-bbox="98 986 929 1139" style="list-style-type: none"><li data-bbox="98 986 929 1139">• School-level elements shall account for no more than 17% of the <u>total</u> evaluation outcomes.	<p data-bbox="973 358 1340 396"><i>School Level Data:</i></p> <ul data-bbox="973 415 1804 853" style="list-style-type: none"><li data-bbox="973 415 1804 568">• School-level elements shall account for at least 33% of the <u>total</u> evaluation outcomes.<li data-bbox="973 586 1804 853">• A calculation of Academic Growth (<i>defined as the change in student achievement between two or more points in time</i>) shall comprise at least 20% of the total evaluation outcome. <p data-bbox="973 929 1591 968"><i>System or Program Level Data:</i></p> <ul data-bbox="973 986 1804 1310" style="list-style-type: none"><li data-bbox="973 986 1804 1310">• These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome

Evaluation Instruments

Teaching Performance	Instructional Leadership Performance
<p>Evaluation instruments shall provide for periodic classroom observations of all teachers.</p> <p>Districts and charters may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon Arizona Professional Teaching Standards, as approved by the State Board of Education.</p> <p><u>Required</u> <i>Teaching Performance results shall account for between 50 - 67% of the <u>total</u> evaluation outcomes.</i></p>	<p>Evaluation instruments shall provide for periodic performance reviews of all principals.</p> <p>Districts and charters may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon Arizona Administrative Standards, as approved by the State Board of Education.</p> <p><u>Required:</u> <i>Instructional Leadership results shall account for no more than 50 - 67% of the <u>total</u> evaluation outcomes.</i></p>

Principle 3 Waiver Request

Arizona's original request included a waiver to ESEA section 2141(a), (b), and (c) which lists specific requirements for improvement plans for highly qualified teachers whose students may not have met Adequate Yearly Progress.

This renewal includes a continuation of this waiver to allow schools and districts to focus on individualized improvement plans and other, more meaningful, evaluation and support systems.



Additional Comments and Questions

At this time, please share any additional comments or questions via the Questions panel.

Our panelists will do their best to answer your questions now and will follow up with you after the webinar with more information if necessary.



Thank You!

We appreciate your time and thank you for sharing your thoughts with us. Please feel free to contact us at any time via email at eseawaiver@azed.gov. You can also visit our website at www.azed.gov/eseawaiver for additional resources, including this presentation.

