



*ESEA Flexibility Request  
Arizona Overview*

# 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).



**Arizona's ESEA Flexibility Request**  
**July 19, 2012**



# 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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# 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.

# Principle 3 – Educator Evaluations

- **Requirements for ESEA Flexibility Request:**
- Use multiple valid measures in determining performance levels, **including as a significant factor data on student growth** for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?



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# Principle 3 – Educator Evaluations

- **Definition for ESEA Flex Request**
- **Student Growth**: “Student growth” is the change in student achievement for an individual student **between two or more points in time**. For the purpose of this definition, student achievement means—
  - For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
  - For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.



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# Principle 3 – Educator Evaluations

## *Current Definition*

- Academic Progress

- A measurement of student academic performance. These measurements can be either: 1) the amount of academic growth a student experiences during one school year; **or** 2) a single measure of academic performance, including, but not limited to, formative assessments, summative assessments, and AZ LEARNS profiles.



# Principle 3 – Educator Evaluations

## *Proposed Definition*

- Academic Progress

- A measurement of student academic performance. These measurements ~~can be either: 1) shall include~~ the amount of academic growth ~~a student's experiences~~ between two or more points in time during one school year; or 2), and may ~~also include a single~~ measures of academic performance, including, but not limited to, formative assessments, summative assessments, and AZ LEARNS profiles.



# Principle 3 – Educator Evaluations

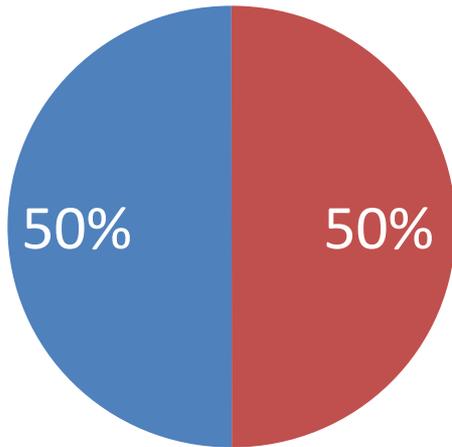
## *Proposed Definition*

- LEAs shall ensure that the total measure of Academic Progress (classroom-level and/or school-level) includes a calculation of the amount of growth students experience between two or more points in time. The growth calculation shall comprise at least 20% of the total evaluation outcome.



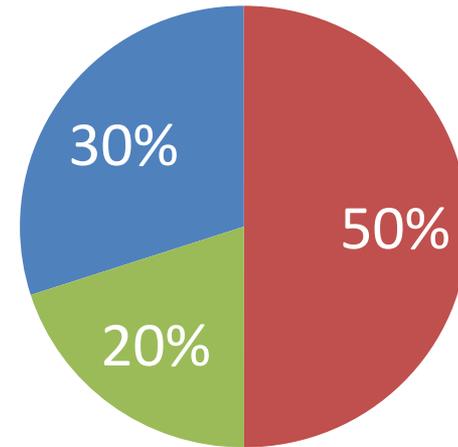
# Principle 3 – Educator Evaluations

## Current Example



## Proposed Illustration

- Classroom-level Data
- Teaching Performance
- Growth



# 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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