



*ESEA Flexibility Request
Arizona Overview*

Background and Overview

- The Elementary and Secondary Education Act (ESEA) was reauthorized in 2002 and then became known as No Child Left Behind (NCLB).
- ESEA reauthorization in the near future remains unlikely and the goal of 100% proficiency in 2014 is coming quickly.



Arizona's ESEA Flexibility Request
July 19, 2012



Background and Overview

- The U.S. Department of Education (USED) recognized that the state accountability and reform landscape had significantly changed since No Child Left Behind was passed.
- On September 23, 2011, President Obama announced that the USED would be formally inviting states to apply for "**ESEA flexibility**" (**waivers**) in exchange for state leadership in meeting four key principles.



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Four Principles of the Waiver

1. Adopt and implement college- and career-ready standards and aligned assessments.
2. Develop and implement a system of differentiated recognition, accountability, and support.
3. Develop and implement a system of teacher and principal evaluations.
4. Evaluate and revise, as necessary, a state department's own administrative requirements to reduce duplication and unnecessary burden on LEAs (school districts and charter schools).



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Why Did Arizona Request an ESEA Waiver?

- Many of the requirements were met by initiatives that were already underway.
- Provide more flexibility for *Arizona's education community* to decide how to best meet the unique needs of its diverse student population.
- To move from a system of compliance to one of support for our schools, while providing transparency for all education stakeholders.
- To link federal accountability requirements with our Race to the Top efforts.



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National Update

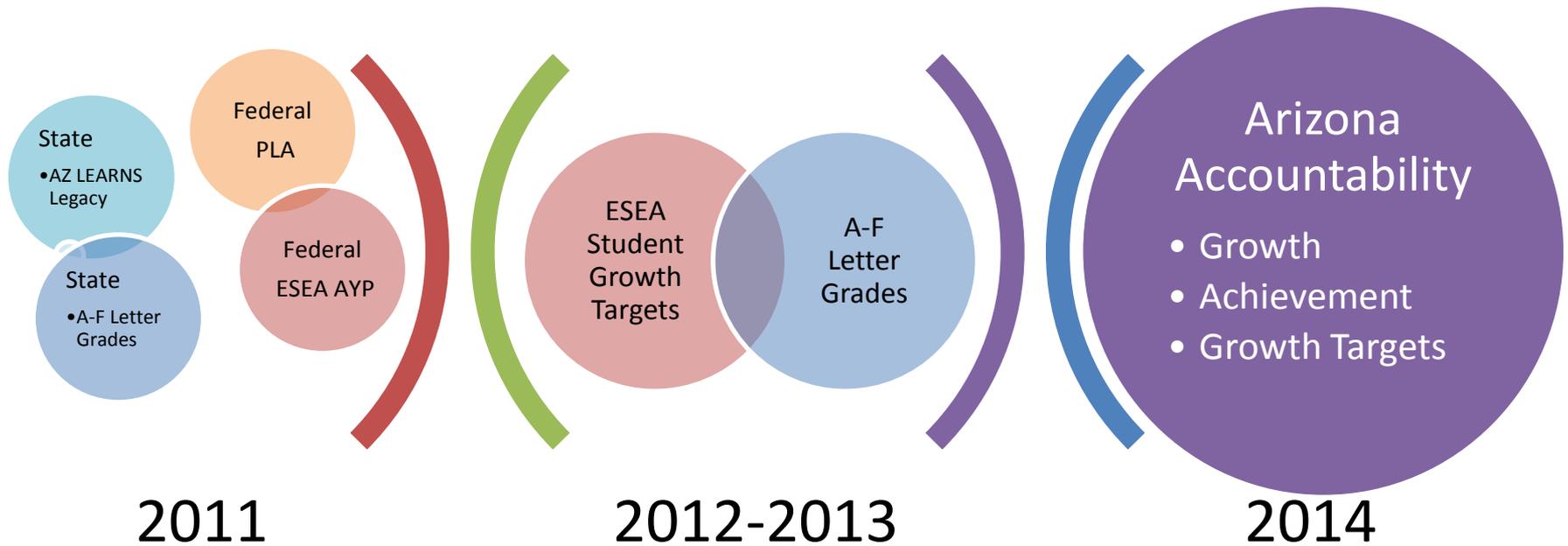
- Eleven states applied in Round 1 during November 2011.
 - All eleven were approved.
- Arizona applied as one of 26 states plus D.C in Round 2 on February 28.
- Arizona was approved on July 19, 2012.
- Currently 34 states plus DC have been approved.
 - FL, GA, OK, AZ, OR, KS, WA, NV approved conditionally.



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Overview



U.S. Secretary of Education Arne Duncan:

“ESEA flexibility is not a competition; all states are eligible. Our goal is for every state that submits a request to get to the end. There is not one single timeline for states, or one single pathway for approval. The department will work with every state that is serious about reform and wants to receive flexibility.”



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The Waivers

There were thirteen ESEA provisions proposed for waivers but they generally center on the NCLB requirement to achieve 100% student academic proficiency by 2014.

- Flexibility for state to redefine proficiency targets.
- Flexibility in developing accountability formulas.
- Changes to Title I school and district improvement.
 - Eliminate the requirement to identify districts for improvement
 - Concentrate school improvement resources on priority (with lowest achievement) and focus (with greatest achievement gap) schools
- Increased flexibility in use of federal funds.
- Eliminate requirement to determine Adequate Yearly Progress.



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2010 - Critical Year for Arizona

- Adopted the 2010 Arizona Common Core Standards – ELA and Mathematics.
- Joined two common assessment consortia
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - National Center and State Collaborative (alternate assessment)
- Passed SB 1040 (teacher and principal evaluations)
- Passed SB 1286 (schools; achievement profiles; letter grades)



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Principle 1

College- and Career-Ready Expectations for All Students

- Adopt college- and career-ready standards
- Transition to college- and career-ready standards
- Develop and administer annual, statewide and aligned assessments that measure student growth in knowledge and skills
 - Arizona has already adopted the 2010 Arizona Common Core Standards – ELA and Mathematics, and joined two assessment consortia.
 - In December 2011, Arizona was awarded a Race to the Top III grant for \$25 million.
 - One of the key initiatives funded with this grant was the implementation of the new Arizona Common Core Standards – ELA and Mathematics.



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Principle 2 - Requirements

State-Developed, Differentiated Recognition, Accountability, and Support

- Set ambitious but achievable Annual Measurable Objectives (AMOs)
- Identify Title I “Reward” Schools (highest-performing or high-progress)
- Identify Title I “Focus” Schools (largest achievement gaps/lowest-performing subgroups)
- Identify Title I “Priority” Schools (lowest-performing 5%, SIG), and turnaround strategies
- Must identify all Title I and Title I eligible schools with a graduation rate of less than 60% over a number of years as either Focus or Priority.



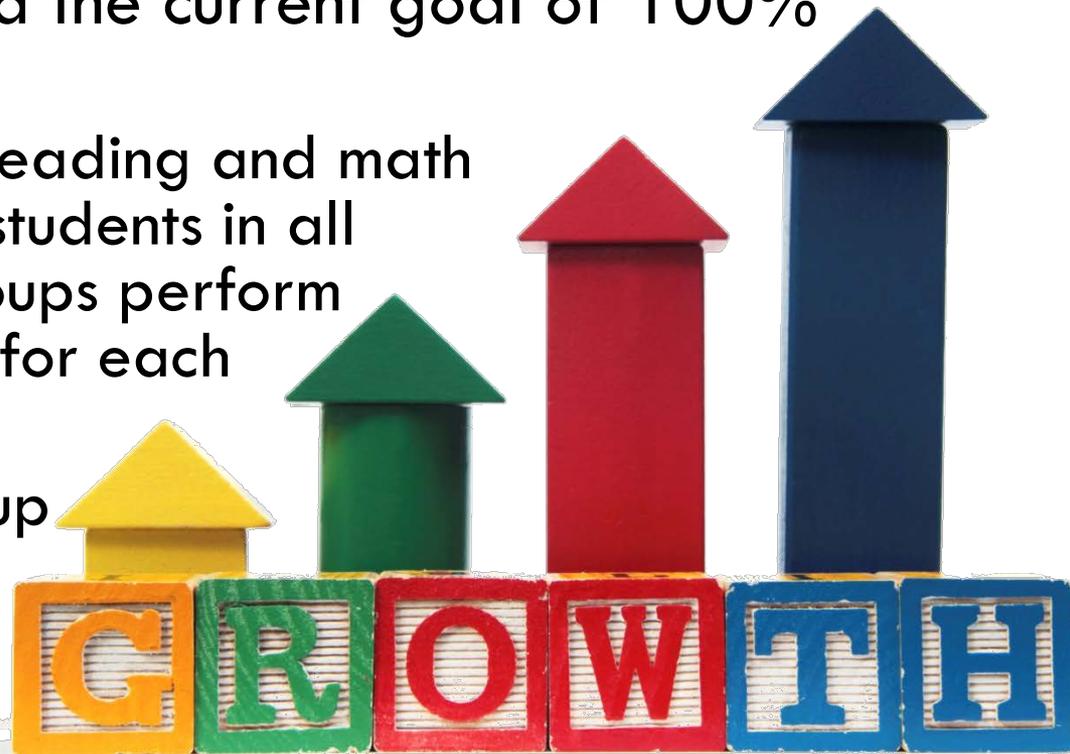
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Federal Guidance on AMOs

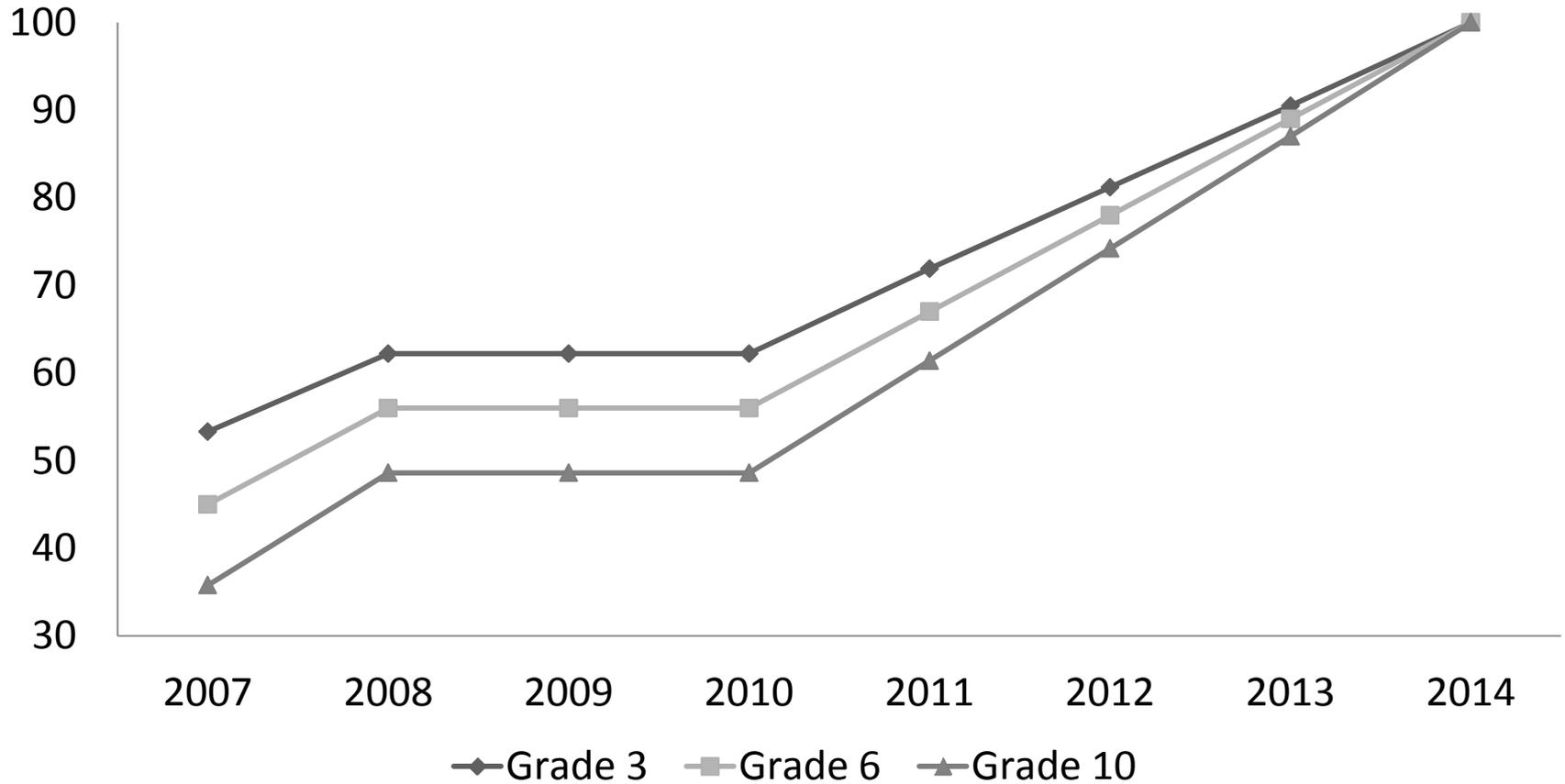


- Ambitious but achievable
- School Years 2012, 2013, and 2014
- AYP no longer a requirement
- The new AMOs extend the current goal of 100% proficiency to 2020.
- The AMOs are set for reading and math and schools must have students in all traditional ESEA subgroups perform at or above the AMOs for each subject and grade.
- Introduced new subgroup – the Bottom Quartile.





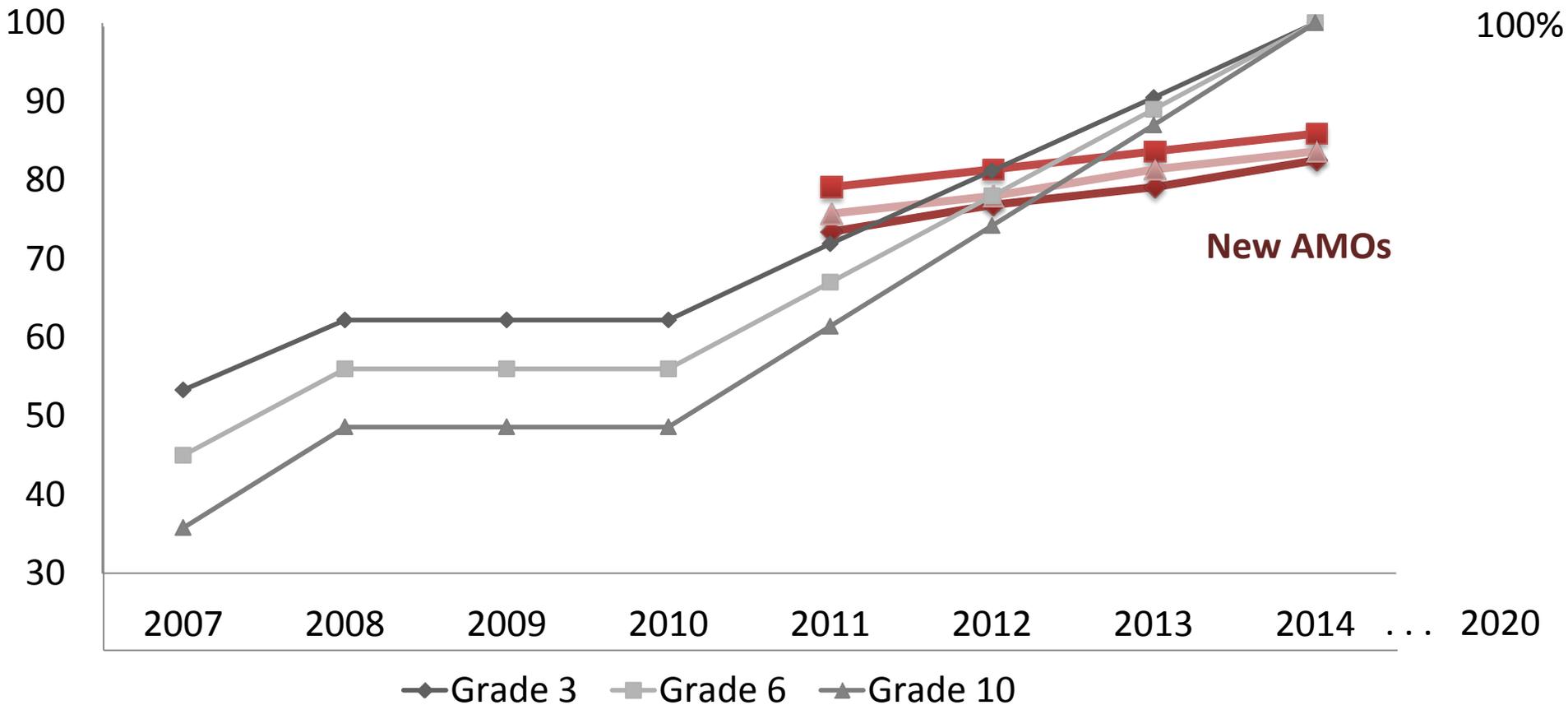
Percentage Passing AIMS Targets (AMOs) - READING



AMO Placeholder



Percentage Passing AIMS Targets (AMOs) - READING



Principle 2 (continued)

- Our goal is for all students to be on-track for *college- and career-readiness* within three years, or by grade 10, and to define the achievement of this goal for **every** child as truly closing the achievement gap.
- This goal forms the basis for our new initiative – Student Growth Targets



Arizona Growth Model

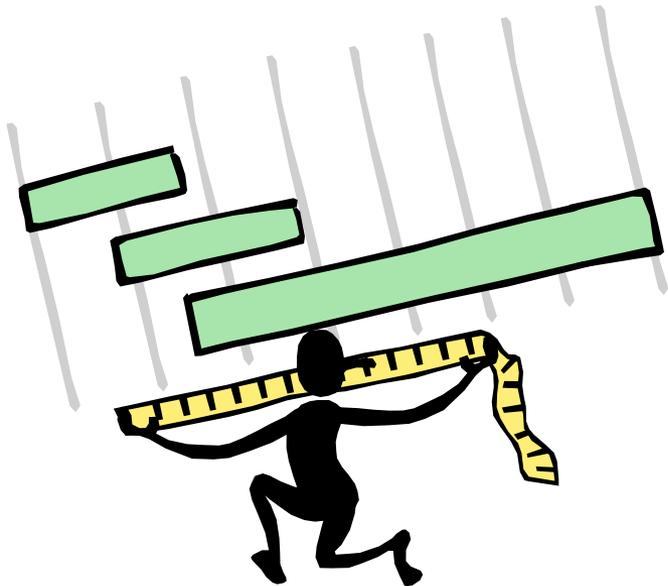


Student Growth Percentile

- *How is a student growing compared to similar students in AZ?*

Student Growth Targets

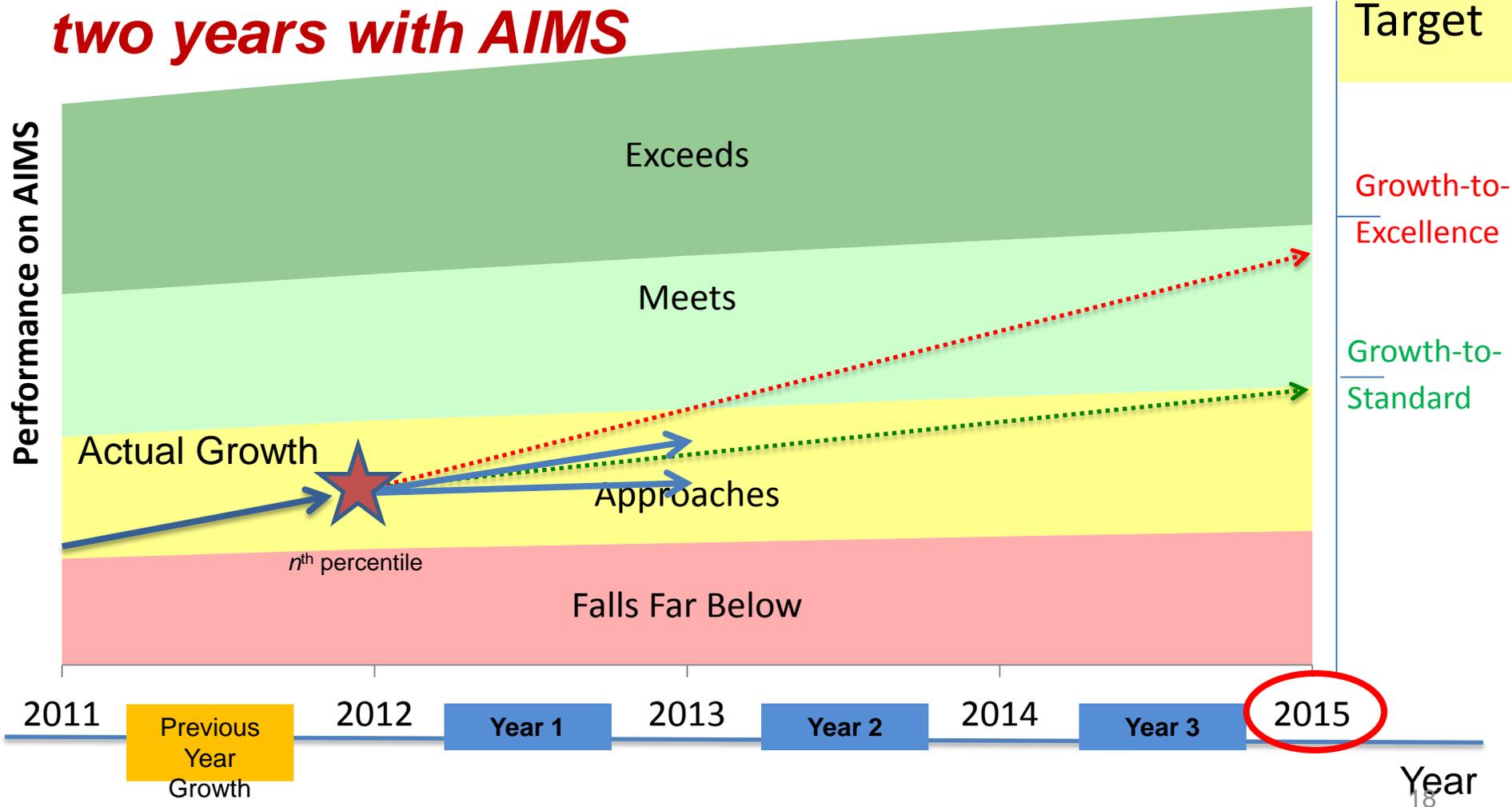
- *Given a student's status, what amount of sustained growth is necessary to get a student to the target?*
- *Was the observed growth for this student sufficient to reach the target, given their current performance level?*



Student Growth Target Example



Pilot Statewide for two years with AIMS



Principle 2 – SGTs

- Student Growth Targets will account for each student's trajectory toward proficiency within 3 years or by grade 10, "growth to standard".
- The SGTs can be aggregated up to the school level to determine whether the students are proficient or on-track to be proficient.
- The goal has been to fully develop the individual goals and aggregate targets with the ADE Accountability Advisory Group.
- ADE is in the process of seeking input from stakeholders on how to use the SGTs and possibly incorporate them into the accountability system.



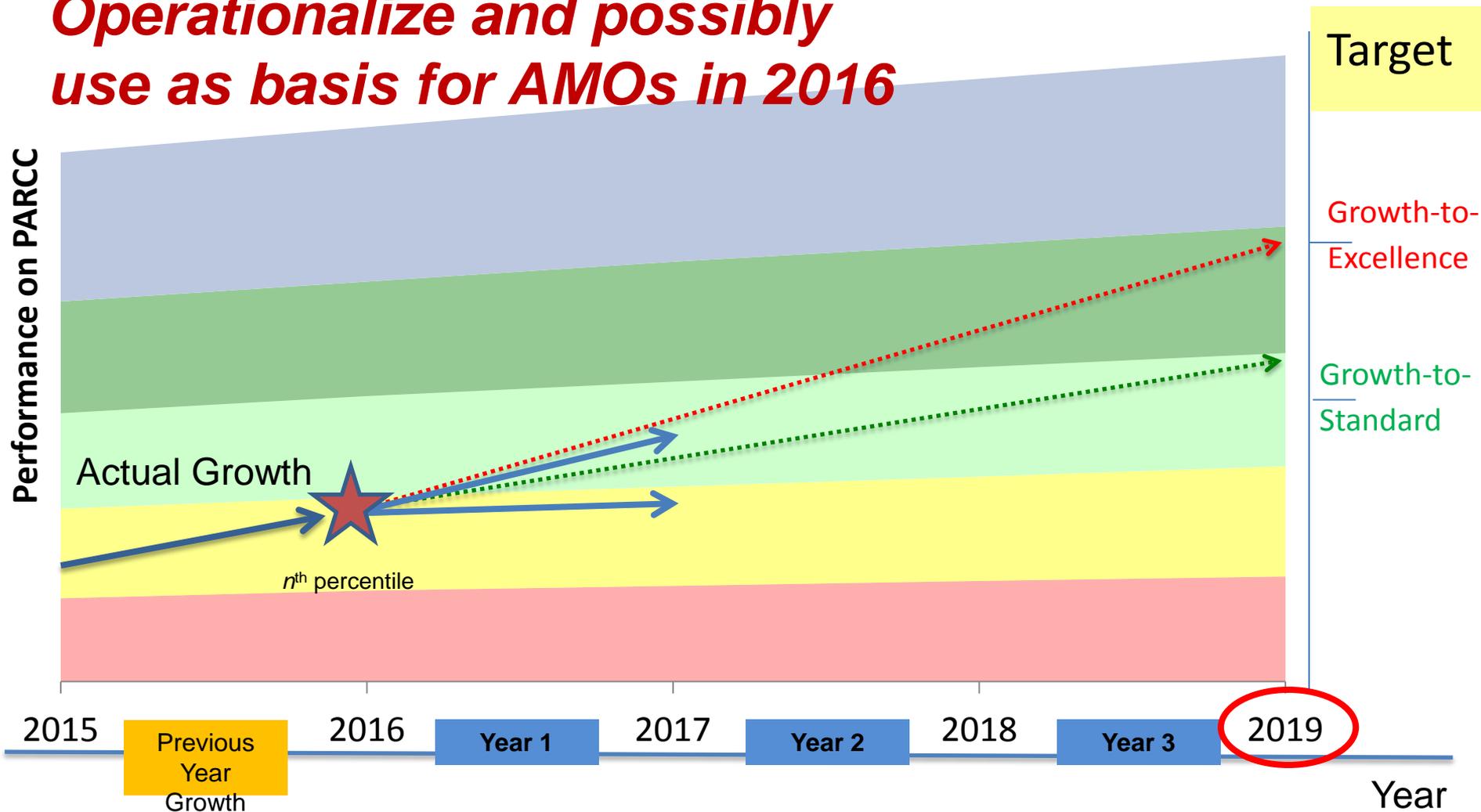
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Student Growth Target Example



Operationalize and possibly use as basis for AMOs in 2016



Timeline



2011 - 2012

Summer

- Run new AMOs
- Assign A-F Letter Grades
- Identify Reward, Priority, Focus Schools

Pilot new Student Growth Targets (SGTs)

Submit for an Extension from USDE for SY 2013-14

2012 - 2013

Submit Accountability Workbook Addendum

Implement Changes to A-F

Summer

- Run AMOs
- Assign A-F Letter Grades
- Run R,F,P if necessary

Run AMOs

Assign A-F Letter Grades

2013 - 2014

Possibly Propose Student Growth Targets into A-F

Pilot new Student Growth Targets (SGTs)

2014-2015

PARCC



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Principle 2 - Reward Schools

- High Performing Reward-
 - + **'A' Letter Grade**
 - + Met AMOs for “All students” and all subgroups
 - + Bottom Quartile with growth of >50 SGP
 - + Bottom Quartile with >30% proficient on AIMS
 - + 4 year graduation rate >80% (HS)

- High Progress Reward-
 - + **'A' or 'B' Letter Grade**
 - + Growth of >60 SGP (Average of All Students and Bottom 25%)
 - + Bottom Quartile with growth of >58 SGP
 - + Bottom Quartile with >35% proficient on AIMS
 - + Growth in 4 year graduation rate >10% over the past 3 years



Principle 2 – School Improvement

- ✓ AYP determination requirements eliminated.
- ✓ Focus and Priority School designations only occur once with a possibility of updates.
- ✓ AYP was punitive and triggered a series of progressively negative consequences.
- ✓ Focus and Priority School designation is truly about school improvement.



Principle 2 – Priority Schools

+ SIG Schools

- + Currently served Tier I or Tier II SIG school

+ Low Graduation Rate

- + Title I *eligible* high schools with 4 year graduation rate of <60% for 3 consecutive years (i.e., 2009-2011)

+ Lowest Performing

- Title I ‘F’ Letter Grade
- Lowest 5% of Title I Alternative schools based on A-F Alternative Letter Grade model
- ‘D’ schools with among the lowest A-F Letter Grade points *to fulfill the number of Priority schools needed to equal 5%*



Priority School - Exit Criteria

- SIG schools, and Lowest Performing Schools ('F' schools and low performing 'D' schools) must:
 1. Maintain a letter grade of C or better for two consecutive years and;
 2. Must have at least 50% of students passing AIMS or show at least a 10 percent increase in the percent of students passing AIMS each year.

- Low Graduation Rate Schools (< 60% for 3 years) must:
 - If they have a graduation rate below 50% they must meet a graduation rate of 60% and have an annual increase of 2% for 2 consecutive years.

 - If they have a graduation rate 50-59% must meet a graduation rate of 70% and have an annual increase of 2% for 2 consecutive years.



Principle 2 – Focus Schools

- Low achieving subgroup
 - + Less than 10% of Bottom Quartile students proficient on AIMS
 - + Lack of progress in proficiency on AIMS of Bottom Quartile from 2011 to 2012
- Within-school gap
 - + Gap of >75% of percent proficient between Bottom Quartile and the top 2 quartiles (combined)
 - + Lack of progress in proficiency on AIMS of Bottom Quartile from 2011 to 2012
- Low Grad rate
 - + 4 year graduation rate <60% for 3 consecutive years (i.e., 2009-2011)



Focus School - Exit Criteria

- Schools with low performing subgroups and largest within-school achievement gaps must:
 1. Show growth among their bottom quartile students by reaching an SGP for the bottom quartile of 50, and
 2. Increase the percent of bottom quartile students passing AIMS by 11%.
- Low Graduation Rate Schools (< 60% for 3 years)
 - If they have a graduation rate below 50% they must meet a graduation rate of 60% and have an annual increase of 2% for 2 consecutive years.
 - If they have a graduation rate 50-59% they must meet a graduation rate of 70% and have an annual increase of 2% for 2 consecutive years.



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Priority and Focus School – Exit Criteria, cont.

- There must be a minimum of three years of intervention implementation for both Priority and Focus Schools.
- Even if a school exits either Priority or Focus Status, but has an individual subgroup(s) that has not met AMOs or for high schools not improving the graduation rate, the LEA will be responsible for ensuring the school continues to address the academic improvement of the specific subgroup(s) as part of the school's continuous improvement plan until AMOs are met and monitoring by ADE will continue.



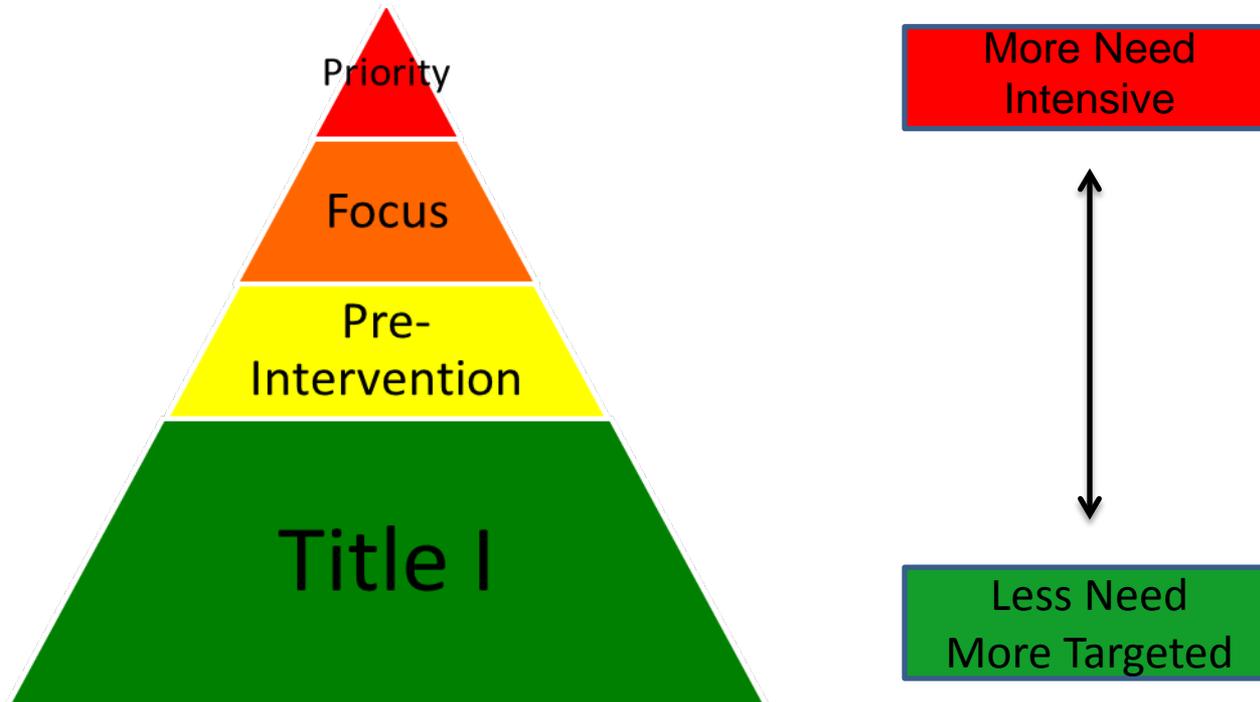
Principle 2 (continued)

- Application included a preliminary and redacted list of schools.
- Final list of Reward, Focus, and Priority Schools submitted on August 15 to USED.



Pre-Intervention Schools

Paradigm shift to tiered intervention model.



Pre-Intervention Schools

- Title I Participating schools
 - Goal to identify from next 10% (exclude Priority and Focus) schools with significant negative or downward trends
 - High Schools not meeting graduation AMO included regardless of other factors
 - To compensate for currently low relative weight of graduation rate in A-F system
 - 42 high schools in 35 LEAs



Pre-Intervention Schools

- Schools sorted by these five other criteria
 - Downward trend in AIMS scores for 2 years
 - < 50% passing AIMS with < 5% improvement
 - Subgroups missing AMOs for 2 years
 - > ½ the total number of subgroups missing AMOs
 - Bottom quartile SGP below 1 std deviation for 2 years



Pre-Intervention Schools

- Schools alerted to Pre-Intervention Status will be required to amend their continuous improvement plan to address the reasons for identification.
- LEAs with Title I schools that do not meet graduation AMOs must set aside Title I funds, using funds previously set aside for SES/School Choice, to support the interventions identified in the revised Continuous Improvement Plan.



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Principle 2 (continued)

School Improvement

- The required components of school intervention that LEAs must include in their Continuous Improvement Plan have already been incorporated by ADE for use in the School Improvement Grant process.
- Beginning in 2013, the new school improvement process will include all Priority and Focus schools.



Principle 2 (continued)

Policy Implications for Priority and Focus Schools

- LEA must set aside a portion of their Title I allocation to implement their improvement plan.
- Must operate a school wide program regardless of 40% poverty threshold.
- Must review the effectiveness of the school's leaders and instructional staff in collaboration with ADE staff.
- Must offer school choice and comply with current transportation requirements. However, if the money set aside for transportation is not used by mid-year it may be reallocated for school improvement purposes.



Principle 2 (continued)

School Improvement

- LEAs will no longer be required to set aside funds for Supplemental Educational Services (SES); however, an alternate plan will need to be developed to provide tutoring, extended learning opportunities, or other interventions to students. ADE will work with a work group of LEAs to develop a model plan for optional use.



Principle 3

Supporting Effective Instruction and Leadership Through Educator Evaluation

- Develop and adopt guidelines for teacher and principal evaluation and support systems that meet the guidelines of ESEA Flexibility.
- Ensure LEAs implement evaluation and support systems.
 - Arizona passed SB 1040 in 2010 and HB 2823 in 2012.
 - State Board of Education adopted model framework, April 2011.
 - ADE is developing a Statewide Teacher and Principal Evaluation model for LEAs to consider.
 - ADE is partnering with WestEd to build capacity for the Regional Education Centers to assist in training and also to develop a process to evaluate implementation.



Conditional Approval

Arizona's Flexibility Request was granted through the 2012-2013 school year. Arizona may request an extension of these waivers through the end of the 2013–2014 school year by meeting the two conditions outlined.

At that time, Arizona, like other States with approved requests, may request an additional extension of these waivers through the 2014–2015 school year.



Conditions

1. Increase weight of graduation rate in A-F Letter Grade to be included in a college and career ready index
 - ADE will recommend that the weight for the graduation rate increases to 20% in the overall model for high schools.
2. Amend educator evaluation framework
 - In January 2013, ADE will submit to the State Board of Education a recommendation to amend the definition of “academic progress” to meet the requirements of ESEA flexibility.

Increase in Graduation Rate



- We agreed to submit a recommendation of an increase in graduation rate to 20%
- We also made the commitment to introduce a college and career ready index which would include the high school graduation rate
 - Limitations of state data
 - Graduation rate 4 year vs 5 year
 - CCR Targets from ACT
 - Career and Technical Education (CTE) indicators
 - National Student Clearinghouse Data

Principle 3 – Educator Evaluations

- Following the conclusion of the 2012-2013 pilot, ADE will submit to USED for approval a final version of teacher and leader evaluation guidelines that proposes specific methods for incorporating student learning and growth as a significant measure of effectiveness that is consistent with the requirements of ESEA flexibility following State Board of Education review and approval.
- LEAs will be allowed to amend their systems during the 2013-2014 school year.
- ADE will have a process in place to review and approve LEA evaluation systems for consistency with Arizona's approved guidelines prior to full implementation of evaluation systems statewide in 2014-2015.



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New Proposal

- Re-evaluation of the 95% tested criteria
 - The current criteria is that the schools are only allowed a limited amount of points based on how many students the school tested

Percent Tested	Eligible Grade	Max Number of Points
≥ 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

New Proposal

- Increased accountability for failure to test 95% of students.
 - Short term – Title I schools only, ADE audits and Continuous Improvement Plan amendments to include strategies to address problem.
 - Long term – ADE will make a recommendation to the State Board of Education.



Principle 4

Reducing Duplication and Unnecessary Burden

- The Arizona Department of Education has incorporated numerous goals and objectives into its Strategic Plan to not only streamline processes and increase efficiency, but to also improve customer service and enhance the quality of support it provides LEAs.



Timeline

- Stakeholder Outreach:
 - www.azed.gov/eseaRequest
 - Group presentations & town halls
 - Direct outreach and focus groups
 - Please send comments to: eseawaiver@azed.gov
- Waiver Proposal Submitted to U.S. Department of Education on February 28, 2012.
- ESEA Flexibility Request Approved on July 19, 2012.



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