



## ARIZONA ESEA FLEXIBILITY REQUEST AMENDMENTS

Arizona's Flexibility Request was granted conditional approval through the 2013-2014 school year. In order to continue flexibility through the 2014-2015 school year, two conditions must be addressed.

### What Changes Are Necessary to Meet the Conditions?

- Implement the CCRI as described in 60-day plan, along with requested data demonstrations.

In April 2013 the State Board of Education adopted the following College and Career Ready Index (CCRI). **Final adoption of new letter grade scale incorporating the 15% increase scheduled for May 2014. Full CCRI implementation in 2014-2015.**

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.)

- Amend educator evaluation framework to meet ESEA flexibility requirements.
  - ✓ Amend the Framework to ensure that it meets the requirements of the use of student growth as a significant factor in determining a teacher or principal's summative evaluation rating.
    - **The ADE intends to make recommendations to the State Board of Education in May 2014 to amend the Framework to ensure that the state assessment is a significant factor of the 20% growth requirement in the 2015-2016 school year. The final percentage will be determined prior to the 2016-2017 school year (once two years' consecutive growth with the new assessment is available).**
  - ✓ Submit data demonstrating the significant use of growth and that sufficient weighting is used to differentiate among teachers and principals. Also data comparing summative ratings and the different component of the Framework.
    - **Working with the MCESA and ASU TIF programs, ADE will gather and submit all data requirements regarding educator evaluations and student growth under Principle 3 by May 11, 2014.**
  - ✓ Ensure that the use of grade or school-level growth data does not mask high or low performance of individual teachers.
    - **With respect to issues of shared attribution, the SBE's decision to allow the use of group-level data was based on the clear distinction between educators who have student-level data and those who do not. With the acquisition of a new state assessment system, the refinement of our state model, and the data provided by our TIF grantees, this decision will be revisited by the ADE in 2015-2016. Amendments to the State Framework will be proposed if warranted.**
  - ✓ Ensure that LEAs will include Arizona's final method for including student growth as a significant factor in time for implementation in 2014-2015.

- ADE is in the process of evaluating technology-based tools used in other states to collect information from LEAs within the state to ascertain the alignment of local evaluation instruments with state and federal requirements. The intent of this tool is also to assist LEAs in identifying professional learning and training needs. The ADE is anticipating that the alignment tool will be deployed during the 2014-2015 school year.

### **School Improvement – Proposed Amendments**

- ADE is submitting an amendment to refine systems and processes to better support priority and focus schools to ensure that all required interventions are being implemented, and for focus schools that the interventions are specifically addressing the achievement gaps that resulted in the identification as a focus school.
  - This amendment addresses a USED monitoring finding but also offered ADE an opportunity to reevaluate its processes and procedures.
- In order for ADE's School Improvement and Intervention Section to address the unique needs of the models represented in the AOI schools and to ensure improvement efforts are being effectively implemented, ADE is requesting flexibility in implementing the components of all seven required interventions for AOI Priority and Focus Schools.
- The proposal is to align the components of the seven interventions to the International Association for K-12 Online Learning (iNACOL) National Standards as well as the AdvancED Standards for Quality in Digital Learning Institutions.
- If the amendment is approved, AOI schools will include the online learning standards in their LEA and School Continuous Improvement Plans.

### **WHAT KIND OF FLEXIBILITY DID ARIZONA RECEIVE?**

- To redefine proficiency targets. 100% proficiency now extended through 2020.
- To develop Title I accountability formulas.
- To craft improvements to Title I school and district improvement.
  - The requirement to determine Adequate Yearly Progress was waived. Annual Measurable Objectives must still be met; but the process for school improvement designations has changed.
  - The approved request allows for concentrated school improvement resources on Priority Schools (those with lowest achievement) and Focus Schools (those with greatest achievement gap).
- Increased flexibility in use of federal funds.
  - LEAs are not required to set aside funds for Supplemental Educational Services (SES); however, there is a requirement to increase instructional time for students and teacher collaboration time or provide tutoring services.
- Increased flexibility for districts with Highly Qualified Teacher Improvement Plans.
  - Stakeholder comment and feedback is still being sought. Please send comments to [eseawaiver@azed.gov](mailto:eseawaiver@azed.gov).
  - For more information please visit, [www.azed.gov/eseawaiver](http://www.azed.gov/eseawaiver).