



ESEA Flexibility Request

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).



National Update

- Currently 41 states plus DC and eight California districts have been approved.
- Arizona was approved on July 19, 2012.
 - FL, GA, OK, AZ, OR, KS, WA, NV were approved conditionally.
- AZ, KS, OR, and WA have been approved conditionally for a second year as well as placed on “high-risk” status.



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. Submit the final version of the new letter grading system with a graduation rate weight of **at least 20%**.
2. Submit final guidelines for teacher and principal evaluation and support systems that meet the requirements of ESEA flexibility, **including the use of student growth, as defined in ESEA flexibility, as a significant factor in determining a teacher's or principal's summative evaluation rating.**



Condition #1 – Graduation Rate

- Increase weight of graduation rate in A-F Letter Grade to 20%

Weight	Item and Points
10%	Annual 4-year grad rate (20 pts.)
5%	Annual 5-year grad rate (10 pts.)
	6-year grad rate (2 pts.) and 7-year grad rate (1 pt.)*
<i>Cap of 30 points (15%) permitted for graduation rate</i>	
5%	College and Career course participation (10 pts.)
5%	College and Career course success (10 pts.)

- The graduation rate or comparable methods must still comprise 20% of the A-F Letter Grade.

Principle 3 – Educator Evaluations

Proposed Definition

- Academic Progress – ~~get new definition~~
 - 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, state administered assessments, district/school formative assessments, and summative assessments, and ~~AZ LEARNS~~ school achievement profiles.



Principle 3 – Educator Evaluations

Proposed Definition

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



Principle 3 – Educator Evaluations

ESEA Flexibility - Definition of “Student Growth”

- **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.



Principle 3 – Educator Evaluations

Requirements:

1. Ensure that all Group A teachers must include AIMS as at least one of the measures used to calculate growth.
2. Submit the final WestEd evaluation of the ADE model and partner districts along with the data.
3. Using the results of our findings along with others across the country determine what the minimum required use of AIMS for growth should be.



Principle 3 – Educator Evaluations

- LEAs will be allowed to amend their systems during the 2013-2014 school year.
- Full implementation of changes are expected for the 2014-2015 school year.



Additional Amendments

- Arizona has been approved to use an alternate method of Focus School designation for credit recovery alternative schools.
- Arizona is working with USED to approve an alternate method of school improvement intervention implementation for Arizona Online Instruction schools.



Renewal Applications

- USED has released draft guidance and applications for states to request a two-year renewal of Flexibility through the end of the **2015-2016** school year.
- New requirements as well as necessary demonstrations of current implementation.



Renewal Applications

- The renewal process includes the submission of an updated ESEA flexibility request that demonstrates:
 - How the waivers have been effective in enabling the State to carry out the activities under ESEA
 - How they have contributed to improved student achievement
 - How an extension of the waivers are in the public's best interest



Renewal Applications

- An SEA must describe its systematic process for ensuring that each LEA's use of Title II, Part A funds is aligned with the findings of the local needs assessment and if it is being used for professional development, it is tied to the new standards and assessments and is evidence-based. Further, the SEA and its LEAs must ensure that educators and parents have easy access to information about how each LEA's Title II, Part A funds are used.



Renewal Applications

- A high-quality plan for implementation of interventions aligned with the turnaround principles in priority schools in 2014–2015 and 2015–2016 school years, including how the SEA will identify future cohorts of schools and how the SEA will increase the rigor of interventions and supports in those previously-identified schools that have not yet met the SEA’s exit criteria after three years of implementing interventions aligned with the turnaround principles.



Renewal Applications

- A plan that includes providing a process for collecting and incorporating data and feedback on implementation of educator evaluations in all of its LEAs, including **collecting and incorporating data on measures of growth for tested and non-tested grades and subjects to ensure that growth is included as a significant factor.** In addition, each SEA seeking renewal of ESEA flexibility must provide a detailed timeline of the SEA's plan for implementation of teacher and principal evaluation and support systems, including **when data from the systems will be collected, publicly reported and incorporated into ratings, when ratings will be given to teachers and principals,** when ratings will be used to guide professional development, and when ratings will be used to make personnel decisions.



Renewal Applications

- A demonstration that the SEA's system of differentiated recognition, accountability, and support ensures continuous improvement in other Title I schools, including a clear and rigorous process for providing interventions and supports to low-achieving students when one or more subgroups miss AMOs or graduation rate targets over a number of years. **A process that clearly differentiates among schools based on the pervasiveness or persistence of achievement gaps or low performance or graduation rate by subgroups.**



Renewal Applications

- *If an SEA request is not renewed the state will be required to resume complying with all ESEA requirements by the beginning of the 2014-2015 school year.*
 - 100% proficiency by 2014
 - Provision of Supplemental Education Services
 - Previous guidelines and requirements for funds use.



Summer 2010



- Educator evaluations and A-F Letter Grade legislation enacted
- Arizona Common Core Standards adopted

2011



- April 2011 - AZ SBE adopts evaluation framework
- Sept 2011 - USED announces ESEA Flexibility

July 2012



Arizona conditionally approved for SY 2013 Flexibility

Sept 2013



Arizona submits 2014 ESEA application

Oct 2013



Oct 28 - Present two new proposals to SBE

November
ESEA Monitoring



Dec 2013



- December 2 – Final 2013 SBE meeting
- December 15 – Intentions to submit renewal application due

Jan-Feb 2014



Three possible windows for renewal submission

2014-2015



Full Implementation of ACCS and new assessments

2014-2015



If not approved for flexibility possibly return to NCLB



The image features a stylized graphic of the Arizona state flag. It consists of a large, five-pointed star in the center, colored in a light tan or beige hue. Behind the star, there are several rays of light radiating outwards, alternating between bright yellow and a deep red color. The background of the entire slide is a solid, dark blue color.

*ESEA Flexibility Request
Arizona Overview*