STATE OF ARIZONA
ESEA FLEXIBILITY
REQUEST

July 13, 2012
(Amended November 14, 2013)

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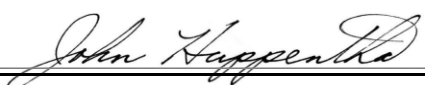
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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Arizona Department of Education	Requester's Mailing Address: 1535 West Jefferson Street Phoenix AZ 85007

State Contact for the ESEA Flexibility Request

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Chief State School Officer (Printed Name): John Huppenthal	Telephone: 602-364-1952
Signature of the Chief State School Officer: X _John Huppenthal_	Date: July 13, 2012

The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (i.e., before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated

recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☐ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☐ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Background

Since 2009 state leaders and educators in Arizona have actively engaged diverse stakeholders, solicited their input, and incorporated their feedback into collaboratively developed reform plans. State leaders decided to apply for Race to the Top with the clear intention that the process be used to create a meaningful, comprehensive and broadly supported reform plan for the state. Each application phase involved extensive community outreach to raise awareness, build support and assist in refining key ideas and implementation strategies.

Following announcement of the Race to the Top, Phase 2 winners, the Governor requested the P–20 Council (a Council formed via Executive Order to advise the Governor on key education issues) to critically review Arizona's proposal, prioritize activities and draft a feasible implementation plan. The result of their work is known as *Arizona Ready, Arizona's Education Reform Plan* (www.arizonaready.com).

Simultaneously, the Governor asked Science Foundation Arizona (SFAz) to create the *Arizona STEM Business Plan and Network* to unify and align resources around STEM education and to more rapidly prepare students to meet the 21st century demands of college- and career-readiness. The STEM agenda is linked directly to the newly adopted Arizona 2010 Arizona Academic Standards (Common Core) and aligned assessments.

In April and May 2011, SFAz and other state leaders began a 15-county statewide tour to convene key local education, community and business stakeholders to identify their local needs and top priorities. An estimated 800 participants attended these first rounds of meetings. SFAz coordinated with the Arizona Science Teachers Association to ensure substantial teacher participation at the events. The three identified priorities were the following:
1) Teacher Quality, Training, and Professional Development;
2) Regional Efforts in Partnership with Local School Districts; and
3) Engaging Business and Employers in Education

Stakeholder engagement also revealed implementation concerns and challenges. Arizona is unique given the number and characteristics of its LEAs. Arizona has 586 LEAs with over 350 of them being charter schools. Arizona has 2,247 schools; however, over 700 of them have less than 200 students, and 46% of Arizona's schools are outside of Maricopa County. These characteristics bring both strengths and challenges. As a result of the feedback obtained throughout the past three years, it was determined that

significant implementation issues could be addressed by establishing Regional Education Centers. The Centers, directed by locally elected county school superintendents, would provide resources, support, and professional development while assisting LEAs to collaborate and align resources.

In September 2011, staff representing the Governor's Office, Department of Education, State Board of Education and SFAz embarked upon a second statewide tour with the goal of developing local County Education Reform Plans. These symposiums were hosted by the Regional Education Centers. Feedback gathered at these meetings played an important part in the selection of priorities for Arizona's Phase Three Race to the Top application. *Arizona Ready*, the SFAz Arizona *STEM Business Plan and Network*, and Regional Education Center concepts were presented and discussed. Total participation for both the spring and fall statewide tours was approximately 1,500.

Table C.1: <u>Regional Education Symposia</u>

Date	Region
9/27/2011	La Paz County
9/30/2011	Maricopa County #1
10/3/2011	Maricopa County #2
10/7/2011	Maricopa County #3
10/14/2011	Navajo County
10/17/2011	Yavapai County
10/19/2011	Gila County
10/20/2011	Pima County
10/20/2011	Graham/Greenlee County
10/21/2011	Pinal County
10/24/2011	Cochise County
10/25/2011	Gila County
10/27/2011	Santa Cruz County
10/28/2011	Pinal County
11/1/2011	Coconino County
11/2/2011	Apache County

Throughout this process, Arizona's education priorities have remained steadfast. In fact, as the level of stakeholder awareness increased the priorities became clearer, stronger and more compelling. Supporting a smooth transition to college- and career-ready standards and assessments; completing the statewide longitudinal data system; and facilitating LEA adoption of new evaluation systems continue to be critical objectives.

Current Efforts

Stakeholder and constituent outreach and engagement have been priorities for Superintendent Huppenthal throughout his public career. Engaging stakeholder feedback on Arizona's ESEA Flexibility Request was, and is still, being meaningfully sought. Knowing the process for application deliberation and approval may be ongoing for some time, stakeholders have been encouraged to continue to comment well beyond the February 28 application due date. ADE staff is also continuing to seek out opportunities to brief stakeholders.

One of the first steps ADE took was to launch an ESEA Flexibility Request website www.azed.gov/eseawaiver. The site has a copy of the official notice to LEAs, a PowerPoint overview of

Arizona's application and a link to the U.S. Department of Education ESEA Flexibility website. Later, copies of the application were made available at this website for public review. There is also an email address for comments: eseawaiver@azed.gov. All comments are being reviewed by the necessary members of the ADE team and, if questions are posed, responses are sent. Comments are being continuously solicited and will continue to affect any possible revisions to this application, to include its implementation.

Below is a list of the formal briefings conducted by ADE. A significant effort has been made to reach out to and seek input from a diverse body of stakeholders including students, parents, teachers, administrators, policymakers, business and industry, community-based organizations, civil rights groups, special education, English learners, and Indian tribes. (See attachment 3B3 for sample agendas.)

Table C.2: Arizona ESEA Flexibility Outreach Sessions
2012 – 2013

    February 2 – African-American Hoop Group
    February 2 – Legislative Affairs Hoop Group
    February 3 – Greater Phoenix Education Management Council
    February 6 – Native American Hoop Group
    February 7 – Practitioners of English Language Learners meeting
    February 8 – ESEA Flexibility Town Hall – Yuma
    February 9 – ESEA Flexibility Town Hall – Tucson
    February 10 – Greater Phoenix Education Management Council Curriculum Council
    February 10 – Title I Committee of Practitioners webinar
    February 10 – Special Education Advocates briefing
    February 10 – Research and Evaluation - Technical Advisory Council
    February 13 – State Board for Charter Schools
    February 13 – Special Education Regional Directors
    February 14 – Education Committee Chair – House of Representatives
    February 14 – Governor's Office
    February 14 – ESEA Flexibility Town Hall –Flagstaff
    February 15 – Arizona Association of School Business Officials (AASBO) Arizona School Administrators (ASA), Arizona School Boards Association (ASBA) webinar
    February 15 – Teacher webinar
    February 23 – County School Superintendents
    February 23 – Title I Committee of Practitioners Update
    February 24 – Developmental Disabilities Planning Council
    February 27 – State Board of Education
    February 27 – Stand for Children
    February 27 – Teacher Hoop Group
    February 28 – Parent Advocacy groups webinar
    March 2 – Council of Administrators of Special Education (CASE)
    March 7 – Alternative Education Consortium
    March 8 – Title I Committee of Practitioners Update
    March 16 – Special Education Advisory Group
    March 26 – Legislative Update – District 11 coffee
    April 9 – State Board for Charter Schools
    April 18 – Pima County Superintendents Collaborative

April 20 – Greater Phoenix Education Management Council Curriculum Council
April 23 – District Superintendent Advisory Council
April 26 – ESEA Advisory Council
May 4 – Arizona Business and Education Coalition
May 21 – State Board of Education
May 21 – Advisory Council on Native American Affairs
May 30 – Charter School Advisory Council
June 27 – ADE State Leading Change Conference
July 17 – ESEA Advisory Council
July 24 – Special Education Advisory Council
July 31 – Arizona Association of School Business Officials (AASBO) Arizona School Administrators
        (ASA), Arizona School Boards Association (ASBA) webinar
August 28 – Arizona Education Association leadership briefing
August 29 – District Superintendent Advisory Group
September 14 - Arizona Alternative Education Consortium
September 20 – Pinal County LEA Leadership
September 21 – Title I Committee of Practitioners Update
September 25 – Arizona County School Superintendents Association
September 25 – Principal Advisory Group
October 8 – Maricopa County Education Service Agency
October 17 – Southern Arizona Superintendent's Collaborative Meeting
October 25 – La Paz County LEA Leadership
October 30 – Teacher Advisory Group
November 15 – Title I MEGA Conference
November 16 – Greater Phoenix Education Management Council
November 19 – Yuma County LEA Leadership
November 20 - Maricopa County Education Service Agency
November 20 – Accountability Work Group
November 26 – Graham and Greenlee County LEA Leadership
December 7 – Quarterly Tribal Education Directors Meeting
January 3 – Accountability Advisory Group
January 11 – Title I Committee of Practitioners Update
January 16 – Cochise County LEA Leadership
January 24 – Charter School Advisory Group
January 28 – State Board of Education
January 29 – Native American Advisory Group
January 30 – Yavapai County LEA Leadership
February 6 – Charter School Association webinar
February 8 – Greater Phoenix Education Management Council
February 12 – Accountability Forum
February 12 – Mohave County LEA Leadership
February 15 – Greater Phoenix Education Management Council Curriculum Council
February 21 – Gila County LEA Leadership
February 25 – State Board of Education
February 28 – Title I Committee of Practitioners Update
March 6 – Coconino County LEA Leadership
March 14 – AZ LEARNS Subcommittee Meeting

March 19 – Accountability Advisory Group
April 8 – AZ LEARNS Subcommittee Meeting
April 12 – Greater Phoenix Education Management Council Curriculum Council
April 12 – Arizona Alternative Education Consortium
April 18 – Navajo and Apache County LEA Leadership
April 23 – Native American Advisory Group
April 26 – District Superintendent Advisory Group
May 6 – Hispanic Advisory Group
May 7 – Charter School Advisory Group
May 7 – Quarterly Tribal Education Directors Meeting
May 10 – Title I Committee of Practitioners Update

Participation and the level of engagement have varied by stakeholder group. The webinar held for teachers had 69 participants, while the AASBO, ASA, ASBA webinar welcomed 72. Thus far the most commonly asked question was with regard to the requirement of LEAs to use Title I funds to provide Supplemental Education Services (SES) to students in schools in improvement status.

Additionally, the comments and questions received that made the biggest impact on the application had to do with timing. One superintendent reminded us that his district is planning for next year now, and that a majority of his staff would be leaving for the year by May. Arizona also has a large number of year-round schools and LEAs that use alternative calendars. Indeed, many Arizona schools begin their school years in July-August. Stakeholders cautioned ADE to be cognizant of these issues when planning for the implementation of any new reforms, particularly in light of the fact that Arizona's new A-F Letter Grade System just went into effect this past school year (2011-2012).

Many stakeholders have been asked to participate on an ESEA Advisory Group to help inform ADE's decisions throughout the application process and its implementation. Members include representatives from the Governor's Office, State Board of Education, State Board for Charter Schools, Arizona School Boards Association, Arizona Education Association, Arizona School Administrators Association, Stand for Children, Teach for America, Greater Phoenix Education Management Council, Arizona Charter Schools Association, and representatives from LEAs. Members will be added to ensure representation of Native American communities.

Four of the members are also members of the Title I Committee of Practitioners, and two are members of Research and Evaluation's Accountability Advisory Group. To date, the new ESEA Advisory Group has met twice on April 3 and April 26.

Meaningful stakeholder engagement is a priority for the ADE, and is a critical element of all ADE initiatives. The Department offers numerous and ongoing opportunities for the public to provide input on plans and strategies for realizing the vision articulated in *Arizona Ready*. These efforts, which are now regular operating procedures, ensure transparency, raise awareness and maintain effective working relationships with key stakeholder groups as Arizona continues on its path of education reform.

Since the conditional approval of our Flexibility Request, ADE has continued consultation and outreach efforts. Briefings have included summaries of the final Request along with the two required conditions for extended approval. There were also two handouts provided at each presentation where participants were strongly encouraged to send any comments, questions or concerns either to Karla Phillips, the ADE ESEA

Flexibility lead or to the designated email address eseawaiver@azed.gov.

One of the most frequent concerns noted was the change from the five-year cohort rate to the four-year rate in the state accountability system. Arizona had been using the four year adjusted cohort rate for federal accountability but was using a five year adjusted cohort rate for state purposes. For LEAs, this was perceived as a significant policy shift. In addition to the four- and five-year graduation rate, based on ADE's conversations with stakeholders the six- and seven-year rates were added as 2 or 1 additional points (respectively) in an effort to incentivize support of Arizona students with special needs, as well as English language learners and Native American students from rural areas of the state.

Concerns were also expressed over the identification of alternative and online schools as Priority and Focus Schools, especially with a potential increase to the weight of the graduation rate.

With regard to the implementation of educator evaluation systems and proposed changes to the definition of "academic progress", the primary concern was the lack of available data for non-ESEA tested teachers.

Stakeholders also had ample opportunity to provide comments to the full State Board and an advisory committee of the Board where both proposals to meet the required conditions were publicly posted and discussed at 2-3 different meetings. The details of ADE's recommendations are discussed in Principles 2 and 3.

The CCRI, graduation rate weighting and metrics were also discussed and crafted, with opportunity for public comment, at two SBE subcommittee meetings, two Accountability Advisory Group meetings, and an Accountability Forum hosted by Superintendent Huppenthal. Many constituents from rural areas in Northern Arizona attended the forum and voiced concerns directly the Superintendent.

The proposed and final amendments to the educator evaluation framework were actually generated during meetings that included stakeholders such as the Arizona School Boards Association, the Arizona School Administrators Association, Stand for Children, the Arizona Education Association, the Arizona Charter School Association as well as four LEA Human Resources representatives. Their concerns are reflected in the final proposal.

It is also important to highlight the specific and frequent outreach to the Title I Committee of Practitioners. In particular, this group asked ADE important and insightful questions regarding the proposed amendment for alternative schools that ultimately shaped our final proposals.

Arizona's amended application, as well as PowerPoint presentations, and handouts were made available at www.azed.gov/eseawaiver for public review. There is also an email address for comments: eseawaiver@azed.gov.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Arizona has always been an independent state, imbued by a frontier spirit that embraces individual freedom while welcoming necessary reform and innovation. With 22 distinctly different Native American nations and communities; the many social and economic challenges associated with a border state and a vast geographic territory encompassing a myriad of income, ethnic and education-level demographic strata, Arizona has strived to find the balance between aggressive reforms coupled with local flexibility.

Arizona's request for flexibility under the Elementary and Secondary Education Act (ESEA) is a defining step toward substantially increasing the state's quality of instruction; improving student achievement; and ensuring all high school graduates are college- and career-ready.

The ESEA flexibility sought benefits Arizona's public education system in three key ways:
1) Moves Arizona toward *one* school accountability system rather than two, thereby communicating a clear, consistent message to parents, teachers, administrators and other important stakeholders on Arizona's schools academic performance.
2) Provides Arizona's schools and local education agencies (LEAs) with the flexibility they need to allocate limited resources to best meet the unique needs of their diverse student populations.
3) Helps facilitate the reform of the Arizona Department of Education (ADE) from a compliance bureaucracy into an education support center that streamlines duplicative processes, increases transparency and provides world-class service to all of its education stakeholders.

Arizona additionally benefits from the fact that most of the education reforms required in order to qualify for ESEA flexibility are already being met or aggressively pursued.

The year 2010 was a monumental year for establishing much-needed, transformative education reforms in Arizona. Then Senate Education Chairman John Huppenthal - and current state Superintendent of Public Instruction - championed two critical pieces of legislation: Senate Bill 1040 (teacher and principal evaluations) and Senate Bill 1286 (schools; achievement profiles; letter grades). SB 1040 directed the State Board of Education to adopt a model framework for teacher and principal evaluation and SB 1286 created Arizona's new A-F Letter Grading System. In the summer of 2010, the State Board of Education also adopted Arizona's Common Core Standards and the state Superintendent signed a Memorandum of Understanding to become a governing state of the new Partnership for Assessment of Readiness for Career and College consortium (PARRC). In addition, Arizona's SEA, the Arizona Department of Education (ADE), was in the midst of

restructuring its School Improvement division.

Arizona finds it imperative that its many diverse education stakeholders' needs are considered not only in the development of its ESEA Flexibility Request but also in the resulting implementation. To that end, the ADE has been disseminating information, promoting discussion and gathering meaningful input through multiple forums and communication channels. While the outreach and feedback-gathering initiative is still ongoing, a common theme is already surfacing: timing is critical. Since many major education reforms were only recently established in 2010, implementation of these reforms commenced during the 2011 school year. Schools and LEAs, in the midst of realigning resources and strategies to accommodate recent major changes, are reticent to immediately embrace even more changes. A gradual, phased-in approach is required. Arizona's transition from using both its new state A-F school Letter Grade System and the federal adequate yearly progress system to one seamless, streamlined system of school accountability requires an aggressive yet realistic implementation timeline that accomplishes the following:

- Develops new annual measurable objectives (AMOs) that are a natural extension of Arizona's current school accountability system;
- Ensures Arizona's A-F letter grading system serves as the foundation from which to build a single, unified state and federal school accountability system;
- Provides educators meaningful and useful data for school improvement and educator evaluations; and,
- Gives Arizona's many, diverse education stakeholders the time necessary to utilize the information obtained from a single school accountability system to improve instructional quality, better prepare students for collegiate studies and professional careers and achieve higher student academic outcomes.

While ever-focused on improving student outcomes and teacher instruction, Arizona stands committed to ensuring its bold and robust education agenda aligns with the important principles and waiver requirements of an ESEA Flexibility Request. Even the reorganization of ADE leadership has coincided with federal priorities. One of the ways ADE has tried to become more effective is to reorganize around functions rather than funding streams. The ADE's four main program area divisions now closely align with the four organizational pillars outlined in this application: Accountability & Assessments, Highly Effective Schools, Highly Effective Teachers and Leaders, and High Academic Standards.

Encouraging earlier and more supportive intervention in priority and focus schools; ensuring the implementation of rigorous college- and career-ready standards in ALL schools; directing that both student achievement AND growth are measured in ONE valid, rigorous and clear school accountability system; measuring and emphasizing through evaluations the vital link between quality teacher instruction and principal leadership and student achievement; and streamlining unnecessary bureaucratic bloat and policies; are ALL transformative education reforms, which when implemented in concert, ultimately ensure that all of Arizona's students are not only prepared to survive in, but to thrive in, a fast-paced, dynamic global economy where information, adaptability and technological savvy and innovation are the keys to success. While applying for ESEA flexibility requires these important education reforms, Arizona has already begun to implement most of them and will be able to do so with increased agility and speed with the issuance of key ESEA waivers.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A   ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B   TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013-2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

The workplace is far different today than it was even ten years ago. Unlike past generations, teachers today must prepare students for a world of possibilities that may or may not currently exist. The workforce of tomorrow must be flexible, innovative and be able to draw from a deep

and vast skill set. The ability to effectively communicate, collaborate and quickly adapt to challenging situations will be critical. The dramatic changes in the 21st century work environment are requiring a significant shift in the design and expectations of the K-12 education system. All students must graduate high school well prepared for postsecondary learning through college and/or career options. Arizona's Common Core Standards are clear, focused, and coherent; establish consistently high expectations; and are designed to ensure that all students have ready access to rigorous, relevant content that meets postsecondary requirements. By setting high expectations with a commitment to meeting individual student needs, Arizona is positioning our future workforce to be well prepared and successful. Arizona is committed to the full implementation of the college- and career-ready standards by ensuring that both educators and students receive the necessary information and support throughout the transition process.

Option A: The Arizona State Board of Education adopted the Common Core State Standards in English Language Arts (ELA) and Mathematics in June 2010 (Attachment 4: *State Board of Education CCSS Adoption Minutes 6-28-10*).

1.B. Is the SEA's plan to transition to and implement college- and career-ready standards statewide in at least reading/language arts and mathematics no later than the 2013–2014 school year realistic, of high quality, and likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards?
The Arizona Department of Education (ADE) has developed an aggressive, yet realistic plan to transition to and implement Arizona's Common Core Standards in English Language Arts (ELA) and Mathematics in all schools by 2013-2014. Additionally, the ADE, in conjunction with Arizona's five Regional Education Centers, has developed a system of support aligned to Arizona's Race to the Top plan, to assist schools in implementing the new standards with fidelity to ensure **all** students (to include English language learners (ELLs), students with disabilities and low-achieving students) have access to learning content aligned to the new standards.

ADE's transition and implementation plan for the college- and career-ready standards relies on collaboration across various stakeholders. Experts from K-12 Academic Standards and the Offices of English Language Acquisition Services, Title I, Early Childhood, Exceptional Student Services, School Improvement, Highly Effective Teachers and Leaders, Migrant Student Services, and Indian Education have developed an integrated system of support that includes professional development, ongoing technical assistance, guidance documents, and an array of instructional resources. In building strong support for the implementation and transition to the college- and career-ready standards, the ADE has engaged institutes of higher education, the Governor's office, County Education Agencies, Local Education Agency (LEA) content experts, educational leaders, family organizations, philanthropic groups, and the business community. In cooperation with these collaborative groups, the ADE has developed an aggressive grade-specific implementation timeline for the college- and career-ready standards, and a three-phase professional development plan that will be rolled out by ADE in conjunction with a statewide cadre of standards experts, working closely with Arizona's five Regional Education Centers.

Differentiated professional development, technical assistance, and support will be provided based on the diverse and specific needs of educators and students in local regions and counties. The ADE will work closely with departments and projects that serve LEAs with high populations of

Native American students such as School Improvement/SIG and Arizona State University's BEST (Building Educator Support Teams) program.

In order to maintain open communication systems, gather specific input, and provide important information on a regular basis, members of ADE's College- and Career-Ready Standards leadership team will meet quarterly with the Education Directors of Tribal Councils from across Arizona. Agendas will focus on discussions and critical action steps that will support the goal of significantly improving student achievement for all Native American students. Specifically, federal and state laws, State Board of Education policies, and ADE guidance will be addressed to ensure an informed and collaborative alliance is generated. At the regional and county level, educational leadership will meet regularly with tribal education directors and district leadership to address local needs and action steps. A tiered system of support will be put into place that will include statewide collaborative teams, regional and/or county teams, and well-informed local leadership with members from LEAs, Tribal Council education offices, County Education offices, and the Arizona Department of Education.

After adopting Arizona's Common Core Standards in June 2010, the ADE initially developed a broad preliminary plan for implementation of the Common Core. The plan was then updated to provide specific grade level information and more comprehensive timelines. LEAs were provided with six options for implementation across the K-12 spectrum with each option emphasizing specific degrees of implementation across grades for each year of implementation. A specific, more aggressive implementation timeline has since been designed for LEAs based on Arizona's Race to the Top plan – with the goal of having all schools statewide implementing the new standards K-12 by the 2013-2014 schools year. This plan will be supported with assistance from the ADE and Arizona's five Regional Education Centers through Race to the Top. ADE has also established a three-phase plan for professional development and technical assistance to support the implementation plan spanning 2010-2015.

Table 1.1 <u>Arizona's Common Core Standards – ELA and Mathematics – Race to the Top Implementation Plans</u>

In June 2010, Arizona's State Board of Education adopted the Common Core Standards for English Language Arts and Mathematics. The following timelines provide minimum implementation parameters.

English Language Arts

	2011-2012	2012-2013 Minimal	2012-2013 Optimal	2013-2014	2014-2015
K	Full	Full	Full	Full	Full
1	Transitional	Full	Full	Full	Full
2	Transitional	Full	Full	Full	Full
3	Transitional	Full	Full	Full	Full
4	Transitional	* Targeted	Full	Full	Full
5	Transitional	* Targeted	Full	Full	Full
6	Transitional	*Targeted	Full	Full	Full
7	Transitional	*Targeted	Full	Full	Full

8	Transitional	Full	Full	Full	Full
9	Transitional	Full	Full	Full	Full
10	Transitional	Targeted	Targeted	Full	Full
11	Transitional	Targeted	Targeted	Full	Full
12	Transitional	Targeted	Targeted	Full	Full

- **Transitional** implementation is defined by the Arizona Department of Education as transitioning from awareness to scaffolded implementation of Arizona's Common Core Standards - ELA.
- **Targeted** implementation is defined by the Arizona Department of Education as the first step toward full implementation. In English language arts, "targeted" refers to instructional shifts, specific content emphasis by strand, and an intentional increase of rigor in the classroom.
- **Full** implementation is defined by the Arizona Department of Education as a complete transition to teaching Arizona's Common Core Standards – ELA (plus Arizona additions) with fidelity.

*Note that in grades 4-7, Targeted implementation will result in only two years of Full implementation in grades 6-9 during the 2014-2015 school year.

Mathematics

	2011-2012	2012-2013	2013-2014	2014-2015
K	Full	Full	Full	Full
1	Transitional	Full	Full	Full
2	Transitional	Full	Full	Full
3	Transitional	Targeted	Full	Full
4	Transitional	Targeted	Full	Full
5	Transitional	Targeted	Full	Full
6	Transitional	Targeted	Full	Full
7	Transitional	Targeted	Full	Full
8	Transitional	Targeted	Full	Full
9	Transitional	Targeted	Full	Full
10	Transitional	Targeted	Full	Full
11	Transitional	Targeted	Full	Full
12	Transitional	Targeted	Full	Full

- **Transitional** implementation is defined by the Arizona Department of Education as transitioning from awareness to scaffolded implementation of Arizona's Common Core Standards – Mathematics.
- **Targeted** implementation is defined by the Arizona Department of Education as the first step toward full implementation. In mathematics, "targeted" refers to instructional shifts (Standards for Mathematical Practice), specific content emphasis by domain, and fluency expectations.
- **Full** implementation is defined by the Arizona Department of Education as a complete transition to teaching Arizona's Common Core Standards – Mathematics (plus Arizona additions) with fidelity.

Please Note: Full implementation for *2012-2013 and 2013-2014* is a complete transition to Arizona's Common Core Standards – Mathematics (plus Arizona additions) with particular

attention given to the 2008 performance objectives assessed by Arizona's Instrument to Measure Standards (AIMS).

A high-quality plan will likely include activities related to the following questions or an explanation of why one or more of the activities are not included.

Does the SEA intend to analyze the extent of alignment between the State's current content standards and the college- and career-ready standards to determine similarities and differences between those two sets of standards? If so, will the results be used to inform the transition to college- and career-ready standards?

ADE completed an analysis of the alignments between Arizona's previous ELA and Mathematics standards and the college- and career-ready standards. The ensuing guidance documents that have been developed and posted on the Department's website establish the similarities and differences between the two sets of standards. Arizona master educators worked in grade span teams, facilitated by ADE content specialists, to conduct the in-depth analysis from the summer of 2010 through the spring of 2011 *(20 sessions, over 38 days from June 7, 2010 – May 31, 2011).* Committee membership consisted of a cross section of Arizona educators representing elementary, middle school, and high school grade spans, plus representation from higher education. For both the ELA and Mathematics standards, cross-walk alignment between the previous Arizona standards and the college- and career-ready standards were completed along with grade-level documents that include explanations and examples and summaries of changes highlighting critical changes at each grade level. The crosswalk, alignment, and summary of changes documents have been made available to all LEAs and have also been addressed during rollout trainings of the college- and career-ready standards (www.azed.gov/standards-practices/common-core-state-standards/#info).

While in general there is a high degree of alignment between the previous Arizona ELA standards and the college- and career-ready standards in term of concepts, there are a number of significant shifts in expectations for both teachers and students. The new reading standards require an increased focus on text complexity and significant use of informational text. In the writing standards, there is an increased emphasis on argument and informative writing using primary and secondary sources with much less emphasis on personal narrative. Language standards stress the development of academic and domain-specific vocabulary while speaking and listening standards are prominently integrated into the ELA standards. Students K-12 must be immersed in both purposeful informal and formal dialogue including demonstrating capacity to provide a multi-media presentation. Grades 6-12 ELA standards also fully integrate content literacy in social studies, science and technical subjects. Similarly, the degree of alignment between Arizona's previous mathematics standards and the college- and career-ready standards was high, although there are significant shifts in specific grade level content and expectations. In addition to content, eight standards for mathematical practice that emphasize problem-solving, quantitative reasoning and modeling bring a new focus on developing "habits of mind" in students. Analysis of the Mathematics Crosswalk revealed movement of topics across grade levels with an increased cognitive demand required of students. The main intent of this movement was to develop a deeper conceptual understanding of certain topics in certain grade levels. These conceptual shifts (www.azed.gov/standards-practices/files/2011/10/instructional-shift.pdf) include the following:

- (Grades K-2) numeration and operations are intensified and introduced earlier;

- (Grades 3-5) fractions as numbers are emphasized with the number line used as a tool for thinking;
- (Grades 6-8) ratio and proportion and statistics are addressed at deeper levels of sophistication with a more rigorous algebraic understanding in eighth grade; and,
- (High School) all students must master some topics traditionally from Algebra 2 or beyond such as simple periodic functions, polynomials, radicals, and mathematical modeling.

These shifts informed the implementation support we provided as we rolled out these more rigorous standards.

The information from the standards crosswalks and alignment documents is being used to inform the transition to college- and career-ready standards, and assist in targeting key areas of needed professional development. Key content in ELA trainings includes effective strategies for increasing text complexity, using informational text, and integrating academic vocabulary instruction and content literacy blended across multiple areas of study. Key content in mathematics trainings includes effective instructional strategies for numbers and operations in elementary grades, building deep sound knowledge of fractions and ratios and rigorous college-ready high school algebra, probability and statistics. The "Explanations and Examples" section in both the Arizona Common Core Standards – Mathematics and the Arizona Common Core Standards – ELA documents helps to inform teachers of the increased rigor required to transition to the college- and career-ready standards. The explanations and examples attached to specific grade level standards in both ELA and Mathematics were developed by Arizona master teacher teams. The purpose of the Summary of Change documents is to provide educators with an "at-a-glance" summary of the content shifts from the current standards to the college- and career-ready standards.

Does the SEA intend to analyze the linguistic demands of the State's college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?
Arizona analyzed the linguistic demands of Arizona's college- and career-ready standards to inform the development of the 2011 English Language Proficiency (ELP) Standards. Arizona's ELP standards were written to correspond with the college- and career-ready academic standards to help ensure that the expectations for English learners prepare students to fully participate in grade level content curriculum *(*www.azed.gov/english-language-learners/elps/*)*. ADE employed the document entitled, "Language Demands-Academic English Language Functions," to ensure that rigorous academic functions were an integral part of the revised ELP Standards (www.azed.gov/wp-content/uploads/PDF/LanguageDemandsLanguageComplexities.pdf).

ADE is presently engaged in further alignment review, along with the development of guidance documents for educators. ADE intends to further analyze the linguistic demands of the ELP standards to drive professional development and instructional practices that clearly address the complex demands of college- and career-ready standards. ADE has established a three-phase plan for professional development and technical assistance to support Arizona's standards

implementation plan spanning 2010-2015. Phase 1 and 2 professional development opportunities for both administrators and educators, (including those teaching ELLs), specifically address differentiation and scaffolding to ensure all students achieve to the college- and career-readiness level (www.azed.gov/standards-practices/files/2012/05/common-core-timeline-for-ade-11-28-2.pdf.)

In addition, Arizona's ELL teachers learn consistent standards-based methods and strategies through ongoing professional development that can be used across grades and content areas. Throughout the year, the ADE offers specialized training for those teachers who instruct ELLs within Structured English Immersion (SEI) classrooms. The training for educators in the SEI classroom started in January of 2008 and over 5,800 educators have been trained in intensive, face-to-face sessions. ADE provides all necessary training materials to these trained educators, allowing for capacity building throughout the state by partnering with school districts and charters through Memoranda of Understanding. This training continues on a regular basis throughout the year for new educators of ELLs. Beginning in July 201l, ongoing professional development continued with face-to-face sessions and webinars dedicated to the revised ELP Standards work as aligned to the Common Core State Standards (www.azed.gov/english-language-learners/online-registration-training/). Regularly scheduled professional development is provided throughout the year at regional locations, through webinars, and through district-specific technical assistance. Quarterly meetings are held with Practitioners of ELL instruction. The purpose of these meetings is to inform and solicit input from ELL stakeholders (www.azed.gov/english-language-learners/pell-meeting-information/). Additionally, an annual three-day state conference brings together over 600 educators to learn from experts and to share best practices (www.azed.gov/english-language-learners/2011-conference/).

Perhaps the most significant demonstration of Arizona's commitment to assisting ELL students is the statewide requirement that ALL Arizona certified educators acquire an endorsement that ensures they have received training in the methods of SEI. This requirement has been in place since 2005. Furthermore, state law was amended in 2006 to require the coursework for the SEI endorsement to be embedded into all state board approved teacher training programs.

The instructional framework of the SEI Endorsement consists of the following areas of study:
- ELL Proficiency Standards
- Data Analysis and Application
- Formal and informal assessment.
- SEI Foundations
- Learning experiences: SEI Strategies
- Parent/Home/School Scaffolding

The language arts strategies and methods presented through the SEI endorsement are evidence-based and applicable for all students. Arizona's ELL population is concentrated in the lower grades, with nearly 50% of all ELLs in grades K-2. By ensuring they are equipped with sufficient language skills to be successful in their grade level classrooms, former ELLs in this age group are now out-performing their non-ELL peers once they exit the ELL program. High standards, explicit instruction, strong accountability measures, highly qualified and trained teachers, and most importantly, high expectations for ELL students are leading to improved outcomes for

Arizona students.

Does the SEA intend to 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? If so, will the results be used to support students with disabilities in accessing the college- and career-ready standards on the same schedule as all students?

Arizona is analyzing 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.

Arizona is the funding state agency for Project Longitudinal Examination of Alternate Assessment Progressions (LEAAP). LEAAP is an analysis of curricular progressions and student performance across grades on states' alternate assessments based on alternate academic achievement standards (AA-AAAS) for students with significant cognitive disabilities. LEAAP will allow states to examine student progress over time – in both performance and skills assessed. Western Carolina University manages all project activities with oversight by the ADE and the University of North Carolina at Charlotte. This project also includes partners from Maryland, South Dakota, and Wyoming. LEAAP will inform states' future improvements in AA-AAAS systems, including accessibility and validity. The results of the analysis will provide detailed information about Arizona's current Arizona's Instrument to Measure Standards Alternate (AIMS A) and the relationship between the Common Core Standards and Arizona alternate academic standards. The results will further provide guidance on how to further support teacher's transition from using the alternate standards to the Common Core standards for instructional purposes. Finally, information related to the accessibility of items will also be included in the final analysis of AIMS A items.

Arizona serves as a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC), and is very supportive of assessing all students including students with disabilities. ADE has two staff members on the Operational Working Group in the PARCC assessment consortium for Accessibility, Accountability, and Fairness (one serves as chair). This group is tasked with ensuring the accessibility and fairness of the PARCC assessment for all students, including those with disabilities and those with limited English.

ADE staff with expertise in Special Education is also engaged in the National Center and State Collaborative (NCSC) which is an assessment consortium for students with significant cognitive disabilities. Three staff members are on the NCSC work groups (Assessment, Curriculum and Instruction, Professional Development) and one serves on the management team. Arizona is on target for meeting the Year 1 goal by identifying 33 Community of Practice (COP) members who have begun to receive training on the CCSS, the relationship among content and achievement standards, curriculum, assessment, and access to the general curriculum. The COPs will be asked to implement model curricula and assist ADE in providing continued trainings across the state to teachers serving students with significant intellectual disabilities.

The Exceptional Student Services (ESS) section is in the process of analyzing all relevant data (state assessment tests, local district assessments and data, Least Restrictive Environment (LRE) data, etc.) in the area of reading in five (5) geographically different school districts. This project is being done in collaboration with the School Improvement section of the ADE and the Data

Analysis Center (a technical advisory center through the Office of Special Education Programs (OSEP). After piloting this program the ESS and School Improvement section plan on expanding to other Public Education Agencies (PEAs). ADE is also providing ongoing professional development and technical assistance to special education directors and school teams to support their site transition to the new college- and career-ready standards and aligned assessments through implementation of research based strategies to ensure that students with disabilities are being included in the revised standards. Universal Design for Learning components are being used and built into training on strategies to provide access for all students to access the revised standards with appropriate accommodations and modifications. This information is being utilized at the site level to support students with disabilities in accessing the college- and career-ready standards during classroom instruction to ensure they will be on the same schedule toward college- and career-readiness as all students.

Currently, the ESS Comprehensive System of Professional Development (CSPD) Unit offers reading and mathematics capacity building trainings that embed Arizona's Common Core Standards – ELA and Mathematics. At the conclusion of each concept presented, participants in mathematics trainings discuss accommodations necessary to make mathematics accessible to students with disabilities. Reading trainings address the connections between the instruction and the new Arizona Common Core Standards – ELA increased rigor and need for additional support in nonfiction literacy instruction.

Does the SEA intend to conduct outreach on and dissemination of the college- and career-ready standards? If so, does the SEA's plan reach the appropriate stakeholders, including educators, administrators, families, and IHEs? Is it likely that the plan will result in all stakeholders increasing their awareness of the State's college- and career-ready standards?

The ADE is conducting extensive outreach on and dissemination of the college- and career-ready standards, leveraging a wide variety of communications methods, to include the following:

- The ADE website for Arizona's Common Core Standards – ELA and Mathematics and PARCC assessment includes specific resources for educators, administrators, family/community, in addition to a general information handout that is available for download and distribution to all stakeholders (www.azed.gov/standards-practices/common-core-state-standards/). Information available to the public includes Arizona's engagement with the standards development process, critical messaging explaining the "why" and "what" of the standards, what the new college- and career-ready standards mean for students, educators and families along with links to additional informational resources. The website also houses a college- and career-ready FAQ page that is regularly updated.

- ADE content specialists are very engaged in participating and presenting at conferences across the state, along with attending state and regional stakeholder meetings and Local Educational Agency (LEA) leadership team meetings. Conference presentations have included Arizona School Board Association, Arizona School Administrators Association, Charter School Association, Arizona Business and Education Consortium, Parent Teacher Association (PTA), Arizona Hispanic Educator Association, Arizona International Dyslexia Association, Rio Salado Community College Reading Institute.

- The ADE, the Governor's office, and County Education Superintendents have partnered to provide regional summits across the state to promote awareness and begin local discussions and regional action plans (*See Consultation Section*). Represented at these summits were

educational leaders, business partners, higher education representatives, and interested community members. Staff from ADE, the Governor's office and the County Superintendent's office presented information on the college- and career-ready standards to raise awareness, garner local commitment to implementation and to encourage dialogue across educational, business and community stakeholders.

- ADE is facilitating Arizona's college- and career-ready standards Leadership Team. Membership includes representatives for higher education institutions, the Arizona Board of Regents, Charter School Board, School Superintendents, County Education Offices, teachers, the Governor's office, philanthropic foundations and ADE executive team members. The purpose of the team is to play a pivotal role in building statewide capacity and support for the new standards, broaden communication systems and engage in broad based strategic planning to ensure that all Arizona students are prepared to succeed in college and careers. The team meets bi-monthly to determine the progress to date in rolling out the college- and career-ready standards, the contributions of the members and the next steps of support.

- The ADE, in coordination with Arizona Higher Education PARCC leadership, conducted in October 2010 a summit to engage higher education stakeholders in the college- and career-ready standards and assessments. There are plans to hold future summits to further engage higher education in addition to providing specific technical assistance training at the request of higher education institutions.

- In addition to the ongoing summits, a Higher Education steering committee has been established with well-rounded representation from institutions across the state. A strategic plan for postsecondary engagement is in development and includes the immediate work of identifying expert content faculty in ELA and Mathematics who will engage in collaborative work with ADE. A subcommittee of this team is developing and disseminating information and guidance documents to Higher Education faculty to support and connect their work to the college- and career-ready standards. Arizona's IHEs continue to participate in professional development provided through Arizona's PARCC governing membership to ensure the collaborative work with ADE and high school systems is successful.

- ADE is systematically building statewide capacity by establishing a statewide cadre of certified trainers. Master educators who meet the application perquisites receive additional ongoing training to prepare them to provide ADE's Phase 1 and 2 Professional Development Content. Cadre members are available to provide professional development at the local, regional (through Arizona's five Regional Education Centers) and state level. In their capacity as state cadre members, they also have the responsibility to conduct outreach to additional stakeholders including parents and community members. These "certified" ADE trainers will assist in communicating one common voice for change across the state, and are updated regularly as new resources are developed and added to the existing training. Currently, certified trainers are available within each of the fifteen Arizona counties. Careful attention has been given to ensure a consistent degree of high-quality professional development is available to rural areas, including LEAs on our Native American reservations. Similar attention has been given to Arizona's border counties serving our mobile migrant populations.

- ADE staff will also collaborate closely with Staff from Arizona's five Regional Education Centers to support implementation and transition efforts with the college- and career-ready standards and to ensure a consistent message is delivered across all five regions of Arizona.

Regional Education Center staff, along with state standards training cadre members, will provide ongoing professional development and technical assistance within their specific region at the request of LEAs and specific stakeholders.

- ADE staff is being trained in the development of online course design and facilitation in order to provide even greater access to training across the state of Arizona. Additionally, weekly webinars are scheduled to begin in early March 2012 to assist in answering questions and to provide ongoing assistance with critical issues, training, and topics of interest regarding the college- and career-ready standards. These topics will include addressing the English language learner, students with disabilities, low-achieving students, and information regarding both formative and summative assessment measures and how to use data to inform instruction.

Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new standards? If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction?

The ADE has begun and will continue to provide professional development and other supports to prepare teachers to teach the college- and career-ready standards to **ALL** students in order to close achievement gaps and increase academic success. ADE has established a three phase professional development plan incorporating information for educators of all children including those with at-risk factors that incorporates knowledge of the standards by grade level, significant shifts in instructional focus, effective instructional strategies, integrated content instruction and the purposeful use of data. Professional development opportunities are provided in a variety of formats including on-site and conference based training, online courses, and webinars. ADE has been providing Phase 1 training since November 2010 (www.azed.gov/standards-practices/files/2012/05/common-core-timeline-for-ade-11-28-2.pdf). Phase 1 professional development focuses on building awareness of Arizona's Common Core Standards – ELA and Mathematics. Phase 1 training is provided during 1- 2-day conferences in sessions designed to equip participants with the information and resources needed to duplicate presented modules at the local LEA level. ADE also provides online courses based on the same modules presented during 1- 2-day conferences to reach a broader audience. Phase 1 professional development also targets administrators and educational leaders by offering professional development focused on implementation and transition efforts at the LEA level. Informational technical assistance sessions are also part of Phase 1 professional development and are provided in response to LEA or other stakeholder requests. For more detailed information, please see: www.azed.gov/standards-practices/, '*Content Area Resource Pages*'.

The ADE has been providing Phase 2 professional development since August 2011 (www.azed.gov/standards-practices/files/2012/05/common-core-timeline-for-ade-11-28-2.pdf). Phase 2 professional development focuses on deepening educator's knowledge of, and purposeful implementation of Arizona's Common Core Standards – ELA and Mathematics. Phase 2 professional development targets the in-depth study of content, rigor, text complexity, literacy integration through Science, Technology, Engineering and Mathematics (STEM), and mathematical practices. Specific strategies to assist English learners, students with disabilities,

low-achieving students, and gifted or high achieving students will also be addressed during Phase 2 professional development.

The ADE will begin Phase Three training in August 2013 (www.azed.gov/standards-practices/files/2012/05/common-core-timeline-for-ade-11-28-2.pdf). This training will focus on full implementation of Arizona's Common Core Standards – ELA and Mathematics, including STEM integration, differentiation, scaffolding, and the effective use of multiple assessment measures including formative, benchmark and summative student achievement data. ADE will continue to provide technical assistance and professional development as requested by stakeholder groups and will offer content-specific professional development on instructional strategies, as determined by LEA and stakeholder needs.

Arizona has legislation that requires LEAs to utilize a comprehensive assessment system in their schools. This is defined in State Board Policy as an assessment system that includes screening, diagnostic, progress monitoring, and outcome data. To support LEAs in utilizing effective strategies to not only gather the necessary data but use it purposefully to inform instruction, ADE collaboratively developed a model for a multi-tiered system of instruction/intervention referred to as AZRTI. ADE continues to conduct Response to Intervention (RTI) training to K-12 Arizona educators to encourage use of data on multiple measures of student performance to inform instruction. This professional development places an emphasis on the implementation of the college- and career-ready standards in Tier 1 which is defined as universal instruction to all students in the grade level classroom. Strategies for differentiated instruction are included along with implications and strategies for Tier 2 (intervention) and Tier 3 (intensive intervention). To further support educators in successfully implementing the college- and career-ready standards, ADE will be providing Data Summits specifically designed to address effective strategies in gathering, analyzing and using multiple measures to inform both the teacher and the learner on progress (www.azed.gov/school-effectiveness/azrti/).

Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so? The ADE has a three-phase professional development plan for administrators and educational leaders in both ELA and mathematics to support strong instructional leadership based on the new standards (www.azed.gov/standards-practices/files/2012/05/common-core-timeline-for-ade-11-28-2.pdf). The focus of Phase 1 trainings includes the structure of the new standards, significant shifts, and a framework for scaffolded implementation. Professional development during Phases 2 and 3 focuses on effective instructional strategies, intentional classroom observations that support the implementation plan, the effective use of multiple data points, coaching, and the use of professional learning communities at the LEA level. Phases 2 and 3 provide administrators with ongoing professional development and follow-up technical assistance as the college- and career-ready standards are implemented at the LEA level.

In addition to targeted professional development for site and district leaders, ADE and Arizona's five Regional Education Centers will establish regional professional networking groups that provide regular opportunities for collaborative problem solving, the sharing of successful strategies, and the opportunity to learn from the collective intelligence of the group. Membership in these networking groups will include LEA superintendents, school principals, site coaches and lead teachers. Meetings will be coordinated by the Regional Education Center staff and will be

held on a quarterly basis. Agendas will be focused on the implementation of the college- and career-ready standards while specific topics will be determined by the local needs and priorities. ADE content staff will provide support and resources to these network teams. The purpose will be to build capacity, support and sustainability for effective educational practice across the state. Beyond the necessary professional development will be the shared critical conversations among peers and colleagues that secure implementation and support the change process. Communities of Practice will be facilitated by Regional Education Center staff with the intent of building a two-way line of communication from this COP to the Regional Education Centers to the ADE and also in the turnaround direction.

Does the SEA propose to develop and disseminate high-quality instructional materials aligned with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students?

Arizona intends to develop and disseminate high quality instructional materials aligned with the new college- and career-ready standards and based on Universal Design for Learning guidelines, frameworks and examples. These materials will include sample instructional units, lesson plans, curriculum maps, and formative assessments that reflect research-based best practices. ADE will draw on the experience of local curriculum leaders and master educators to assist in the development of these materials which will be available online through the ADE website. ADE will coordinate the establishment of grade-span work teams who will develop grade specific instructional materials. Pertinent Phase 2 and 3 professional development sessions will utilize these resources as exemplars, coaching materials and foundations for post professional development targeted webinars to extend and reinforce the professional learning. These materials will be developed to support teaching and learning of all students, and will provide instructional strategies that support differentiation and scaffolding for students, including English language learners, students with disabilities, and low-achieving students.

Arizona has been actively engaging educators throughout the process of reviewing, adopting and implementing the college- and career-ready standards. As ADE supports the movement of LEAs towards full implementation in the school year 2013-2014, master educators will continue to work in grade span teams for two specific purposes: 1) to review and identify Open Educational Resources (OER) using the rubrics and evaluation tools provided by ACHIEVE, and 2) to develop targeted grade level professional development that addresses specific content in both the ELA and Mathematics standards. The teacher driven professional development will be provided in regional face-to-face meetings, webinars and online courses to ensure access.

Arizona is a member of an e-learning consortium, E-Learning for Educators (which includes 12 states) whose purpose is to share state developed online resources and collaboratively develop additional resources. Presently ADE content specialists are reviewing consortium resources to identify sound connections to the needs of Arizona educators and providing access to this group of online resources. In addition, ADE is working collaboratively with PARCC states to share and develop common and fully aligned instructional resources.

Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?

ADE has and will continue to expand opportunities for students to access college-level courses or their prerequisites. ADE continues to champion access to advanced rigorous high school coursework to better prepare students to be college- and career-ready through a number of initiatives presently being implemented. The AP Test Fee Waiver Grant Program, a US Dept. of Education grant, supports test fees for AP and IB for eligible low-income students statewide. Low-income students in Arizona took over 9,800 AP exams through the support of this program in 2011. This represents a dramatic increase from 2004 when only 800 students took AP exams. The College Board Data Partnership builds a collaborative data sharing partnership with the College Board that allows SAT, PSAT and AP student-level test data to be incorporated into the ADE Student Longitudinal Data System (SLDS). This allows ADE and LEAs for the opportunity for greater analysis of current student preparation, access and success in accelerated learning opportunities, and provides actionable data to support program expansion. Move on When Ready refers to state legislation that provides for accelerated rigorous learning at the early high school level that potentially allows for early graduation. Cambridge and ACT Quality Core instructional and assessment systems have been implemented in some pilot schools with the opportunity for students to move on to college when they have successfully completed the advanced college ready coursework. Dual enrollment in community college classes is also an option offered by the majority of high schools in association with the community colleges in Arizona (State Statute 15-701.01 G).

In addition to expanding opportunities for college-level coursework in high school, Arizona recognizes that it is essential students have support in ensuring that they access those courses as part of a purposeful educational plan. Arizona's 2013 Education and Career Action Plan (ECAP) requirement is helping to move all students toward college- and career-readiness. Because decisions about enrollment in college-level courses will be made in the context of ECAP planning process, Arizona is working to ensure college-level high school course opportunities used effectively to support student college- and career-readiness. In support of the implementation of college- and career-ready standards, ADE staff has collaborated with the Northern Arizona University (NAU) GEARUP program and the Governor's Early College Access Grant. In the fall of 2011, 32,227 students in Arizona were given the ACT EXPLORE test, providing valuable information about individual student early readiness for college, based upon skill attainment and educational and career goals. It provides relevant information to assist in the selection of appropriate high school courses and career pathway choices. LEAs (50 districts, 11 charters, 233 schools) collect the results, sharing the information with students and parents and high school counselors to ensure appropriate high school transitions and course planning. The students begin a Pre- Education and Career Action Plan (ECAP) process (defined below) using their skill scores and identified career interests. LEAs are establishing methods to record scores into the school student data system, preparing for the full implantation of Arizona's SLDS system. ACT, GEARUP and ADE staff collaborate on the planning and presentation of statewide professional development workshops to support student college- and career-readiness, purposefully connecting the EXPLORE Initiative to the ECAP process.

The 2013 Education and Career Action Plan (ECAP) requirement is moving all students toward career- and college-readiness. ADE supports the AzCIS (Arizona Career Information System) online career and college planning tool used to assist in ECAP development. It is provided free of charge to middle and high school students. The ECAP process assists students in integrating educational preparation with career interests and introduces life planning skills. As students are

faced with greater opportunities for course selections, early college enrollment and early graduation options, they require greater guidance in making decisions and assuming responsibilities for their life preparation. The ECAP process is positioned to assist in increasing student academic achievement, promoting graduation and enrollment in postsecondary experiences, and linking them to their role within their own communities. Every Arizona graduate beginning in the year 2013 will graduate with an action plan, designed by them, to move them closer to their career and life goals. To support the effective implementation of ECAPS for all students in middle and high school the following is being done:

- ADE is engaged in providing professional outreach, materials and technical assistance to LEAs including leadership workshops, counselor workshops and teacher lesson plans. ADE maintains a website of resources developed in conjunction with the Arizona School Counselors Association and local teachers. Downloadable brochures are provided in English and Spanish to assist in communication with students and parents. Parents are required to be a part of this process each year.

- ADE in the fall of 2011, designed K-12 College and Career Checklists. These specific grade indicators can help parents and students identify components of college-readiness and academic success. Students are encouraged to take rigorous classes, additional math coursework, and to participate in AP, Honors and dual credit opportunities. Additionally, it is suggested that students pursue all of the options available for financial aid. The link to these checklists can be found on the ECAP webpage (www.azed.gov/ecap/).

- All Title I LEAs and schools with grades 9-12, including charters, must submit Assurances and documentation of their ECAP compliance within ADE's online ALEAT system. Sample evidence will be collected in 2012 relevant to the 2013 implementation validation. Information submitted will be considered in developing technical assistance and professional development efforts for 2013. Schools must assure students enter, track and update the following Attributes:
  - Academic, Career, Postsecondary and Extracurricular participation at school or in their community.
  - ADE coaches schools to utilize student ECAPs to assist in transitioning students into community colleges and universities both during high school and following high school graduation.
  - ADE specialists in both content and special education, along with school experts responsible for the ECAP process, worked together to design guidance on the effective implementation and management of student ECAPs and IEPs. The student outcomes for an ECAP and an IEP are very similar. ALL Arizona students will have a college and career planning process to ensure post high school success with the least amount of duplication and confusion.
  - ADE high school specialists and CTE specialists are working collaboratively with all high schools offering CTE programs implement the Programs of Study Essential Elements which provide a comprehensive, structured approach for delivering academic and career technical education that prepares student for postsecondary education and career success. This process involves a sequence of instruction that begins in high school and connects through into postsecondary, leading to an industry recognized certification, credential or a degree. Secondary and postsecondary community colleges are working together to guide

students in their high school course work and financial planning. This involves dual or concurrent credit at the postsecondary level.

Does the SEA intend to work with the State's IHEs and other teacher and principal preparation programs to better prepare—

incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and

In 2011, the ADE began surveying school principals to ascertain the perceived readiness of teachers completing State Board approved teacher preparation programs in Arizona. Survey questions addressed a broad range of skills including English Learners and students with disabilities. Seventy-seven percent of teachers either met or exceeded expectations of beginning teachers to incorporate English Language Development Standards; 80% of teachers either met or exceeded expectations to differentiate instruction to meet the learning needs of all students. To address these and other findings, the ADE convened a workshop with representatives from each IHE to analyze their survey results and to discuss strategies for addressing identified areas of improvement. Each IHE was then responsible for integrating their analyses and plans for improvement into their annual Higher Education Opportunity Act (HEOA) report to the federal government. This process will be continued in 2012 and beyond and will provide longitudinal data to measure the progress of IHEs in addressing the needs of targeted student populations.

In addition, the ADE works in partnership with IHEs through Arizona's federal Transition to Teaching (TTT) grant. The goal of this grant is to support the recruitment and retention of highly qualified teachers in high-need LEAs. In order to participate, LEAs cannot have less than 20% of their children in families with incomes below the poverty line and must have a high percentage of their teachers teaching out of field. Qualifying districts for the TTT grant are in Yuma, Apache and Navajo counties, all of which have high ELL student populations. The grant provides stipends and mentoring for teachers pursuing certification in special education and high need secondary core content areas. As a result of this project, IHEs are now targeting candidate recruitment efforts towards addressing the unique needs of these LEAs.

incoming principals to provide strong, supportive instructional leadership on teaching to the new standards? If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?

In 2008, the Arizona State Board of Education directed the ADE to develop a statewide framework for quality internship programs to produce principals who have the knowledge and skills to be effective instructional leaders.

As a condition of program approval, each IHE was required to attend a mandatory workshop focused on:

- Identifying research-based practices of effective internships;
- Designing and implementing a developmental, competency-based internship program; and,
- Developing and signing a university-district program agreement describing internship program specifics.

The Framework represented a major statewide effort to identify the critical features and

conditions of quality internship programs with the goal of providing candidates with significant opportunities to synthesize and apply knowledge as well as to practice and develop the skills identified in national leadership standards as measured by substantial, sustained work in real settings, planned and guided cooperatively by university and school district personnel. The Framework also determined what guidance should be provided to IHEs to ensure that these features were part of a principal preparation program.

In addition, the ADE is currently developing a new principal Arizona Educator Proficiency Exam (AEPA) aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards. IHEs are now in the process of ensuring the alignment of their administrative programs to these standards as well as to sufficiently prepare their candidates to pass this rigorous exam, when it becomes available in 2013.

Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State's college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:

Raising the State's academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State's 4-year public IHEs, or conducting NAEP mapping studies.)

Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State's college- and career-ready standards?
The ADE has evaluated its current state assessment, Arizona's Instrument to Measure Standards (AIMS), and has begun increasing the depth of knowledge of all field-tested items and aligning new item development to college- and career-ready standards. Passages for the AIMS Reading will be commissioned, public domain, or primary source with a focus on expository text with higher test complexity. At this time text complexity is being determined by Lexile and various other measures indicated within Readability Suite (www.azed.gov/standards-development-assessment/files/2011/12/azaimsdpa-hslinkingstudyreport_final.pdf).

Arizona strives to use Universal Design in the development of assessment items and the assessment format in order to assess the full range of student abilities while maintaining high expectations for all students. All students are expected to participate in the state assessment system (http://www.azed.gov/research-evaluation/files/2012/08/statereportcard2010.pdf).

Additionally, items in the current bank are being aligned to the new standards for college- and career-readiness. An alignment study of items in the current AIMS Item Bank is being conducted in March 2012 to determine alignment of the items to the adopted college- and career-ready standards. New items are being written to the more global concept level in order to combine current performance objectives to more closely align to the complexity and expectation of the

college- and career-ready standards. Item writers are encouraged to write multiple choice items at level 2 or 3 depth of knowledge level, as determined by Norman Webb's guidance, to increase rigor within the current state assessment and to help transition both students and teachers to college- and career-readiness expectations. All items field tested on the 2012 AIMS were at level 2 or higher (www.azed.gov/standards-development-assessment/files/2011/12/aims_tech_report_2011_final.pdf).

Implementing another strategy to increase the rigor of current assessments, such as using the "advanced" performance level on State assessments instead of the "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?
The State is exploring the possibility of giving a "*reach for college- and career-readiness*" score to students, but we have not finalized the research to support this information.

If so, is this activity likely to result in an increase in the rigor of the State's current assessments and their alignment with college- and career-ready standards?
All of these strategies are designed to increase the rigor of the current assessment system, AIMS. The goal is to have educators and students in the state to be aware of the rigor of Arizona's Common Core Standards – ELA and Mathematics and its impact on an aligned assessment system (PARCC).

Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State's college- and career-ready standards?
ADE is working to align and integrate efforts to implement and support both the implementation of the new college- and career-ready standards, and teacher and principal evaluation initiatives. Currently, ADE is developing a single, integrated plan to bring strategic cohesion to these major initiatives, which would include (but are not limited to) the development of aligned, common messaging and the integration of professional development and technical support efforts. A specific example of an action step from this process would include the collaborative (ADE standards and educator effectiveness staff, Regional Centers, and other stakeholders) development of a common tool/rubric for measuring the fidelity of implementation of the standards, which aligns with observation tools/instruments needed to support educator evaluation systems. In addition, ADE will begin planning a fourth AZ Educator Evaluation Summit, focusing on bridging Common Core instructional shifts and educator evaluation to be held in late summer or early Fall of 2012.

1.C   DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A   DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i   Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Overview

Arizona's ultimate goal is for all students—regardless of race, ethnicity, income, language or special needs—to receive an education that prepares them for the opportunities and demands of college, the workplace, and life beyond high school. This is a shared responsibility between the Arizona Department of Education (ADE), the state's LEAs and schools at all points along the education continuum. The state is also committed to holding schools accountable to this goal using a model that will eventually integrate two currently incongruent systems.

Currently, Arizona's schools and districts are assessed under two very different systems; the state's framework for accountability - **the A-F Letter Grade system** - and the requirements of the No Child Left Behind Act (NCLB). Operating these disparate systems has resulted in conflicting feedback for schools and districts. Further, the looming deadline set by NCLB of proficiency for 100% of students by 2014 has been an increasingly steep hill to climb. As a result, more and more schools and districts in Arizona are becoming identified as needing improvement, which is overloading the state's ability to identify the *truly* struggling schools in Arizona and provide the necessary assistance.

Despite the best intentions of NCLB, in reality, it is likely that the current NCLB system will result in over 1000 of Arizona's Title I schools in some level of school improvement within the next two years. Arizona's Superintendent of Public Instruction, John Huppenthal, has high expectations for the state's schools to provide every opportunity for Arizona students to rise to college- and career-readiness with ambitious yet attainable goals. Keeping with the state's emphasis on continuous improvement, the system Arizona is proposing will provide schools and districts with a tiered system of state intervention and oversight founded on the A-F Letter Grade a school earns. The state commits to providing support where needed and recognition where warranted.

The state accountability system in Arizona is predicated on a continuous improvement model, with differentiated state supports and interventions designed to drive student achievement toward the goal of college- and career-readiness. Through the state's A-F Letter Grade system, Arizona makes annual accountability determinations for all schools and districts based on student academic status and growth. The ADE is aligning Arizona's state standards and Arizona's state assessment to the knowledge and skills necessary to be college- and career-ready, and successful beyond high school. With this ubiquitous focus, the state strove in this application, to design a comprehensive accountability system for schools and

districts. The state endeavored to take advantage of the minor differences in prominence of various ways to measure school quality between the state of Arizona and the Federal systems, and is working toward ambitious yet attainable goals that create a positive feedback loop to drive continuous improvement at the student, school, and LEA levels.

The ADE Research and Evaluation division will introduce a Student Growth Target (SGT) system (also described in 2B) during the 2012-2013 school year and work with various stakeholders to integrate into our A-F Letter Grade accountability system and eventually the basis for our annual measurable objectives (AMOs) required to be met by the USED. Launching a new state initiative of the size and scope of the SGT system will take a year to automate the system and gather feedback from the field. While the ADE is working with the stakeholders to successfully implement an SGT system, the ADE submitted AMOs reflective of the traditional measureable objectives to hold our schools accountable to a goal of reaching 100% proficiency by the school year 2019-2020 (described in 2B). These AMOs will keep our schools striving for excellence, preparing them for a smooth transition from a system that has two parallel tracks to one system satisfying both state and federal accountability goals.

The state's ultimate goal for the flexibility request is to carefully merge to one seamless accountability system that puts every student on track to college- and career-readiness. With Arizona's state accountability system as the foundation, the state can enhance the identification and recognition system and further differentiate interventions. Taken together, these changes will allow us to support every school where students are struggling and create a system focused on college- and career-readiness that supports continuous improvement.

The timeline for execution of the proposed updates to the Arizona accountability system will start initially in July of 2012 by identifying "Priority" and "Focus" schools for school improvement for the school year 2012-2013 (as described in Section 2D and 2E). The ADE Research and Evaluation division is currently working with Dr. Damian Betebenner to produce Arizona SGTs. As early as the fall of 2012 the ADE will troubleshoot the automation of the state's SGT system, gather feedback from our stakeholders, and work with ADE's Accountability Advisory Group to discuss the best way the new SGT system could be integrated into our A-F Letter Grade accountability system and eventually the basis for our AMOs.

HISTORICAL CONTEXT

The passage of Proposition 301 by Arizona voters in November 2001 was the first step in Arizona holding schools accountable for the academic performance of their students. The ADE developed an accountability system to measure school performance based on student achievement on Arizona's Instrument to Measure Standards (AIMS), mathematics and reading sections. This system was dubbed AZ LEARNS (now referred to as the AZ LEARNS-Legacy system) and requires that all public schools in Arizona receive an achievement profile under the state accountability system.

With the passage of NCLB, Arizona became a dual-accountability state. Schools were now held accountable to meet the state expectations under AZ LEARNS-Legacy and to meet federal requirements under NCLB. Schools' ability to meet the Annual Measurable Objectives (AMOs) toward the goal of NCLB (academic proficiency for all children by the 2013-2014 academic year) resulted in the Annual Yearly Progress (AYP) determinations. An AYP determination was made for all schools in Arizona but only Title I funded schools faced consequences for their inability to make AYP. Under NCLB, LEAs were also evaluated to determine improvement status.

Over the past decade, the AZ LEARNS system has not been without its critics. Neither AZ LEARNS-Legacy nor the NCLB AYP determinations provided meaningful or understandable descriptions of school performance for parents or educators. Primarily, the nomenclature used in the AZ LEARNS labeling system was misleading at worst and confusing at best because school labels and AYP determinations failed to provide parents with an objective metric of their school's performance, did not clearly distinguish between categories, and parents could not compare their school to a neighboring school. Under AZ LEARNS-Legacy, the "Performing" label is actually the 2nd lowest ranking out of 5 (i.e., Excelling, Highly Performing, Performing Plus, Performing, and Underperforming). The result? Over 90% of Arizona's schools receive a "performing" or better label. Further, as the science of school and district accountability progressed, so did the state's understanding of the importance of measuring and holding schools accountable to student growth. In fact, the changes that were made in 2010 reflect a response to educators statewide who have long been asking for a system that would recognize the academic *growth* of students over time rather than the more narrow focus provided by snapshots of achievement at one point in time.

The A-F Letter Grade System was passed by the Arizona Legislature in 2010 and adopted in June 2011 by the State Board of Education.[1] Arizona now has a state accountability system that provides an understandable determination of school and district performance. The A-F Letter Grade System was designed to place equal value on current year achievement and the academic growth of all students while placing a laser-like focus on the school's lowest achieving students. The A-F Letter Grade System provides a consistent yardstick from year to year to track a school or LEA's progress over time, providing data to inform instruction and drive academic interventions in a way that the AZ LEARNS-Legacy system simply did not do.

In his former role as State Senator and sponsor of the A-F Letter Grade legislation, Arizona's Superintendent Huppenthal felt strongly that districts should be recognized for accomplishments in building their schools' capacity to provide high quality instruction to all students. He was also determined to hold LEAs accountable when they failed to demonstrate success, leaving students behind academically. Thus, in its implemented form, the A-F Letter Grade System also acknowledges the responsibility that LEAs have in ensuring the academic success of the students within the schools they oversee; therefore, the A-F Letter Grade System is applied to LEAs as well as to all schools.

The first phase of the A-F Letter Grade System began in the 2011-2012 school year, when 1,501 public schools received their first letter grade. There are over 400 additional schools slated to receive letter grades in the summer of 2012. These schools are those that required a parallel profile established for alternative, small and K-2 schools. In the spring of 2012, all three parallel models were approved by the State Board of Education. In addition to the A-F Letter Grade for traditional schools, **all** Arizona schools also received an AZ LEARNS-Legacy profile in 2011. Table 2.1 below reflects the distribution of schools receiving a letter grade and a Legacy profile in 2011.

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[1] Arizona Revised Statutes (*A.R.S §15-241*) requires that the ADE shall determine the criteria for each school and school district classification using a research based methodology, which is defined as the systematic and objective application of statistical and quantitative research principles to determine a standard measurement of acceptable academic progress for each school and school district.

Table 2.1: Distribution of Schools Receiving AZ LEARNS-Legacy Labels and A-F Letter Traditional Model Grades in the 2010-2011 School Year

	A	B	C	D	Total
Excelling	69.4% (202)	30.2% (88)	<1% (1)	0	291
Highly Performing	27% (65)	65% (157)	8.6% (21)	0	243
Performing Plus	4.0% (28)	39.3% (278)	50.4% (356)	6.4% (45)	707
Performing	0	5.5% (13)	45.8% (108)	48.7% (115)	236
Underperforming	0	0	4.2% (1)	95.8% (23)	24
Total	295	536	487	183	1,501

Under the state's three accountability systems in the 2011-12 school year, Arizona public schools received up to four different labels: AYP/NCLB Improvement Status and Persistently Lowest-Achieving (Tier I or Tier II); an AZ LEARNS-Legacy achievement profile and an A-F Letter Grade. Each label and the two systems are not comparable because each is based on separate criteria, as outlined in Table 2.2, resulting in confusing, mixed signals for educators, parents and the public about their schools. For example, a school could be labeled "Performing" under AZ LEARNS-Legacy, but not make AYP, and earn a 'C' grade through the A-F Letter Grade System. The disparate information also reduced the perceived credibility of the information provided to the public.

Table 2.2: Comparison of the Three Accountability Systems in Operation in Arizona

	NCLB (Conjunctive model)	AZ LEARNS-Legacy (Additive model)	A-F Letter Grade (Additive model)
Authorization	Required by federal law Section 1003	Required by state law Arizona Revised Statutes, 15-241	Required by state law Arizona Revised Statutes, 15-241
Student Performance Measure	One-year snapshot of student performance	Longitudinal examination of student performance	Student Achievement, and Student Growth compared to peers
Data Used in Calculation	• Percent of Students Proficient on AIMS • Percent Students Assessed • Attendance/Graduation Rates	• Percent of Students Proficient on AIMS • Measure of Academic Progress (MAP) • Graduation/Dropout Rates • Adequate Yearly Progress (AYP)	• Percent of Students Proficient on AIMS • Student Growth Percentile • Growth of All students and the Bottom 25% for each school • Graduation/Dropout

			Rates
		• ELL reclassification	• ELL reclassification
Labels	Yes/No System	Performance Profile	Letter Grade
	• School Improvement	• Excelling	• A
	• Year 1	• Highly Performing	• B
	• Year 2	• Performing Plus	• C
	• Year 3 (Corrective Action)	• Performing	• D
	• Year 4 (Plan to Restructure)	• Underperforming	• F
	• Year 5 (Implement Restructuring Plan)	• Failing to meet academic standards	

It is clear that the current accountability systems are not connected and fail to provide Arizona's parents, educators, or Arizona communities with a consistent message about school quality. Arizona believes strongly that an accountability system should be coherent, provide meaningful measures and reliable results to inform instruction and strengthen schools. The state believes these goals can be met when flexibility is granted by the U.S. Department of Education to unite the state's A-F Letter Grade System with the tenets of the ESEA. In order to expedite the transition to the A-F Letter Grade System and eliminate the requirement to issue labels under the AZ LEARNS-Legacy system during the 2012-2013 school year, ADE introduced SB 1458, which was signed by Governor Brewer in April 2012. The bill also specifies the plan for the determination of an "F" letter grade during this transition period.[2] As mentioned above, in the spring of 2012, the Arizona State Board of Education approved the parallel models (i.e., Small Schools model, the Alternative Schools model and K-2 Schools model). Along with the approvals of the parallel models the State Board of Education approved modifications to the A-F Letter Grade model for traditional schools.

OVERVIEW OF ARIZONA'S A-F LETTER GRADE SYSTEM
The formula used to calculate the A-F Letter Grade is based on a point system that weights academic outcomes and academic growth equally. The schools are held accountable for the students for a full academic year (FAY), which is defined as enrollment within the first 10 days of a school's calendar year and continuous enrollment up to the first day of state-mandated AIMS testing. There are 200 points possible – 100 for academic outcomes and 100 for academic growth. A profile is developed for each LEA and school and a letter grade is then assigned based on the number of points received.

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[2] SB 1458 Chaptered Version

Figure 2.1: Components of the New Profile
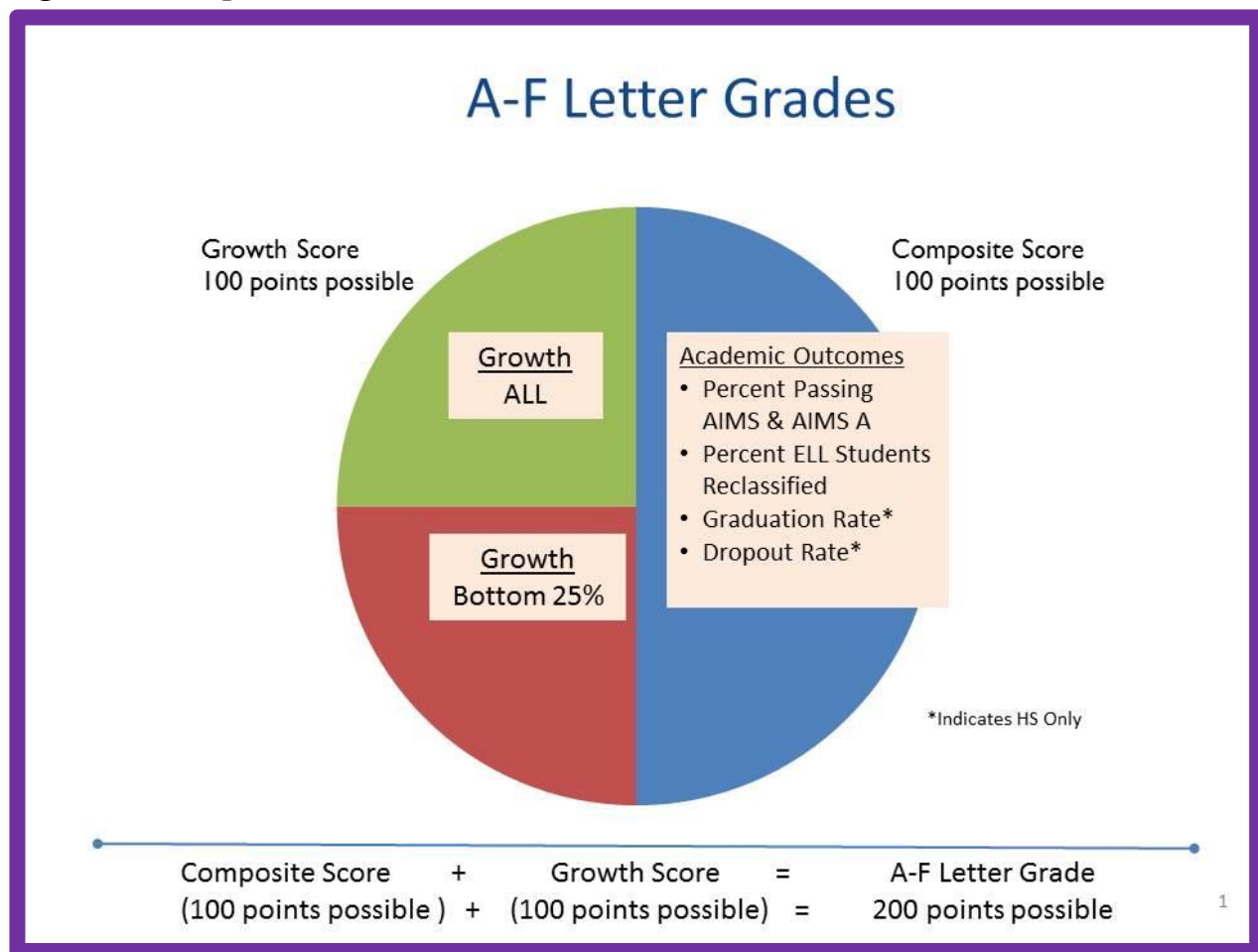
Achievement Composite (100 possible points):
The achievement component of the A-F Letter Grade System holds schools accountable for achievement in the current year based on student proficiency on AIMS assessments. Proficiency is determined by calculating the percentage of students proficient on the state standards in a given grade in reading and mathematics, determined as scoring "meets" or "exceeds" on the grade-level AIMS assessment. The percentage of students proficient in each subject is averaged for a school-wide average. This average is multiplied by 100 and converted to a point value between 0 and 100.

The achievement composite also includes measures of academic achievement in addition to the AIMS test. The additional components of the composite score accounts for the percentage of English Language Learners (ELLs) who are reclassified as fully English proficient on the Arizona English Language Learner Assessment[3] (AZELLA) during the academic year. If a school meets the criteria and reclassifies 30% or

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[3] Arizona identifies ELL students by use of the Home Language Survey also known as the Primary Home Language Other Than English (PHLOTE). Once a response on the PHLOTE identifies a student's home language as any other than English, the student is then administered the AZELLA. If the student scores below proficient on the AZELLA, the student is classified as an ELL. ELL students are tested on the AZELLA the first time the student enrolls and completes the PHLOTE and every spring

more students as proficient in English, they receive 3 points. In Arizona, every student is tested on the AIMS in the spring, including ELL students. Therefore, ELL students are included in the percent passing AIMS calculation and are also included in the Growth portion of the A-F Letter Grade model described below.

Students with the most significant cognitive disabilities who take the alternate assessment (AIMS A) will also be included in the composite portion of the A-F Letter Grade models starting in the 2011-2012 school year. Students participating in AIMS A, who have demonstrated proficiency (i.e., *meets* or *exceed*) in the current year, will be accounted for in the percent passing calculation. As illustrated in the formula below, the school-wide percent passing is calculated by adding the number of students proficient on AIMS with the number of students proficient on AIMS A and dividing that sum by the total number of students tested. To stay consistent with federal guidelines that require a 1 percent cap at the LEA and state level on the number of AIMS A scores counted toward proficiency, LEAs will have this additional rule regarding the percentage of AIMS A students included in the LEA A-F Letter Grade.

Arizona will incorporate the same process used under IDEA to identify any LEA who exceeds the 1.0 percent cap into the state's A-F Letter Grade System. LEAs will be notified if they have exceeded the 1.0 percent cap and which proficient scores will count as non-proficient at schools in the LEA. This determination is based on the additional data collected regarding the eligibility determination process for student(s) assessed with AIMS A (IEP and MET). ADE will assist any LEA who meets the criteria in 34 CFR Sect 200.13(c)(5)(1) (i.e., small LEA, LEA with special schools) in filing an appeal for an exception to the 1.0 percent cap.

$$\frac{\text{\# students proficient on AIMS } + \text{ \# students proficient on AIMS A}}{\text{\# number of AIMS \& AIMS A students enrolled at time of testing}}$$

High schools are also held accountable for meeting stringent criteria for graduation and dropout rates. In April 2013, the Arizona State Board of Education added a college and career readiness index (CCRI) to the A-F Letter Grade accountability model for traditional high schools. The State Board approved index will be weighted at 25% of the model and introduces a multiple measure component to the Arizona accountability system that is not reliant solely on the state assessment. The index is operational in the 2013-2014 school year. The indicators consist of a weight of 15% for graduation rate (i.e.,4- and, 5- years, with additional points for a benchmark reached for 6-, and 7-year); 5% for participation in college and career readiness classes or examinations; and 5% for success in college and career readiness classes, examinations, and professional certification (see table below). This index incentivizes schools to offer courses that will prepare students for success beyond high school. As the ADE's data system matures over FY13 the CCRI indicators will be clearly defined and will be applicable to all Arizona high schools. Forty-five days after receipt of the final USED letter in November, ADE will submit a timeline for impact data review and viable CCRI components to be used in FY14.

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until the student is identified as English proficient and monitored by taking the AZELLA during the spring administration for two years after testing "proficient".

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.)*
	Cap of 30 points (15%) permitted for graduation rate
5%	College and Career course participation (10 pts.)
5%	College and Career course success (10 pts.)

ADE will continue outreach to stakeholders regarding the implementation of the CCRI. A presentation will be made to the State Board in early 2014 to update them on the timeline for operationalizing the CCRI for FY14. This timeline will include a date to return to the State Board in the late spring with the final CCRI. During the time period of March through late spring the ADE staff will work with a State Board AZ Learns sub-committee reviewing impact data and gathering feedback from the field on the selection of final components. The ADE staff will also submit impact data to the USED for review. This will address the condition on Arizona's Flexibility Request as specified in the November 2013 letter to be effective for the 2013-14 school year, understanding that the final adoption of policy is a duty constitutionally and statutorily vested with the State Board of Education.

High schools will also receive 3 points for a decrease in their dropout rates by meeting one of the following criteria:

1) Have a dropout rate that is less than or equal to 6% for a 3-year average; or,
2) Have a 1% decrease in dropout rate if the current year rate is less than or equal to 9%; or,
3) Have a 2% decrease in dropout rate if the current year rate is greater than 9%.

Demonstrating Arizona's commitment to college- and career-readiness, graduation rate requirements are embedded in each element of Reward, Priority, and Focus School identification for Title I schools (see sections 2.C., 2.D., and 2.E.).

Growth (100 possible points):
The purpose of the growth component is to acknowledge the academic growth of students within a school or district, even if a student has not yet reached grade-level proficiency. Arizona uses a student-level growth measure – Student Growth Percentiles (SGP) – that describes each student's academic gains relative to other students who begin at the same starting point. Including a longitudinal student growth component into an accountability system is particularly important because it recognizes the degree to which the lowest achieving students strive to "gain ground" academically from one year to the next.

Conceptually, a student growth percentile represents the amount of academic growth for an individual student compared to other students in the same grade who share the same AIMS scale scores. This establishes a student's peer group that takes into account test performance in reading and mathematics in the five most recent years in order to establish more precise peer groups. An individual's growth is then compared to his or her peers who scored the same or similar in subsequent years. The growth percentile represents how much growth an individual student has made relative to academic peers so that only academic achievement is compared from one year to the next. Every student attending the state's public schools (e.g., ELL, students with disabilities, etc.) who takes the AIMS is included in the SGP calculation.

For accountability in the state's A-F Letter Grade System, the SGPs of students in a school are aggregated to the school level and likewise to the district level. First, the state calculated the median growth for all students within a school, which is understood as the growth of the average middle student within a school compared to the middle student in other schools statewide. ADE also calculates the median SGP for the students who were academically among the bottom 25% of their grade-level in the previous year. Using this metric, schools and LEAs are held responsible for the growth of the students starting the school year at the bottom of their class. ADE then averages these two medians to calculate the school-wide or district-wide total growth score. To do this, the average of the two medians is simply converted into a point value by multiplying it by 100. Because the SGP metric is a percentile between 1 and 99, we bound the bottom of our scale at 1 point and add this point to the average growth score so the total points possible in the growth portion equal 100 points.

Identifying the Bottom Quartile Students:
Calculating the bottom quartile of students is based upon achievement on the reading and mathematics sections of the AIMS test from the prior year. Student growth percentiles are not used to identify the bottom quartile, but rather, once the bottom quartile of students is identified, the median growth percentile for this group is calculated for a school or district for use in their letter grade formula. This group of students will include the disaggregated subgroups under the current NCLB requirements.

For all students in grades 3[4]-8 and 10, the first step is to calculate the difference between each student's prior year[5] AIMS scale score and prior year *grade level* AIMS passing cut score (cut score for *Meets*) in mathematics and reading separately.

Difference = (Prior Year Scale Score – Prior Year Grade-Level "Pass" Cut Score)

Next, a mathematical transformation is used to remove negative numbers and account for the different passing scores in each grade, so that all students could be compared in a school, regardless of grade level. This transformation does not alter the essence of the data because each data point receives the same treatment and are reversible when the data need to be brought back to their original structure.
In this transformation, each student's *Difference* score is weighted by the prior year AIMS "performance level". There are four performance levels for each grade, with vertically scaled cut scores. In this analysis, a numeric value between 1 and 4 is assigned to the grade-appropriate performance level, as follows:

1 = Falls Far Below
2 = Approaches
3 = Meets
4 = Exceeds

Finally, the numeric performance level is multiplied by 1,000, which adjusts for negative values from the

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[4] The AIMS test is not administered in grade 2, but the Stanford 10 Norm-Referenced test is administered to students in Arizona in grade 2. To determine the bottom 25% for grade 3, Stanford 10 total reading and total mathematics scale scores are rank ordered from low to high and separated into quartiles. The median SGPs are determined in the same manner as stated above.

[5] The AIMS test is not administered in grade 9; thus, for grade 10 students, their grade 9 Stanford 10 scores are used as the "prior year" data in the same manner described above to find the bottom quartile.

Difference score but keeps the students in the same ordinal ranking. This step is calculated separately for high schools.

Adjusted Difference = (Difference + [AIMS performance level x 1,000])
For each school, across all grades served, students' *Adjusted Difference* scores are rank ordered from low to high by subject and separated into quartiles. The lowest quartile of students in reading and mathematics represent a school's lowest performing students – the bottom 25%. The growth percentiles of each student in this group are then used to determine the median growth score in reading and mathematics within each school.

Total Score:
The total score is calculated by adding a school's composite score and its overall growth score together for a possible total of between 0 and 200 points and compared to a grade classification scale, illustrated in Table 2.3 below, to determine the final A-F Letter Grade. Table 2.3 shows the range of points for each A-F Letter Grade level, and a description of each A-F Letter Grade as described in A.R.S §15-241. Under the state statute, a letter grade of 'F' is designated if a school or district receives a letter grade of 'D' for three consecutive years. HB 2663 (underperforming school districts: reclassification), requested by the State Board of Education and recently signed by Governor Brewer, enables the State Board of Education to expedite the process of determining that a "D" school should become an "F" school if the Board determines that the school is not reasonably likely to achieve an average level of performance.[6]

Table 2.3: <u>**A-F Letter Grade Total Scores and Description**</u>

Rating	Total Score	Description
A	140-200	LEA/school demonstrates an **excellent** level of performance
B	120-139	LEA/school demonstrates an **above average** level of performance
C	100-119	LEA/school demonstrates an **average** level of performance
D	0-99	LEA/school demonstrates a **below average** level of performance
F		Those schools earning a "D" for three consecutive years

The letter grade scale and the thresholds used to determine a school's final letter grade were derived through a rigorous, iterative process in collaboration with the ADE's Technical Advisory Committee and guidance from the State Board of Education's AZ-LEARNS subcommittee. Final determination of the A-F Letter Grade scale was determined by the State Board of Education.

For the composite portion of the model, 'average' was defined as 50% of students passing AIMS in the current year. For the growth portion of the model, 'average' was determined to be a median growth percentile of 50. Thus, a 'C' school with 50 percent of students passing AIMS and average growth equal to a median percentile of 50 would equal 100 total A-F points. To determine the grade thresholds, half of the total points possible (100 out of 200 possible) was established as the lowest threshold for a 'C' school. Equal increments of ten percent of total points possible (i.e., 20 points) was added to the average percent passing for 'C' schools (50+20 = 70 composite points) and added to the 50 points in the growth portion for a threshold of 120 for 'B' schools. The same methodology was applied to determine the lowest threshold for an 'A' school, which is equal to 140 points (see Table 2.3a). State statute (A.R.S §15-241)

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[6] <u>HB 2663 Chaptered Version</u>

contains language provided in Table 2.3 above to describe school labels.

Table 2.3a: Calculation for Determining A-F Letter Grade Thresholds

Grade	'Average' Percent Passing		'Average' Growth		Cut score
D	< 50	+	50	=	99
C	50	+	50	=	100
B	50 + 20 = 70	+	50	=	120
A	70 + 20 = 90	+	50	=	140

Figure 2.2: Three scenarios of schools achieving an "A" Letter Grade
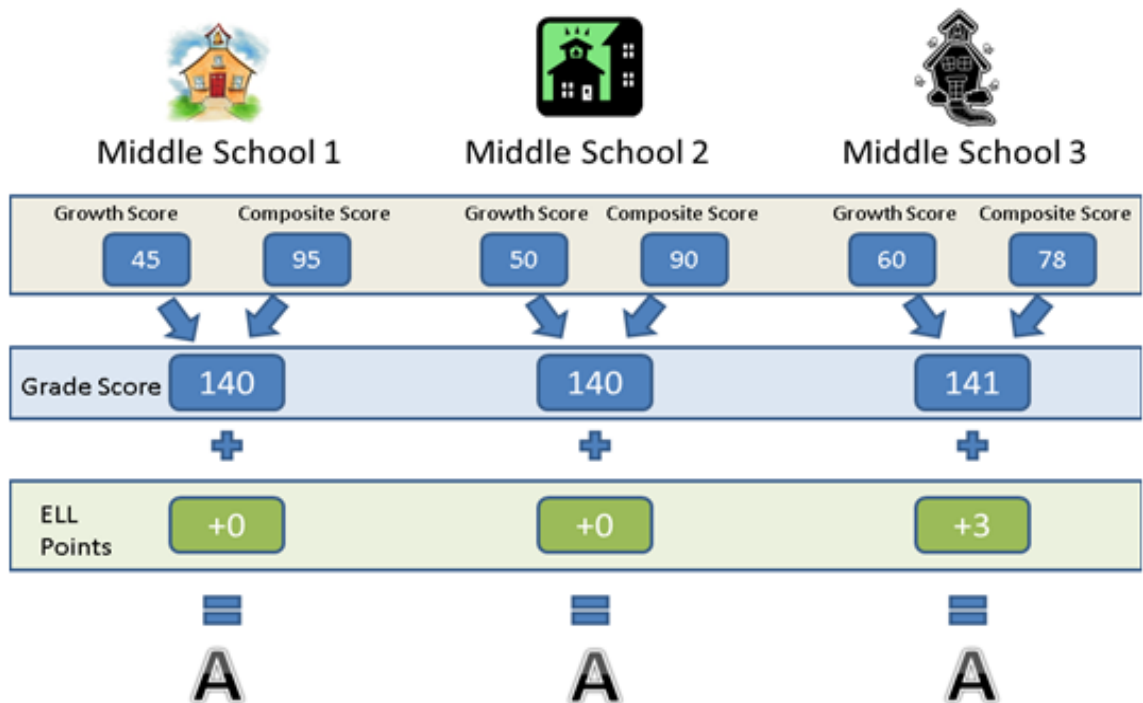
Assessment Participation Rates

The Arizona Department of Education believes strongly that schools should administer the AIMS to all students as mandated in state statute (A.R.S. §15-241 & 15-755) because we believe that this compliance is essential to a robust accountability system. The A-F Letter Grade System holds all schools accountable to testing at least 95% of their students on AIMS and AIMS A in the current year. Table 2.4 below illustrates how schools are held accountable to the percentage of students tested.

Table 2.4: <u>Maximum Allowable Points and Letter Grades based on Percent of Students Tested</u>

Percentage of Students Tested (AIMS & AIMS A)	Maximum Letter Grade Allowed	Eligible Points
95% or more	A	200
85-94%	B	139
75-84%	C	119
Less than 75%	D	99

If a school tests greater than 95% of their students, they are eligible to earn up to an 'A' letter grade. However, the highest letter grade a school can earn is limited *if* the percentage of students tested is less than 95%. For example, schools that test between 85% and 94% of its students are only eligible to receive up to a letter grade of 'B'. Schools testing fewer than 75% of its students are only eligible to receive up to a 'D' letter grade. It is also possible for an 'A' school to earn a 'D', if the school tests fewer than 75% of its students. This consequence is intentional because schools that fail to account for all students during testing are excluding substantial proportions of their students from state-mandated testing which limits their ability to gauge school and student achievement.

In an effort to reinforce the policy that schools and LEAs are required to test at least 95% of their student population, starting school year 2012-2013 a criterion will be added to the final determinations of AMO that if a school is out of compliance the school and LEA will be designated as "Not Met" for AMOs.

Beginning with results from the 2011-2012 school year, audits will be conducted according to ADE audit protocols for all Title I schools that do not test 95% of their students. Furthermore, LEAs with Title I schools that fail to meet the 95% testing threshold will be required to amend their Continuous Improvement Plan to include specific strategies and action steps for each school to address the deficiency. In the 2012-2013 school year, schools that do not meet the 95% tested criteria for all students will automatically be designated as "Not Met" on their AMOs, along with their LEA.

The A-F Letter Grade accountability system is designed to emphasize growth and proficiency equally and the system reflects this balance in the distribution of school letter grades. In theory, a school passing 90 percent of its students with an average median growth of 30, for example, *could* earn the school a total of 120 points and a letter grade of 'B'. However, this example is a theoretical problem rather than a practical one.

The figure 2.2a below provides evidence that the A-F Letter Grade system does not permit schools with low growth or low proficiency to receive an A or B letter grade. The data, based upon 2011 letter grades, illustrates that overall growth and proficiency are proportional so that schools with high proficiency rates are also demonstrating more growth than schools with lower letter grades. Conversely, schools with low growth or proficiency do not earn higher letter grades.

Figure 2.2a

Distribution of School Growth & Proficiency by Letter Grade, 2011
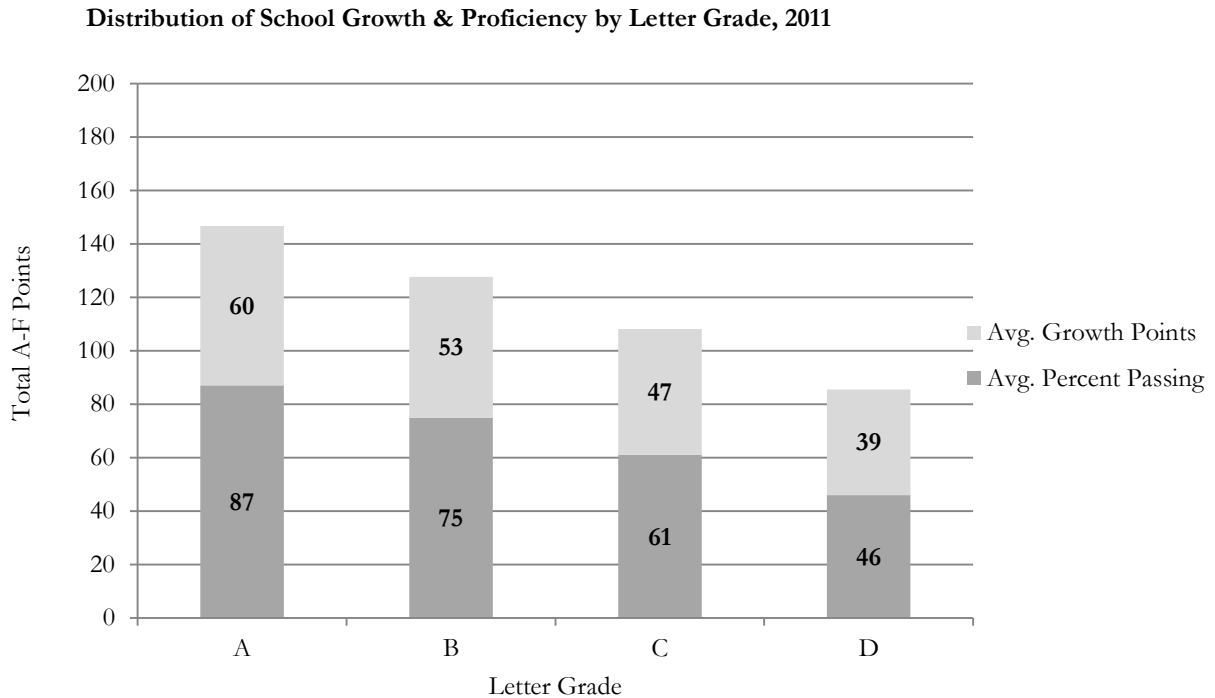
OVERVIEW OF PROPOSED "STUDENT GROWTH TARGETS"
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The ESEA Flexibility Request offers Arizona an excellent opportunity to begin to meld the state and federal accountability systems and to use them in concert. Arizona has already begun efforts in this direction. Last year, Arizona passed legislation allowing the State Board of Education to assign a letter grade of "F" to schools that are identified as Persistently Low Achieving[7].

With the state's sights always set on career- and college-readiness, Arizona strove to design annual objectives for schools that are ambitious while being attainable. AMOs set on this premise will create a positive feedback loop to drive continuous improvement at the student, school, and district levels. We propose a Student Growth Target to chart each student's path to proficiency by identifying the necessary growth percentile a student needs to reach in order for each student to get on- or stay on-track toward proficiency.

To determine each student's Student Growth Targets, the state begins with their current grade-level performance. Using this as the starting point, we can then project the growth each student would need in order to maintain or attain proficiency on AIMS within 3 years or grade 10, whichever comes first. These student growth targets are criterion-based because individual growth is relative to state performance standards by measuring academic growth toward proficiency against state standards.

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[7] HB 2234 - PLA schools

Beginning with the 2012-2013 school year[8], SGTs will be computed each year for all students and a student's actual SGP would be compared to their individual targets- this is done separately for reading and mathematics.

Schools and teachers need to know the amount of growth necessary for each of their students to reach proficiency. Student Growth Targets data can help LEAs and school administrators guide appropriate instructional interventions and supports based on site-specific needs. 0In addition, teachers can use Student Growth Targets information to differentiate instruction for individual students and use this information at the classroom level. In particular, teachers need to know what level of growth is required for students to reach proficiency within 3 years in order to plan instruction accordingly.

Likewise, schools and teachers in high performing schools benefit from this information by knowing what is required to maintain proficiency and to encourage their students to reach for excellence. This prevents a "slump" in test scores following attainment of proficiency, and allows for intervention with students who have declined since meeting proficiency to move them further above the cut score.

DIFFERENTIATION SYSTEM
Using the A-F Letter Grade System as the foundation, Arizona is working toward an integrated accountability system that will determine the differentiated performance ratings for schools and LEAs, allowing us to utilize the state and federal accountability systems in concert. The state can provide intensive supports where performance and growth are not at acceptable levels and will recognize and incentivize growth to excellence for students and schools.

Reward Schools
In order to maintain coherence between the state and the Federal accountability systems, the ADE proposes using Arizona's A-F Letter Grade System and its components as the foundation to identify the highest performing schools and those making the most progress as "Reward Schools". Once the 2011-2012 A-F Letter Grades are released in July 2012, the state proposes identifying and highlighting as the high performance Reward Schools the Title I schools that meet the following criteria:

High Performing Reward-
- Met AMOs
- Title I school with **'A' letter grade**, and
- Above average SGP among Bottom Quartile students, and not have significantly low performance on AIMS among Bottom Quartile students, and
- Title I high schools with current year graduation rate greater than 80%

High Progress Reward-
- Title I school with among the highest A-F Growth Points, and
- Above average SGP among Bottom Quartile students, and not have significantly low performance on AIMS among Bottom Quartile students, and
- Title I high schools with growth in graduation rate of greater than 10% over the past 3 years

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[8] The ADE will start to run pilot growth targets for students in August 2012 to work out the technicalities that are involved in automating the system for the schools.

Priority Schools

Consistent with Reward Schools, the Arizona A-F Letter Grade system is the foundation used to identify Priority Schools, but the complete selection criteria align with the flexibility definitions. Persistently Lowest Achieving schools and those receiving funds through the School Improvement Grant will continue to be monitored and supported as Priority schools. In addition, Arizona will narrowly target intervention and support to the state's lowest performing schools, using two criteria based on the A-F Letter Grade: the 'F' schools and those with among the lowest total points in the A-F Letter Grade System. A school receives an 'F' letter grade by showing a history of low performance, but might not have the lowest total points in the current year. So, by including the schools with the lowest total points, we capture the schools with a history of poor performance and also those with the worst performance in the current year. Finally, Arizona will also include Title I eligible high schools with a history of very low graduation rates.

For schools accountable under the Alternative Schools Model, those among the bottom 10% on total points in the A-F Letter Grade Alternative Model will be identified as Priority Schools. Thus, the eight Title I schools with the lowest total points among the Alternative schools will be included as Priority Schools. However, Title I eligible high schools accountable under the A-F Letter Grade Alternative Model will not be included in the criteria of low graduation rate Priority Schools.

The criteria for identifying Priority Schools are summarized below:

Among the lowest performing schools
- Title I **'F' school**, or
- The remaining 'D' schools with the lowest A-F total points, or
- The lowest 10% of Title I alternative schools on total points in the A-F Letter Grade Alternative Model

SIG schools
- Currently served Tier I or Tier II SIG school

Low graduation rate
- Title I eligible high schools with graduation rate of less than 60% for 3 consecutive years, not including alternative schools

Focus Schools

The method for identifying Focus Schools continues logically from the methodology for identifying Reward and Priority Schools. Title I high schools with graduation rates less than 60% for 3 consecutive years are included, regardless of letter grade, excluding alternative schools. As such, all schools with graduation rates of less than 60% are identified as either Priority or Focus Schools. The remaining Focus Schools are those with the largest achievement gaps, both 1) schools with a low achieving subgroup not making significant progress, and 2) schools with the largest gaps between the percent of students passing AIMS among the bottom quartile and top 50% of students. Arizona defined the low achieving subgroup as the students identified as the bottom quartile in the A-F Letter Grade calculations. For alternative schools, the low achieving subgroup was defined as those students not proficient on AIMS in mathematics or in reading. The criteria for Focus Schools is summarized below:

Within school gap
- Title I schools with the highest within school gap and lowest progress in the percent of bottom quartile students passing AIMS in mathematics and reading from 2010 to 2011

Low achieving subgroup
- Title I schools with among the lowest percent of bottom quartile students passing AIMS mathematics and reading and among the lowest increase from 2010 to 2011 in percent of bottom quartile students passing AIMS in mathematics and reading
- Title I alternative schools with among the lowest rate of non-proficient students improving by at least one proficiency level on AIMS.

Low graduation rate
- Title I school with a graduation rate of less than 60% for 3 consecutive years, not including alternative schools that meet Arizona's original School Improvement Grant Exception policy.

How does the Bottom Quartile relate to ESEA Subgroups?
The bottom quartile of students is defined for each school and district as students among the bottom quartile of performance on the reading and mathematics sections of the AIMS test in the prior year. For example, 2010 AIMS scores are used to identify the bottom quartile of a school's students for the 2011 calculation. This group is identified each academic year based on prior year performance. This information is critical for teachers to have when students start the school year, so that they can target academic interventions to bring those students back on track to college- and career-readiness.

The focus on accountability for traditional ESEA subgroups is predicated on a false premise that a student who is a member of a traditionally lower performing subgroup must be low performing, simply by being a member of the subgroup. Using a bottom quartile does not focus on the performance of subgroups because these traditional subgroups are not the focus of Arizona's efforts. Rather, ALL students who are struggling will receive the attention and focus they need, regardless of subgroup membership.

Indeed, focusing on traditional subgroups potentially takes attention away from those who really need it – the struggling students. Interventions should be targeted to individual student needs and be formulated based on the student's status, not the traditional status of their subgroup. If schools focused their attention on serving students in these subgroup populations, that could be to the detriment of struggling students who were not in "historically" low performing subgroups.

However, the data from 2011 does illustrate that the students who struggle academically in Arizona are disproportionately minority, low income, English Language Learners, and special education students. Arizona's bottom quartile is comprised of a high percentage of the students in these traditional NCLB subgroups, and a focus on this single combined subgroup will promote clarity and increase the proportion of schools held accountable for subgroup performance.

In data from the 2010-2011 school year, the state found that within the ESEA subgroups of ELLs and special education, students were predominantly in the bottom quartile (see Table 2.5). Over two-thirds the SPED students were in the bottom quartile in their school in reading and in mathematics. For ELL students, the proportion in the bottom quartile was greater in reading than in mathematics, but even in mathematics, over half of the ELL students were in the bottom quartile. The distribution for students who qualified for Free or Reduced Lunch was also greater in the bottom quartile.

Table 2.5: <u>Percentage of Students by Subgroups in Each Quartile, for Reading and Mathematics</u>

Quartile	Reading			Mathematics		
	ELL	FRL	SPED	ELL	FRL	SPED
1	67%	29%	69%	57%	29%	65%
2	23%	26%	17%	27%	26%	19%
3	8%	24%	9%	12%	24%	10%
4	2%	21%	5%	5%	21%	6%

The distribution among the race/ethnicity groups was not uniform (see Table 2.6). The lower the quartile, the higher the proportion of minority groups, with the exception of Asian students. As an example for Reading shown in Figures 2.3 and 2.4, the bottom quartile has more African-American, Hispanic, and Native American students, relative to the remainder of quartiles.

Table 2.6: <u>Percentage of Students by Race/Ethnicity in Each Quartile for Reading and Mathematics</u>

	Quartile	Asian	African-American	Hispanic	Native American	White
Reading	Q1	20%	31%	28%	30%	21%
	Q2	22%	26%	27%	27%	24%
	Q3	26%	23%	24%	24%	26%
	Q4	32%	19%	21%	20%	29%
Mathematics	Q1	17%	35%	28%	30%	21%
	Q2	20%	27%	26%	27%	24%
	Q3	25%	22%	24%	24%	26%
	Q4	38%	17%	21%	20%	29%

Figure 2.3: <u>Bottom Quartile for AIMS Reading, by Ethnic Group</u>
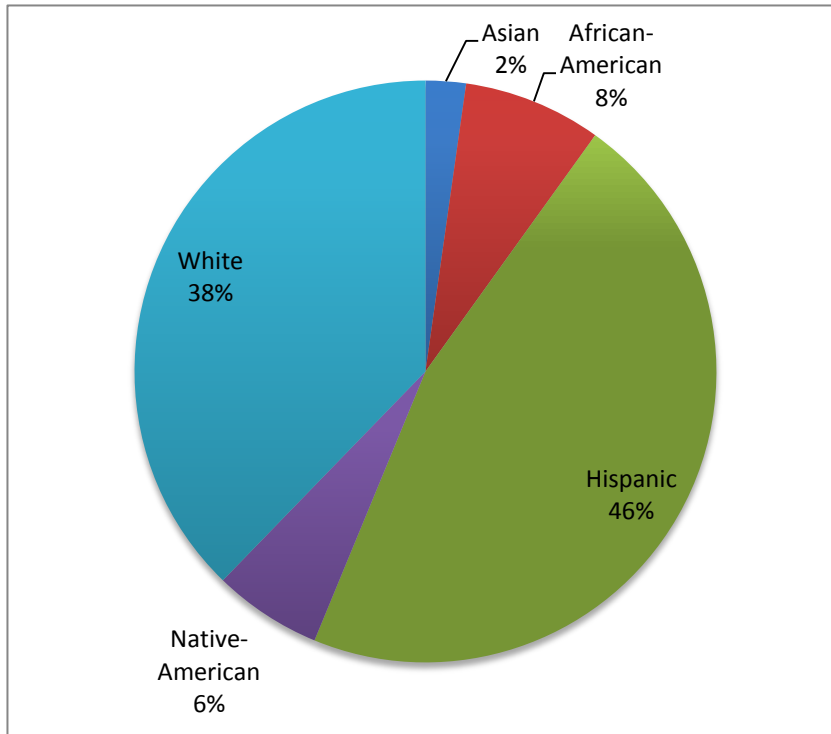
Figure 2.4: <u>Quartiles 2-4 for AIMS Reading, by Ethnic Group</u>
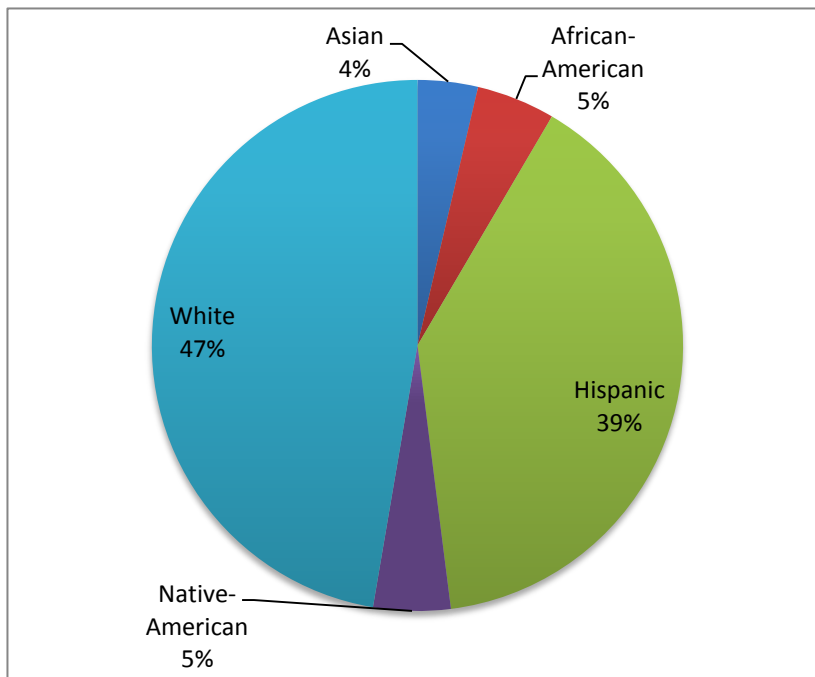
To further illustrate the academic struggles among the bottom quartile across all grades, only 20% of the students in the bottom 25% were proficient in the 2011 AIMS Mathematics assessment and 37% were

proficient in AIMS Reading compared to three-quarters of all other students who were proficient in the same content areas. Additionally, in mathematics 77% of the students who were in the "Falls Far Below" category in 2010 (the lowest performance level) on AIMS remained in that category in 2011. For reading, 46% of the students who were in the "Falls Far Below" category in 2010 on AIMS remained in the same category in 2011 and over 50% of students staying in the "Approaches" category in both 2010 and 2011. As stated previously, the bottom quartile represents the lowest performing students within a school based on prior year test scores. Thus, ADE asserts that the state's bottom quartile is representative of the student subgroups that need the most academic attention and the state's proposal intends to serve them well.

The ADE is committed to providing support, instructional resources, and a cooperative strategy to help these struggling schools turn the corner. With appropriate interventions and support, the state believes these schools have an opportunity to increase the academic success of their students toward the goal of becoming career- and college-ready.

Keeping with the state's emphasis on continuous improvement, schools and LEAs will receive varying degrees of state intervention and oversight depending on their performance rating. We commit to providing support where needed and recognition where warranted. The state's school improvement approach will provide Arizona's top schools with autonomy to further advance student achievement through innovation and methods of proven success in their communities.

ADE's School Improvement and Intervention Section will oversee the continued implementation of targeted intervention for a minimum of three years for those schools identified as a Priority School or a Focus School.

It should be noted that the lists provided with this application were created to demonstrate the methodology that will be used to make final determinations when the 2012 data are available. The final lists used to determine the first year of Reward, Priority and Focus Schools will use the most current data *at that time* (e.g., 2012-2013 identifications would be based on 2011-2012 Letter Grades). Because of the aforementioned continuing work to fully develop Arizona A-F Letter Grade System to fairly evaluate small schools, K-2 schools, and alternative schools, approximately 417 schools did not receive Letter Grades in the 2010-2011 calculation, although all of these schools did receive a Legacy profile as required under state law. In July 2012, all Arizona public schools will receive a letter grade.

The following list and tables annotate Arizona's timeline for implementation of this proposal. Aside from other Federal reporting throughout the year (e.g., CSPR, ED-Facts, deliverables for Special Education, AMAOs for Title III funding, etc.) the state has outlined what this implementation will entail for ADE.

PROPOSED TIMELINE OF IMPLEMENTATION:

2012 – February
- ADE submits ESEA Flexibility Request to converge the state's new accountability system (adopted in June 2011) with new SGT specifications thus utilizing the growth model to its fullest capacity (i.e., as a normative tool in the A-F Letter Grade System and as a criterion-referenced tool for AMO requirements).

2012 – February-April
- Working with the state's stakeholders and the State Board of Education to make adjustments to

Arizona's new A-F Letter Grade System (e.g., incorporating Arizona students who take AIMS A).
- Continue outreach and communication efforts with all stakeholders on Arizona's flexibility request.

2012 – March-May
- Work with U.S. Department of Education and stakeholders across the state to fully develop the February ESEA Flexibility Request Proposal into an operational guideline for the ADE and Arizona schools.

2012 – April-May
- Write syntax and troubleshoot for three new A-F Letter Grade accountability models for K-2 schools, Alternative schools, and Small schools. *Perceived obstacles: Time will not allow for a preliminary run of data before full implementation in June of 2012.*
- Research & Evaluation Accountability Advisory Group will meet to develop and set new SGT targets.

2012 – June – July
- Run current A-F Letter Grade System and three new parallel models. *Perceived obstacles: delay in data extraction and complications from parallel models.*
- Report Reward, Focus and Priority Schools to USED and ADE School Improvement division for identification for the 2012-2013 school year.
- Compute **existing** formulas/AMOs for schools & LEAs

2012 – August
- Communicate with schools and LEAs what the labels "Focus" and "Priority" schools means to them.

2012 – September-December
- Communicate and collaborate with stakeholders, educators and Arizona leaders statewide in preparation for implementation of the new accountability system to start the 2013-2014 school year. *Perceived obstacles: Concern from stakeholders about the amount of changes that are being made over the next five years.*
- Troubleshoot with ADE IT on automating and making available to every Arizona school new SGTs for each Arizona student.
- Develop training on individual Student Growth Targets and pilot utilization with Arizona Priority Schools
- Calculate the Bottom 25% of students to be used for school accountability for SY13

2013 – January
- If agreed upon by stakeholders introduce legislation to incorporate the proposed SGTs into the A-F Letter Grade System as part of the letter grade earned by schools and LEAs.

2013 – February-May
- Continue to communicate with stakeholders on how to incorporate the SGTs into the A-F Letter Grade System (pending legislation).

2013 – June-September
- Run the state's A-F Letter Grade models (including all parallel models) assigning letter grades to all public schools and LEAs.
- Calculate the new proposed SGTs for all students statewide. *Perceived obstacles: The volume of reporting the data and automating the SGTs for the SEA prior to August when many LEAs begin their school year may be difficult in the first year.*
- Calculate and report AMOs for schools and LEAs.

2013 – September-May 2014

- Arizona high schools will be held accountable for a 25% CCRI added to the A-F Letter Grades which includes an increase in graduation rate and indicators of college and career course participation and success.
- Begin second year of educator evaluation pilot incorporating SGTs.
- Calculate the Bottom 25% of students to be used for school accountability for SY14
- Plan with ADE IT the amount of data that will be collected from the new PARRC assessment and the timeframe in which to collect the data. Perceived obstacles: Planning integrity runs on data in the timeframe of the accountability season.
- Communicate with State Board on the transition to the new assessment.

2014 – June-July
- Fully operationalizing the A-F Letter Grade System and all parallel models possibly incorporating the SGT system. This includes the designation of "Reward," and possibly updating the list of "Focus" and "Priority" schools.

Table 2.6a: <u>**Proposed Timeline for Implementation**</u>

		February	March	April	May	June - July
2011-2012 school year	**ESEA**	Submit Flexibility Request	Revise Flexibility Request w/USED			Report Reward, Focus, and Priority Schools to US ED and ADE School Improvement
	ESEA					Compute new AMOs for schools & LEAs (pending approval from USED
	A-F Letter Grades	Pending State Board approval: amend new A-F Letter Grade System and recommend parallel models - Alternative School, K-2, and Small Schools' models			Write syntax and troubleshoot Parallel Models	Compute 2012 A-F Letter Grades including all 3 parallel models and LEA model
		Other Federal deliverables throughout the year (e.g., CSPR, ED-Facts, deliverables for Special Education, AMAOs for Title III funding, etc.)				

		August	September - December	January	February - May	June - July
2012-2013 school year	**ESEA**					• Compute AMOs, and report AMO designation on School Report Cards
	A-F Letter Grades	• Work with schools and LEAs that have "Focus" and "Priority" schools	• Identify the students in the Bottom 25% for SY13 schools • Communicate the new SGT system with stakeholders • Work with Dr. Betebenner on SGT		• Trouble-shoot the SGT system • Continue communication with stakeholders • Work with ADE IT to display AMO	• Compute 2013 A-F Letter Grades all 5 models (4 school models and an LEA model)

		algorithm • Work with ADE IT to start automating the SGTs	designations on School Report Cards
	Other Federal deliverables throughout the year (e.g., CSPR, ED-Facts, deliverables for Special Education, AMAOs for Title III funding, etc.)		

		August	September - May	June - July
2013-2014 school year	**ESEA**			• Produce SGTs for every student in AZ • Report AMO designations on School Report Cards • Identify "Reward," and possibly update "Focus" and "Priority" schools
	A-F Letter Grades	• All schools using Arizona's Common Core Standards	• Identify the students in the Bottom 25% for SY14 schools • Troubleshoot new A-F Letter Grade calculation • Provide professional development statewide on how to utilize the new SGTs in the classroom • Work with ADE IT on the data that will be collected from the new PARRC assessment and the timeframe • Communicate with the State Board on the transition to the new PARRC assessment	• Compute 2014 Letter Grades, all models
	Other Federal deliverables throughout the year (e.g., CSPR, ED-Facts, deliverables for Special Education, AMAOs for Title III funding, etc.)			

2.A.ii   Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards

2.B   SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Arizona is exercising Option B proposing AMOs for 2011-2012 through 2012-2020 with a goal of reaching 100% proficiency in 2020. Using the average statewide proficiency on AIMS in the 2010–2011 school year, Arizona calculated the difference between this starting point and 100% in 2020. The difference was then divided into equal annual increments that culminate in 100% proficiency in 2020. These AMOs were set for each grade, separately for mathematics and reading. Arizona believes firmly in closing achievement gaps by raising the academic achievement of the lowest

performing students. This is why the growth of bottom quartile students is double-counted in our A-F Letter Grade System. To extend this principle to the AMOs, Arizona proposes that in order to meet AMOs, schools must have students in all traditional ESEA subgroups and all bottom quartile students perform at or above the AMO targets for each grade and subject combination.

These AMOs follow, philosophically, the AMOs set under the AYP system. While these newly proposed AMOs are more achievable, they are still very ambitious and maintain the high expectation of excellence for all students, particularly those in the bottom quartile. Including the bottom quartile students in this requirement ensures that ALL struggling students are captured in the accountability model and connects logically with the method Arizona proposes for identifying achievement gaps in Focus Schools (see section 2.D.). Table 2.6b shows the AMOs for each year, by grade and subject from 2012 through 2020.

Table 2.6b: <u>2012-2020 AMO for AIMS Percent Proficient by Grade and Subject</u>

Grade	Subject	2011 Percent Proficiency on AIMS	2012 AMO	2013 AMO	2014 AMO	2015 AMO	2016 AMO	2017 AMO	2018 AMO	2019 AMO	2020 AMO
3	Math	69	72	76	79	83	86	90	93	97	100
	Read	77	80	82	85	87	90	92	95	97	100
4	Math	66	70	74	77	81	85	89	92	96	100
	Read	76	79	81	84	87	89	92	95	97	100
5	Math	64	68	72	76	80	84	88	92	96	100
	Read	80	82	84	87	89	91	93	96	98	100
6	Math	61	65	70	74	78	83	87	91	96	100
	Read	82	84	86	88	90	92	94	96	98	100
7	Math	63	67	71	75	79	84	88	92	96	100
	Read	83	85	87	89	91	92	94	96	98	100
8	Math	56	61	66	71	76	80	85	90	95	100
	Read	73	76	79	82	85	88	91	94	97	100
High School	Math	63	67	71	75	79	84	88	92	96	100
	Read	79	81	84	86	88	91	93	95	98	100

Another intention of Arizona's ESEA Flexibility Request is to meet the needs of more students under the new A-F Letter Grade accountability system than were previously served using the former AYP Accountability System. Under the former accountability system, schools were required to make AYP for each grade and subgroup in order for the school to make AYP. However, if the school had less than 40 students in a particular grade/subgroup combination, the grade/subgroup combination was given an automatic "pass" from the AYP determination. Essentially, if a school had 10 grade 5 SPED students, none of those students would be counted in the school's AYP determination. Comparatively, under the new A-F Letter Grade accountability system, ALL SCHOOLS will be held accountable for reading and mathematics performance of the bottom 25% of students, regardless of the students' race, ethnicity, socio-economic status, or any other subgroup membership. The combining of these subgroups to consider all students in the bottom 25% will hold schools accountable for more students since they will not have to meet the "n count" threshold (40 or more students) for each grade/subgroup combination.

Based on data from the 2011 computations for both AYP and the first year of the A-F Letter Grade calculations, the number of students that would be included under the proposed system increases substantially, particularly in Arizona's less populated subgroups. Table 2.6c shows the number of students attending Title I schools excluded in 2011 from AYP calculation because of the "*n*-count" rule, by subgroup. Table 2.6c, also shows the number and percent of schools in which students in the subgroups were not counted. For example, under ESEA the ELL subgroup was not counted in 1,077 of schools, while under the A-F Letter Grade system, the performance AND growth of all ELL students will have some weight towards a school's grade.

Table 2.6c: <u>Number of Students from Title I Schools Excluded from AMO Determinations in 2011 and Number of Schools not held Accountable for Subgroups under ESEA for Reading</u>

Subgroup	Number of Students Excluded	Number of Schools with Any Students Excluded	Percent of Schools with Any Students Excluded
ELL	3,464	1,077	88%
SPED	3,967	1,122	91%
FRL	1,892	595	48%
Asian	1,888	740	60%
Black	2,874	913	74%
Hispanic	2,524	774	63%
Native American	2,417	923	75%
White	3,084	923	75%

Note: The numbers represent Reading; however, the numbers from the mathematics data did not vary greater than 3 students in any category – with the exception of the number of students with disabilities excluded (i.e., Reading = 3,967; Mathematics = 3,864).

Simultaneously, Arizona is initiating a **Student Growth Target** (SGT) measure to identify the necessary academic growth a student would need in order to get on or stay on track toward proficiency and college- and career-readiness. The state wants each teacher in Arizona to utilize the student level data provided from the SGT to help drive individualized instruction. This will arm every teacher with the knowledge they need regarding what level of academic growth is required for their students to get on a path to excellence. The state projects that the student level SGTs will be fully implemented statewide in the summer of 2013.

The SGTs will allow the state to determine whether a student's observed academic growth in a given year was sufficient, benchmarked to grade-level proficiency on AIMS.

To illustrate how the SGT can be understood, take the example provided in Figure 2.5. The state begins by identifying the student's current year status. In this case, the student indicated by the red star is below grade level, having performed in the "Approaches" category, below the proficiency mark. In order to reach proficiency within 3 years, this student would need relatively high growth. To reach academic excellence, indicated by scoring in the "Exceeds" category, this student would need extremely high growth. Now, take for example, the student indicated by the gold star. This student was proficient in the current year, having scored in the "meets" category on the AIMS test. However, without high levels of growth in the next three years, this student will not be college- and career-ready in mathematics by grade 10.

Figure 2.5: <u>Examples of Student Growth</u>
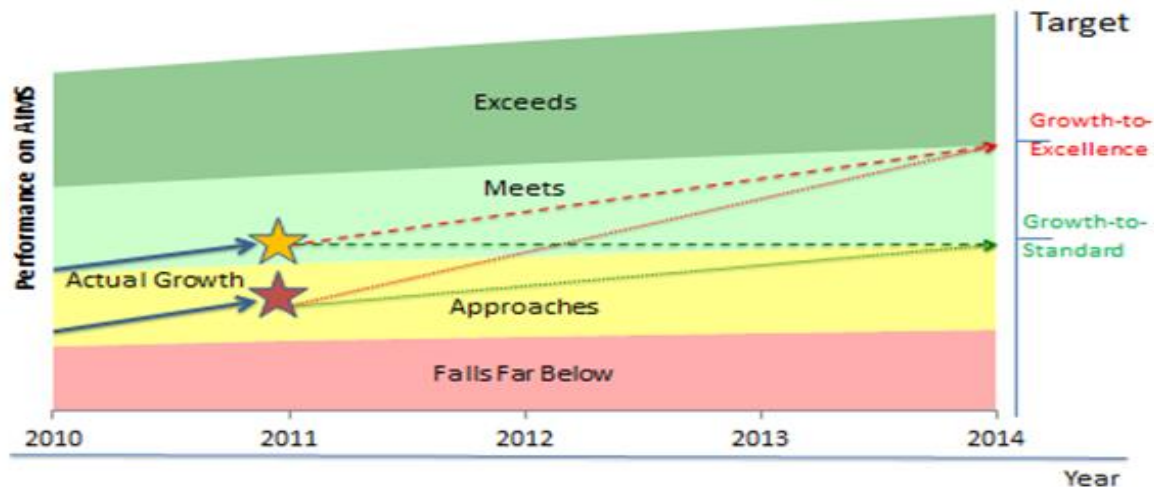
To reach these targets, a lower status student will need very high, sustained growth to get on track for college- and career-readiness. For high achieving students, only modest growth is required to stay on grade level. However, for these excelling students, simply staying above the proficient mark is not a high enough benchmark; schools must work to inspire their best students and push them beyond their perceived limits. These efforts can be measured by assessing not just whether students made adequate growth meet the minimum state standards, but whether or not their growth puts them on a path to excellence.

Armed with this information, school leaders, teachers, and parents can understand not just a student's current status, but the direction in which this student is headed, and can intervene in time if necessary. This focus on individual students provides incentives to acknowledge and count the growth of *ALL* students. Achievement gaps are measured for *each* student against the mark of college- and career-readiness, rather than just measuring differences between groups. In this way, the state sets high, on-going expectations for all subgroups. ADE strives for all students who move through Arizona's system, today and into the future, to be ready for higher education and the careers that await them.

This proposed system is very beneficial to Arizona students and is a necessity for Arizona public school teachers to guide all students toward college- and career-readiness. The student level data provided from the state's proposed SGTs will give all stakeholders insight on the students' progress – of Arizona's lowest performing students, every individual subgroup, every public school, and every district in the state. Over the next year the state will work in-house to finalize the IT aspects of the system, seek input from various stakeholders on how to utilize this information, and navigate the legislative and state rule changes necessary to incorporate these SGTs into the state's A-F Letter Grade System for the 2013-2014 school year. Eventually, the ADE would like to use the A-F Letter Grade System (including the SGTs) to respond to both state and federal deliverables. Arizona believes that schools should be held accountable for the degree to which their students perform academically and whether they are on-track for success. This is a primary focus of the state's proposed school improvement efforts and support strategies.

2.C   REWARD SCHOOLS

2.C.i   Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The ADE proposes using the state's A-F Letter Grade system as the foundation to identify Arizona's highest performing schools and those making the most progress as "Reward Schools". Schools that exhibit both high current standing and high progress should be recognized and rewarded for their exemplary work. For high performing Reward Schools, schools that have a letter grade of 'A' were selected as those in the state with the top performance, with the additional requirement that the overall grade must be accompanied by having above average achievement and growth among their bottom quartile students. High schools have to achieve a 4-year cohort graduation rate of greater than 80% on the most current data. These schools must also meet the AMOs discussed in section 2.B. to be a Reward school.

For high progress Reward Schools, schools that have a letter grade of 'A' or 'B' were selected, with the additional requirement that the school have above average growth for all students, above average achievement and growth among their bottom quartile students. High schools have an additional requirement of having among greater than 10 percentage points of growth in graduation rates over the past 3 years. The criteria are summarized in Table 2.7. Note the schools identified in Table 2.7 could fall into multiple categories. The total uniquely identified Reward Schools equal 100, based on data from 2011 letter grades for demonstration purposes.

Table 2.7: <u>Criteria for Reward Schools and Number of Schools Identified</u>

Category of School	Criteria	Number of Schools
Title I Schools		1,210
Total Title I 'A' Schools		114
	With high performance and growth among bottom quartile students	107
	High Schools, with graduation rate > 80%	15
	Meeting AMOs*	103
Total Schools Meeting All High Performing Reward Criteria (A)		87
Total Title I 'A' and 'B' Schools		469
	With among the highest growth for all students	126
	High Schools with among the highest growth in graduation rates	18
Total Schools Meeting All High Progress Reward Criteria (B)		58
Number of Uniquely Identified High Performing Reward Schools		42
Number of Uniquely Identified High Progress Reward Schools		13
Total Reward Schools (refer to Table 2)		**100**

*For demonstration purposes, the 2011 AYP determinations were used to identify schools meeting "AMOs".

The criteria for identifying 'A' schools in Arizona already closely parallels the criteria established for Reward Schools in the flexibility guidance. To achieve an 'A', Arizona schools must exhibit high student achievement in the current year, and their students must show high academic growth, relative to their peers. Adding the requirement that schools must meet AMOs to be considered a Reward school and requiring that high schools have high graduation rates ensures that Arizona's Reward Schools are indeed the exemplar Title I schools in the state.

Table 2.7a highlights the achievements of the schools identified as high performing Reward Schools and high progress Reward Schools, with results for Title I schools not identified as Reward Schools by way of comparison. The results in Table 2.7a clearly indicate that the academic performance of students in Reward Schools is among the highest in the state and this performance is sustainable over time, based on the total points earned in the A-F Letter Grade System. Arizona Reward Schools also show considerably more growth than Title I non-Reward Schools. By definition, the average SGP of all students in the state is 50. Among the high performing Reward Schools, the average (median) SGP for all students was 61 (see Table 2.7a), and the average median SGP for the bottom quartile of students was 64, 13 percentile points above the average for Non-Reward Schools. For the high progress Reward Schools, the average SGP for all students was 65, and the average median SGP for the bottom quartile of students was 67. On average, these schools showed the highest growth for all students and for their bottom quartile students. Beyond achievement on the AIMS test, the average graduation rate for these schools was 78.6% (see Table 2.7a).

Table 2.7a: <u>Performance and Graduation Rates of the Reward Schools and Non-Reward Title I Schools</u>

Reward Criteria	High Performing Schools	High Progress Schools	Non-Reward Title I Schools
Total Points, A-F Letter Grade System	148	149	111
Average Percent Passing, bottom quartile	53%	51%	18%
Average Median SGP, all students	61	65	48
Average Median SGP, bottom quartile	64	67	49
Average Graduation Rate, 2010	90%	66%	64%
Average Progress in Grad Rate, 2008-2010	5%	27%	6%

2.C.ii   Provide the SEA's list of reward schools in Table 2.

2.C.iii   Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Currently Arizona recognizes high performing schools by publically reporting Federal and State accountability status. ADE encourages staff from these schools to share their experiences through state conferences such as the "Leading Change" Conference.

ADE did solicit feedback from LEA and school staff on ways in which ADE can publicly recognize and reward schools in meaningful ways that are high performing, demonstrating strong growth and/or significantly closing the achievement gap. Based on current practice and recommendations from the field, ADE will recognize the State's Reward Schools in the following ways:

Meaningful Public Recognition

The annual list of Reward Schools will be posted on ADE's website and publicized through media outlets across the state. ADE will present a plaque to each Reward School through a formal ceremony at the LEA or school site. Letters of acknowledgement will also be sent to LEAs listing their reward schools and highlighting ways the LEAs can publicize and reward their high performing schools.

Leadership Opportunities

Reward schools will be honored as leaders across the state. The designation of a Reward School will provide opportunities to serve as key strategic partners in the work to raise achievement levels across the state. This will involve opportunities to serve on state level committees that will be addressing scaling up continuous improvement practices; serving as members of ADE's Solutions Team, a state-led team that makes onsite visits in order to complete a whole school assessment of strengths and weaknesses in practices impacting LEA and school achievement based on ADE's LEA and School Standards for Improvement; and presenting at state sponsored conferences, such as ADE's Leading Change Conference.

Financial Rewards

Beyond public recognition and to support leadership opportunities, ADE will provide financial rewards. ADE will create a competitive grant process for reward schools to share their best practices with other schools which the state expects will strengthen their existing programs. Each school and its LEA, with the approval of the LEA, will be eligible to apply for funds. Financial rewards will allow the school to create a thorough description of their instructional improvement process and provide funds for publication, travel and visitation. Grant decisions will be based on innovation and opportunities for scalability.

2.D   PRIORITY SCHOOLS

2.D.i   Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The Arizona A-F Letter Grade System is the foundation used to identify Priority Schools, but the complete selection criteria are aligned with the flexibility definitions, as summarized in Table 2.8. The first criterion for Priority Schools is currently served Tier I and Tier II SIG schools. The second criterion is a Title I eligible school with a graduation rate less than 60% for 3 consecutive years. Consistent with the identification of Tier II Persistently Lowest Achieving Schools in 2009 and 2010, Title I eligible high schools that are accountable under the Alternative Schools Model, per A.R.S §15-241, are not included in this criteria.

Finally, the lowest performing schools, using two criteria based on the A-F Letter Grade, are included as Priority Schools after removing the schools accountable under the Alternative Schools

Model. First, all Title I schools with an overall grade of 'F' are identified. Second, Title I schools that have among the lowest overall points in the A-F Letter Grade System are selected. A school receives an 'F' letter grade by showing a history of low performance, but might not have the lowest total points in the current year. So, by including the schools with the lowest total points, we capture the schools with a history of poor performance and also those with the worst performance in the current year. See section 2.A. for a complete description of requirements for earning an 'F' in the 2011-2012 school year.

For schools accountable under the Alternative Schools Model, those Title I participating schools among the bottom 10% on total points in the A-F Letter Grade Alternative Model will be identified as Priority Schools. There were 78 Title I participating alternative schools in 2012; thus, the 8 with the lowest total points among the Alternative schools will be included as Priority Schools.

Table 2.8: Criteria for Priority Schools and Number of Schools Identified

Criteria	Number of Schools	Number of Unique Schools
Title I Schools	1,210	1,210
Number of Priority Schools required to be identified	61	61
Total currently served Tier I and Tier II SIG schools (E)	32	25
Title I eligible high schools with graduation rate < 60%* (D-1 & D-2)	15	11
Low Achieving Priority Schools (C)		
Title I 'F' schools**	9	6
Alternative schools with among the lowest 5% total points	8	8
Remaining Title I 'D' schools, with among the lowest 10% total points*	13	11
Total Priority Schools		**69**

*Not including Alternative High Schools

**The 2011-2012 school year will be the first cohort of identified 'F' schools. For this analysis, the definition of an 'F' school was applied to the data from the 2008-2009 and 2009-2010 AZ Learns Legacy, and 2010-2011 A-F Letter Grades. Though these 9 schools did not receive an 'F' in 2011, these identifications were made for demonstration purposes.

In order to demonstrate that the methodology used for identifying Priority Schools aligns with the goals of the ESEA flexibility, the list of schools generated against each of the three criteria were compared to the remainder of Title I Schools (see Table 2.8a). The priority schools had, on average, 30% fewer students passing AIMS, and the 3 year graduation rate was 24 percentage points lower. Their students were 10 percentiles lower than the non-Priority Title I schools, and the priority schools had an average of 40 fewer points in the A-F Letter Grade System.

Table 2.8a: Performance of Priority and Non-Priority Title I Schools

Criteria	Priority Schools	Non-Priority Title I Schools
Average Percent Passing	37	67
Average Growth Points- all students	39	49
Average Total Points	76	116
Average Graduation Rate	40%	64%

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Historical Background on Arizona's Differentiated Accountability System and System of Support for Low Performing Schools

Arizona has been administering two accountability systems, ESEA (NCLB) and AZ LEARNS (A.R.S §15-241)[9] since 2001. This legislation provides the state the authority to hold LEAs and Schools accountable for student performance. The accountability includes the requirements LEAs (both charter and traditional) must meet when schools are identified as a Letter Grade D or Letter Grade F. The requirements in A.R.S §15-241 subsections H through AA are the foundation for the school accountability and reform in this flexibility request. The application for the ESEA Flexibility Request provides Arizona with the opportunity to eliminate the duplicative efforts of the two systems and establish one accountability and support system.

Arizona legislation governing differentiated accountability and support affords the state wide authority to intervene in LEAs and schools that are assigned a Letter Grade D or F. The intervention authority is separated by schools that receive a Letter Grade D and Letter Grade F in order to define requirements and timelines. In both cases, the LEA and Governing Board are responsible for the development and implementation of a continuous improvement plan at the school and LEA level communication and public meetings with stakeholders, and the submission of the plans to ADE for approval (Sections K, L, N & Q). It is with this legislative authority that Arizona has established strong frameworks, structures and processes for LEAs and Governing Boards to utilize towards the goal of dramatically increasing student learning.

Although there are differentiated sections for charter holders and charter schools (Sections M & U), the authority and requirements are parallel. The ADE School Improvement Division is committed to serving all schools in the improvement process both traditional and charter; however, none of these processes, supports, or interventions surpasses any other statutory authority, board policy, or contractual obligation with regard to charter school accountability.

For example, when a charter school is identified as Letter Grade F, the department must notify the charter's sponsor of the designation. The charter's sponsor shall restore the charter school to acceptable performance or revoke the charter school's charter.

Arizona's Flexibility Request includes many of the systems, processes, procedures and practices that were developed and implemented over the last two years as the state's system of support for low performing

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[9] A.R.S §15-241

schools. The implementation of these "systems" represented a dramatic change in how the School Improvement and Intervention section worked with LEAs and schools in improvement status prior to 2009.

The flexibility allows Arizona an incredible opportunity to incorporate the system of support developed and implemented in the School Improvement Grant cohorts over the last 2 years, into a more statewide effort. The reformation of the system of support will be extended to all Priority and Focus Schools beginning with the 2012-2013 school year. Based on the state's current work, the state believes that this will allow us to have a wider effect and broader impact on more students, schools and LEAs. The changes that are incorporated into this proposal include the "next steps" of the restructuring process for the SII section.

LEA Responsibilities and Requirements for Supporting /Intervening in Priority Schools
It is ADE's contention, based on research and prior experience in failing schools, that the entry point for lasting and sustainable reform at the school level is the Local Education Agency (LEA). In Arizona, LEAs include traditional school districts and charter holders. LEA leadership teams are charged with facilitating and monitoring the improvement efforts at both the school and LEA.

Required Interventions
The required seven interventions have been aligned with the major components of the Transformation and Turnaround models currently being implemented in LEAs awarded the School Improvement Grant funds as well as the turnaround principles outlined in the ESEA Flexibility Guidance. The interventions have been cross-walked as well as with the Six Quality Indicators of High-Achieving Schools[10] and are used as the foundation of the 2011 Tier III School Improvement Grants currently being released and funded. The interventions were further developed and defined based on the lessons learned from the SIG implementation over the last two years. Steps are already underway to include the seven interventions into the school and LEA level Continuous Improvement Plans of Priority Schools for the 2012-2013 school year.

LEAs are required to include components of all seven interventions in their LEA and School Continuous Improvement Plan. The seven interventions make up a comprehensive approach to rapidly turning around low performing schools. Each intervention is necessary for the transformation of the school from low performing to high performing. However, each intervention by itself is not sufficient in order to turnaround the school's low performance. It is only when all of the seven interventions are woven together and fully implemented as a comprehensive systemic effort that schools increase the probability of turning around low performance.

LEAs must determine the best way to customize the interventions for implementation in their school, based on the current status of the LEA and school system. This will be greatly facilitated through the use of the new SGTs. These new reports will not only tell schools the status of students, but school leaders, teachers, and parents will have a greater understanding of where they have been academically and where they may be headed without appropriate intervention. The SGTs cannot only be aggregated by subgroup and school but also by grade level and program for more detailed analysis. As discussed in 2A and 2B, Arizona will be moving forward with the introduction of SGTs while using the established and approved AMOs.

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[10] Six Quality Indicators of High-Achieving Schools

Although the seven interventions have a number of components, it is not expected that the LEA would implement every component at one time. The LEA will determine which of the components are functioning in their system and identify the components that are not functioning or implemented. This would be the starting point for the LEA.

To ensure support for the LEA in accomplishing their turnaround efforts, ADE's School Improvement and Intervention Section will form an ADE Technical Assistance and Oversight Team to address gaps in subgroup achievement. The members of this team will include ADE staff from the following sections: Exceptional Student Services, OELAS (staff that serve our English language learners), Title I staff representatives that focus on Low SES, Native Americans and parent involvement, Special Populations for migrant and homeless services, Career and Technical Education, K-12 Literacy, Title II, Dropout Prevention, and a staff person with Arizona's Charter School Board. This committee will ensure that staff with expertise in serving special populations and the state services provided can be easily accessed.

Intervention 1: Strong, Effective Leadership
An LEA with a Priority School is required to review the effectiveness of the school's leaders. The LEA must determine if the principal must be replaced based on this review. The review will be in collaboration with ADE SII staff and based on Public Impacts "Turnaround Leadership Competencies". If the LEA determines to reassign the principal, the LEA shall collaborate with ADE on the reassignment.

The LEA must develop criteria to use to hire an instructional leader and provide evidence that the new principal:
1) Has a track record of increasing student achievement on standardized test scores as well as overall student growth, as well as growth of the subgroups in the school.
2) Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead.
3) Has a minimum of three years previous principal experience. A principal that is continuing at the school must attend an ADE approved leadership development program.
4) Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and English language learners.

The LEA must also provide evidence that:
5) There is a program in place that supports the leadership team in their instructional and management skill development.
6) The new principal has been granted sufficient **operational flexibility** (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
7) LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction.

Intervention 2: Effective Teachers
In order to ensure that teachers in Priority Schools are able to improve instruction, the LEA is required to review all existing staff using an approved evaluation system that is fully aligned to Arizona's Teacher and Principal Evaluation Framework. The LEA is required to retain instructional staff determined to be effective and reassign or replace instructional staff determined not to be effective (in collaboration with ADE). This evaluation process is required of all staff including, but not limited to, general education,

special education, Title I, and English language learners. Reading, science, and mathematics teachers cannot be retained or rehired unless they meet state and federal highly qualified, highly effective requirements.

The LEA must also:

1) Identify critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL).
2) Develop new job descriptions, hiring rubrics and interview protocols incorporating the critical skills identified above.
3) Develop an effective instruction framework (based on current and best practice) that is aligned with the curriculum, addresses learning needs of diverse populations, communicated to all stakeholders, and is incorporated into the teacher/principal evaluation system required by the Teacher and Principal Evaluation Framework[11] (See Principle 3).
4) Provide training to staff regarding the teacher/principal evaluation system required by SB 1040[12].
5) Implement a classroom walkthrough protocol that includes follow-up and teacher support to change behavior and instructional practices that addresses the needs of a diverse group of learners.
6) Provide principals and vice-principals with professional development on monitoring classroom instruction and effective use of the classroom walkthrough protocol for monitoring instruction provided to all students, as well as specific subgroups of students educated in the school.
7) If a multi-school LEA, develop and implement a plan to equitably transfer effective teachers, (general classroom and specialists), administrators, and instructional coaches from performing schools to the Priority School. The plan must be fair, consistent, transparent, and reliable.

An LEA with a Priority School must provide professional development that is relevant to school needs, based in classroom practice, and reinforced through ongoing support. The LEA must:

8) Implement a formal policy providing for organized weekly teacher collaboration time during the work day for teachers to work in vertical and horizontal teams for the purpose of improving instruction for all students including students with disabilities and ELLs. Teachers would share specific instructional strategies for low performing students including Structured English Immersion (SEI) strategies for ELLs.
9) Provide the Priority School an academic coach to develop and model effective lessons, provide job embedded professional development, analyze data, and spend at least 80% of contracted time in the classroom or working with teachers.
10) Provide intensive and targeted support of new teachers through orientation, coaching, and mentoring programs.
11) Create a professional development model, organized around district/school goals, that:
    - Is developed by a stakeholder team including district/school leaders, teachers, and other qualified stakeholders with defined roles and responsibilities
    - Provides a systematic, focused, comprehensive, and standards-driven approach and structure
    - Utilizes multiple data points beyond yearly state assessments to indicate professional development needs

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[11] Arizona's Teacher and Principal Evaluation Framework
[12] SB 1040

- Provides high quality/high level learning opportunities that focus on improving student learning and achievement for all students including ELLs and students with disabilities.
  - Including but not limited to specialized instructional strategies, SEI strategies, PBIS, etc.
- Integrates participant feedback and multi-levels of evaluation to support continuous professional and student learning
- Integrates a differentiated, individualized professional development growth plan for teachers
- Includes inquiry practices such as classroom action research, study teams and peer coaching that are incorporated into the daily routine of school staff
- Supports the effective instruction framework developed by the LEA.
- Includes strategies that are aligned with SEI model.

Intervention 3: Additional Instruction Time
Arizona firmly believes that increasing student learning time and teacher collaboration are critical to the achievement of the goals set by schools and LEAs. An LEA with a Priority School is required to perform an instructional time audit. The audit will focus on teacher use of effective, research-based instructional strategies during core instruction as well as the use of scheduled learning time in the school day or extended day. Based on the audit findings, the LEA will create a plan to:

1) Maximize current instructional time in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Extend the school day, week and/or year. This can include programs outside the school day (before, after, weekend, intersession, online, or summer).
2) Ensure the extended learning time is available to all students, or if focused on staff development, available to all teachers.
3) Evaluate the effectiveness of the extended learning time.

If the LEA contains elementary grades, the LEA must provide evidence that instructional time adheres to A.R.S §15-701[13]. This statute requires additional time for intensive reading intervention for a student that does not achieve proficiency on the state assessment at the end of third grade. Additional time must include summer school reading instruction and additional reading instruction (before and after school time) during the next academic school year

Intervention 4: Strengthen Instructional Program Based on Student Needs
An LEA with a Priority School is required to implement a standards-based curriculum that provides flexibility to meet the needs of all students, including students with disabilities, ELLs, gifted and talented, and economically disadvantaged students. The implemented curriculum must be fully aligned with Arizona's Common Core Standards – ELA and Mathematics. The implementation must adhere to Arizona's Common Core Standards timeline, which consists of full implementation of the Arizona's Common Core Standards – ELA and Mathematics at grade 1 and kindergarten by 2012-2013 and full implementation at all grade levels by 2013-2014. The LEA must provide evidence that the implemented curriculum is:

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[13] A.R.S §15-701

1) Articulated clearly across all grade levels and subject areas, and at key transition points to close gaps and eliminate duplication.
2) Supported with instructional materials that are aligned with Arizona's Common Core Standards and district benchmarks. Materials should not be limited to textbooks.
3) Research-based and consistently implemented within each grade level and content area across the district's schools.
   a. Includes Universal Design for Learning: UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
4) Reinforced with evidence-based interventions shown to be effective with at-risk students, including students with disabilities and students with limited English proficiency. If the LEA contains elementary grades, the LEA must provide evidence that interventions address A.R.S §15-701.
5) Reinforced with evidence-based enrichment activities for gifted and talented students.
6) Supported with a complete set of pacing guides or curriculum maps, and sample instructional strategies aligned with state standards and/or grade level expectations.
7) In adherence with the English language proficiency (ELP) standards for students with limited or no English language knowledge, experience, or skills.
8) In adherence with the specific accommodations, modifications, and supports that must be provided for students in accordance with their IEPs.

If an LEA does not replace the current curriculum, the LEA must provide evidence (including recent academic data) that supports retaining the current curriculum for reading, mathematics, science, and writing, and explain what revisions to the curriculum have taken place to meet the above criteria.

In addition, all LEAs with a Priority School must: Reference A.R.S §15-701
9) Schedule a continuous, data-based curriculum review to evaluate:
   - If instructional resources (both core and supplemental) align to standards, including the ELP standards, in all curricular areas.
   - If instructional resources (both core and supplemental) are current/up-to-date, and sufficient in quantity.
   - If curriculum implementation is producing high academic outcomes for all grades and subgroups, including students with disabilities and students with limited English proficiency.
10) Create policies and procedures to ensure school leadership and instructional teams examine student work for evidence that instruction is aligned to state standards. Student work must be representative of all student subgroups, including students with disabilities and students with limited English proficiency.
11) Implement clear expectations for allocation of instructional time in all core subject areas. In addition, these expectations for allocation of instructional time must include:
    - The four-hour English language development model required under A.R.S §15-756-01[14] for students with limited English proficiency and additional professional development coordinated with ADE's Office of English Language Acquisition Services (OELAS) staff.

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[14] A.R.S §15-756-01

- Additional support required within a Response to Intervention (RTI) plan for struggling students within general education as well as students with disabilities that need special education and coordinated with appropriate professional development offered by ADE's Exceptional Student Services Comprehensive System of Personnel Development (CSPD) staff.

12) Demonstrate how the LEA is aligning other initiatives and resources to support the curriculum needs of the Priority School.

Intervention 5: Data Informs Instruction

An LEA with a Priority School is required to use data to inform instruction. The LEA must develop the school's Continuous Improvement Plan (SCIP) that is fully aligned to the needs of the school, addressing the root causes for not making progress and addressing all required strategies of the improvement plan. The plan must also include annual goals set for the Priority School in the areas of reading, math and/or graduation rate that are established using baseline data, achievable as well as rigorous, and set to close achievement and performance gaps.

The LEA must also create a data system with clearly defined types and levels of support, frequency, alignment to need, timeline (with intermediate benchmarks), and an evaluation procedure. This system must provide an effective, up-to-date technology infrastructure that is effectively used for planning and delivery of instruction, monitoring progress, and communication, and must include the following:

1) District-wide and school-level formative and summative assessments in literacy, mathematics, and science, providing for aligned assessments within and across grades.
2) A documented, clearly defined and communicated framework for a comprehensive/ balanced assessment system including classroom (daily, weekly/monthly, unit), interim/ benchmark (screening and quarterly), and statewide (annual) assessments being used and how the results help to make programmatic and instructional decisions.
3) A documented framework for collecting, storing, accessing, and disseminating district, school and student-level data.
4) A formal plan to train and support teachers in using data (from balanced assessment system) to drive instruction which includes formal and informal professional development and is differentiated for new to district teachers.
5) Structures to facilitate frequent, ongoing data-driven conversations related to student learning outcomes using formative, interim, and summative assessments at all stakeholder levels (Teacher Learning Communities).
6) A process for flexibly grouping students based on data and focused on improvement and acceleration, such as:
   a. Response to Intervention (RTI) is a process that has been used to provide a multi-tiered system of support for students including ELLs and students with disabilities.
   b. Positive Behavioral Intervention Supports (PBIS) is a multi-tiered system of support for behavior support for all students including students with a disability.
7) Data system includes tools for an Early Warning System to identify middle grade and high school students who show early warning signs that they are at risk for dropping out of school.
   a. National High School Center's early warning system for middle and high school.

Intervention 6: School Environment Focused on Achievement/ Non-Academic Factors Affecting Student Achievement

An LEA with a Priority School is required to focus on creating a sustained culture of high expectations for all students, which includes academic and non-academic factors that have attributed to the school's failure.

Leaders, teachers and staff need to promote high expectations of students and recognize and accept their professional role in the success and failure of all students in the school. In order to do so, the LEA must establish policies and procedures that support continuous improvement strategies for developing a no-excuses culture focused on measureable outcomes. These policies and procedures must provide evidence of the following:

1) Managerial Operations
   - A well-documented process for the wise use of funds that focuses on student achievement and demonstrates expenditure of sufficient resources, including time, personnel, funding, and technology using many funding sources.
   - Scheduled time for the LEA and school board to regularly analyze the impact of its decisions on student achievement and stakeholder engagement.
   - Refined management and operational functions to more efficiently streamline district finances that explicitly connect to supporting teaching and learning.
   - Documented mutually supportive roles of the school board, superintendent, and LEA leadership (e.g., school board develops and sets policy and advocates for the districts; superintendent manages the district which includes hiring, terminating and fiscal management).
   - Up-to-date compliance of state and federal mandates, as well as school board and district level policies.
   - A process for evaluating overall improvement capacities, consisting of district structures, policies, processes, and programs intentionally designed to improve organizational capacity and quality.

2) LEA and School Vision
   - An inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.
   - A defined and clearly articulated instructional model for educating "at-risk" populations, including students with disabilities, ELLs, high poverty/mobility, and credit-deficient students.
     o Positive Behavioral Interventions and Supports is a model that supports the implementation of a positive learning environment for all students.
   - A plan for systematically sharing information and working collaboratively with stakeholders to achieve the district vision and mission. The plan includes a calendar of events and adequate time frame for allowing stakeholder's input in important decisions.
   - LEA provides a comprehensive plan to monitor implementation of the LEA's Continuous Improvement Plan, as well as monitoring of school leadership in its implementation of the improvement plan strategies and action steps.
   - A process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school and LEA goals.
   - The LEA and school board participate in school improvement training to build shared academic knowledge, values and commitment.

3) Safety and Codes of Conduct
   - Clear, research-based descriptions of expected classroom practices that will achieve high priority results, and address gaps in the low-performing schools, such as PBIS.
   - Policies are created that support and monitor an equitable code of conduct that actively promotes social skills, conflict management, and prevention programs to create an

environment conductive to teaching and learning.
- School and LEA maintains facilities that support a culturally responsive and safe environment conducive to student learning.

4) Transitions
- Provide additional support for students at key transition points—PK through kindergarten, elementary through middle school, and middle school through high school. This support could include Head Start opportunities, school orientation, Education and Career Action Plans (ECAP), early warning systems, IEP transitions for students with disabilities, transitional placement for students who are no longer classified as ELL, college fairs, and others.

Intervention 7: Engaging Families and Communities

To ensure that an LEA with a Priority School fosters community relationships to assist with the improvement efforts and increase community capacity, the LEA must increase the role that family engagement plays as part of a comprehensive strategy to increase student engagement and achievement. The school/LEA must provide a multifaceted plan for increased parent and community involvement that is communicated to all stakeholders and aligned with the school's CIP (parent/community coordinator, parent organization, parent workshops, marquee, newsletters, websites, meeting, parent/teacher conferences, etc.).

The LEA must also provide evidence that:
1) School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
2) Parents serve on school improvement teams and they should be representative of all subgroups within the school.
3) School leadership continually assesses the quality and impact of its parent/community communication system utilizing multiple survey strategies. In response to the data, adjustments are made to the system.
4) Communication strategies are culturally and linguistically appropriate.
5) A system to recruit volunteers is in place that matches the abilities and interests of businesses/ community agencies/families with a variety of volunteer opportunities.

LEA Capacity and Commitment

LEAs must demonstrate their capacity and commitment to plan, implement, and monitor dramatic systemic change the LEA must include the following in the LEA Plan:
1) Clearly describe approach that will result in rapid, systemic change in its Priority Schools within three years. This must include the goals for each school to attain on a yearly basis, as well as, the 3 year outcomes. (A.R.S §15-241 subsection K)[15].
2) Provide a description of the change and planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process.
3) Describe how the LEA will recruit, screen and select any external providers to provide the expertise, support, and assistance to the district or to the school.
4) Describe the LEA's systems and processes for ongoing planning, supporting, and monitoring the

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[15] A.R.S §15-241

implementation of planned redesign efforts, including the teaming structures or other processes, such as the use of liaisons, coaches, or networks that will be used to support and monitor implementation of school-level redesign efforts (A.R.S §15-241 subsections M, Q and S).

5) Describe which LEA policies and practices currently exist that may promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement interventions fully and effectively.

6) Describe how the LEA will ensure that the identified schools receive ongoing, intensive technical assistance and related support from the state, district or designated external partner organizations (A.R.S §15-241 subsections M, Q, and S).

7) Describe how the LEA will monitor the implementation of the selected intervention at each identified school and how the LEA will know that planned interventions and strategies are working[16] (A.R.S §15-241 Subsection Q).

In the event that an LEA does not demonstrate capacity or commitment, the SII section would work with the LEA to establish a Capacity Building plan. This plan focuses on the critical areas not met.

LEA Responsibilities for Implementing the LEA and School Continuous Improvement Plan
LEAs with Priority Schools must submit their comprehensive LEA and School Continuous Improvement Plan to the ADE for approval. Once approved the Superintendent must submit their plan to rapidly turnaround the struggling school to parents, community members and local stakeholders (A.R.S §15-241 subsection K, Q & S)[17].

Due to the systemic nature of this level of intervention, it is necessary and required that every staff member at the school actively participates in the reform efforts. This would include special education, non-core, English language teachers, and non-instructional staff, in addition to core classroom teachers, school administration and parents.

Based on current change theory research, Arizona's previous experience with the Turnaround Process (A.R.S §15-241 subsections V & W) in its state accountability system and the current implementation of the School Improvement Grant (SIG) in the state's Persistently Lowest-Achieving (PLA) schools, the state believes that the process of turning around a struggling school takes more than one year. The evidence from the state's implementation of Cohort 1 SIG LEAs demonstrates that traction on a number of the intervention model components is just now being established. Therefore, a school that is identified as a Priority School would remain in the turnaround process for at least 3 years.

Implementing the Continuous Improvement Plans (LEA and School) will require a focused use of funds towards rapidly turning around the low performing school. An LEA must implement student-based financial decision making models and strategies to ensure that funds are effectively and efficiently used to increase student learning. LEAs with Priority Schools will be required to set aside sufficient funds, particularly their Title I allocation, to implement the turnaround principles in their Priority Schools.

LEAs implementing a continuous improvement plan in Priority Schools would be required to operate a schoolwide program in their Title I school without meeting the 40 percent poverty threshold in ESEA

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[16] LEA CIP application, scoring, rubrics and guidance document

[17] A.R.S §15-241

section 1114(a)(1). In addition, the school must notify parents within the attendance area of the Priority School of the school's status.

Recent studies and firsthand experience demonstrate that more learning time can have a positive effect on student achievement and school success. Research strongly suggests that additional time in school can make a difference in the degree to which all students can achieve proficiency on high standards, especially for students that are below grade level expectations. LEAs will not be required to set aside funds for Supplemental Educational Services (SES); however, LEAs will be required to increase instructional time for students and teacher collaboration time or provide tutoring services. This could be accomplished by utilizing existing time more strategically in order to increase academic engaged time, or adding more minutes to core subjects, or adding more days to the school calendar. ADE will convene a task force of representative LEAs to develop some model plans for optional use.

LEAs will be required to offer School Choice and set aside a sufficient amount to provide transportation to students that participate in School Choice. However, if there are unused/unencumbered funds, the LEA may reallocate excess set aside funds towards increasing student achievement after the first semester. If a school exits Priority status but has been providing School Choice and transportation to students, these options must continue as long as the child is enrolled in that school.

ADE has conferred with the Title I COP and has proposed guidance for LEAs on the uses of previously reserved funds (see section 2.G.). The COP will continue to meet to discuss emerging strategies and technologies to serve our unique rural and remote areas.

Continuous Improvement Planning Process

LEAs with Priority Schools are required to implement prescriptive interventions to rapidly turnaround the student performance in their schools. ADE has developed a Continuous Improvement Planning Process[18] to ensure LEAs are poised and the conditions are set for the greatest success possible. The foundation of any strong, viable plan is the analysis of data and identification of the root cause of problem areas. It is from this foundation that an LEA will develop their Continuous Improvement Plan to implement the interventions and define the assistance and support that the LEA will provide to the school to ensure success.

LEA leadership teams will attend professional development on the use of the Continuous Improvement Process to develop their LEA and School Continuous Improvement Plan. The continuous improvement process, as described below, includes the development of the plan, the implementation of the plan as well as the evaluation of the plan (formative and summative)[19].

The model includes the following components:
1) Conduct a Needs Assessment at the school site using the Six Quality Indicators of Highly Effective Schools:
   - Should include classroom observations, principal interviews, focus groups with teachers, non-instructional staff, students and parents.
2) Thorough analysis and interpretation of student performance at every grade level in every tested

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[18] Arizona's Continuous Improvement Process

[19] Arizona's Continuous Improvement Process

subject:
- This should also include student attendance, graduation rate, dropout rate,
- Current status and year to year trend,
- Disaggregated by subgroups (ELL, SWD, and Low SES) to identify achievement gaps.

3) Summarize and interpret all data – Root Cause analysis:
- Identify Root Causes,
- Analyze contributing causes,
    i. Determine reasons for persistent low performance among ELLs and students with disabilities or other low performing subgroups.

4) Identify priorities:
- Conduct gap analysis to
    i. determine the differences between current status and the desired results;
    ii. determine gap between highest performing group and lowest performing group; and
    iii. determine gap between all students and subgroups (ELL, SWD, and Low SES).

5) Set goals:
- Develop strategies and action steps that have the greatest probability, if implemented with fidelity, to produce the desired results – achieve set goals.

6) Set conditions for success:
- Develop structures and frameworks that support the implementation of the plan,
- Create decision rules for making adjustments and course corrections,
- Establish necessary partnerships.

7) Develop evaluation:
- Develop ongoing evaluation of the plan as it is implemented,
- Set benchmarks,
- Ensure revisions are made as needed.

The LCIP and SCIP are integrated and aligned to be the comprehensive Continuous Improvement Plan. The school level plan (SCIP) is focused on increasing student achievement where as the LEA level plan (LCIP) defines the support, assistance and conditions the LEA must provide the school in order for the school level plan to be absolutely successful in achieving set goals. The LEA and School plans are housed in the state's web-based system Arizona LEA Tracker (ALEAT). This system is discussed in detail in Section 2F, on page 101.

With Arizona's new teacher and principal evaluation statutes and framework in place, the nexus between professional development and evaluations has finally been made. Now, the next step will be to develop and fully implement the SGTs so that school leaders can appropriately link the necessary student interventions, professional development and, if necessary, performance improvement plans. ADE's Research and Evaluation and School Improvement Divisions will be providing training and technical assistance on data analysis throughout the next year.

Technical Assistance for Priority Schools – The Redesigned System of Support
With A.R.S §15-241[20] providing the foundation, over the last two years Arizona has redesigned and implemented a strong system for intervening in schools and LEAs identified as lowest performing in the state under both accountability systems. The system of support has been enhanced each year to meet the

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[20] A.R.S §15-241

needs and demands of the LEAs and schools (charters and traditional) in improvement status under the state and federal accountability systems. Revisions to the system have also occurred based on newly released research and lessons learned during the previous year's implementation of the federal School Improvement Grant 1003g. A multi-tiered approach ensures that the highest needs schools receive the most intense support and assistance.

The use of a multi-tiered system of support is a dramatic operational change from the "one size fits all" system previously in place. The enhanced system of support was founded on a wealth of current educational reform research and experience with Arizona LEA and schools. The transformation over the last two years demonstrates that Arizona has already been on the path to reform. The flexibility afforded within the request would provide Arizona the opportunity to take the next step and allow the state to make improvements where before there were barriers.

The support system for LEAs and schools in improvement status, both federal and state systems, consists of four components, Technical Assistance, Professional Development, Progress Monitoring and Compliance Monitoring. The level of service and requirements is based on the level of need exhibited by the LEA and school. The level of need is determined based on multiple factors including percent proficiency and progress over time on the state assessment.

Schools and LEAs are placed within a multi-tiered system of support. The multiple-tiered system of support was fashioned after the RTI Model with Universal, Targeted and Intensive levels. The theory behind the RTI model is that students with the greatest need receive the greatest amount of intensive assistance support in an effort to break the pattern of risk and accelerate student learning up to grade level (low risk status). This same theory can be applied to Arizona schools and LEAs in improvement status. The LEAs and schools with the greatest need receive the greatest amount of technical assistance and professional development. Oversight and monitoring of intervention implementation, use of funds and compliance on requirements is also increased. As the need decreases, so does the intensity of support and implementation progress monitoring[21].

Figure 2.6: <u>Multi-Tiered Support System for LEAs and Schools in Improvement Status</u>

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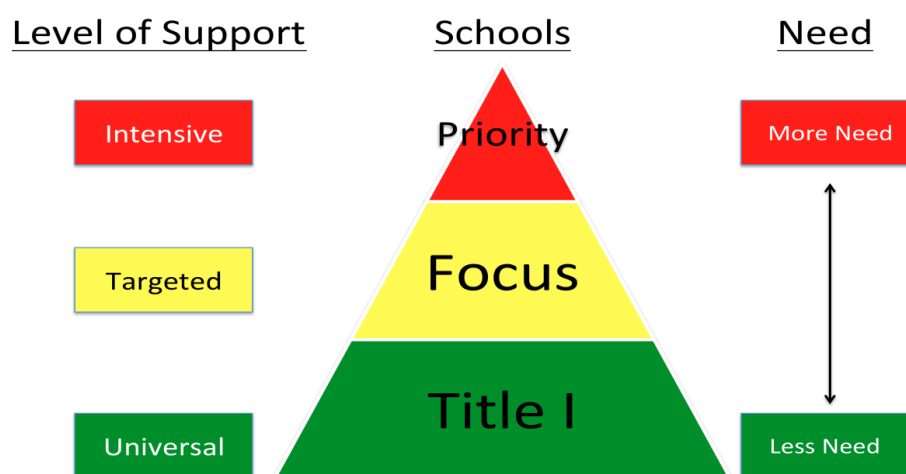
[21] SII Differentiated Support System

Table 2.9: <u>Defined Levels of Technical Assistance</u>

	Technical Assistance	Professional Development (PD)	Progress Monitoring	Compliance Monitoring
Intensive: PLA Priority Schools Letter Grade F	• Frequent site visits (monthly to every other month) • Targeted implementation of the intervention model • Phone calls and emails • Website access to improvement tools	• Targeted Leadership Development and Effective Instruction • Quarterly Practitioners of ELL trainings • ESS training in reading and math	• Quarterly progress monitoring conducted with evaluation tool – PMI and conducted by ADE staff • Focus on implementation of the selected intervention model	• On site comprehensive monitoring conducted once during the 3 year grant: fiscal and programmatic • Cash Management Review • Completion Report
Targeted: Focus Schools Letter Grade D	• Phone calls and emails • 1-2 site visits per year • Website access to improvement tools.	• Quarterly Regional PD • Connections made to other PD offerings within agency ELL and ESS. • E-Learning opportunities	• Bi-annual progress monitoring • LEA responsible for monitoring and reporting progress.	• Desk audit • Cash Management Review • Grant Amendment Review Completion Report
Universal All Title I Schools Letter Grades A, B & C	Website contains processes, protocols and tools for School and LEA to use as needed.	Connections made to other PD offerings within agency. E-Learning opportunities.	Access to progress monitoring process and tools on website.	

Progress Monitoring – Intervention Implementation

The SII team will monitor LEAs implementing the seven interventions on a quarterly basis using the Progress Monitoring Instruments. These instruments monitor the progress of the LEA to implement the interventions and the schools progress on increasing all student performance and closing identified achievement gaps. This instrument was designed by the SII staff based on the School Improvement Grant intervention model components and the implementation research of Dr. Dean Fixsen[22]. It was created to capture the level of implementation of the components at the same time as providing feedback to the LEA on their progress towards full implementation and sustainability. The PMI was designed to be ongoing documentation during a given year as well as through the 3 year grant cycle. The SII team uses the data gathered in the PMI to evaluate the progress of the LEA, design differentiated support and assistance, and make continuation decisions.

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[22] Fixsen, D.L., Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, R. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Table 2.10: <u>Progress Monitoring Instrument – Example</u>

PROGRAM (SYSTEM) EVALUATION	*The LEA/Charter Holder ensures that data systems are in place to evaluate measures such as quality improvement information, organizational fidelity, stakeholder outcomes and student assessment results to assess key aspects of the overall performance of the organization and provide data to support decision making to assure continuing implementation of the core intervention components over time.*		
Turnaround/Transformation Strategies			
Strategy 7:	Promote the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.		
Strategy 8:	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Arizona's Common Core Standards.		
Exploration & Adoption	**Program Installation**	**Initial Implementation**	**Full Implementation**
Level of Implementation	**Evidence/ Examples/ Artifacts of Quality Indicators and Strategies**	**Next Steps for LEA/School to Increase Level of Implementation**	
Quarter 1 Choose an item.		**LEA:**	
		School:	
Quarter 2 Choose an item.		**LEA:**	
		School:	
Quarter 3 Choose an item.		**LEA:**	
		School:	
Quarter 4 Choose an item.		**LEA:**	
		School:	

Table 2.11: <u>Progress Monitoring Instrument Rubric - Example</u>

PROGRAM (SYSTEM) EVALUATION	*The LEA/Charter Holder ensures that data systems are in place to evaluate measures such as quality improvement information, organizational fidelity, stakeholder outcomes and student assessment results to assess key aspects of the overall performance of the organization and provide data to support decision making to assure continuing implementation of the core intervention components over time.*
Strategy 7:	Promote the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.
Strategy 8:	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Arizona's Common Core Standards.

Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation
Conduct a needs assessment of current data sources to: • Assess critical skills • Monitor the improvement plan • Make data-driven decisions • Evaluate the effectiveness of the organization • Evaluate effectiveness and alignment of instructional programs Identify resources (time, funding) for data systems Evaluate current instructional programs for vertical alignment and alignment to standards to identify gaps and overlaps Identify ways in which formative, interim and summative assessments are currently used	Determine key data sources to: • Assess critical skills • Monitor the improvement plan • Make data-driven decisions • Evaluate the effectiveness of the organization • Evaluate effectiveness and alignment of instructional programs Determine criteria, review, and select data systems, comprehensive assessment systems, and instructional programs Revise and/or develop supports for ongoing use of data systems and train key users on the chosen data systems Develop a system for using disaggregated data to: • Inform instruction to increase achievement • Meet the needs of all students • Evaluate effectiveness of programs • Evaluate alignment of curriculum to standards Develop structures to facilitate frequent, on-going data-driven conversations related to student learning outcomes using formative, interim and summative assessments Determine evaluation methods for specific innovations and audiences and the schedule for reporting results to stakeholders	Utilize identified key data sources to: • Assess critical skills • Monitor the improvement plan • Make data-driven decisions • Evaluate the effectiveness of the organization • Evaluate effectiveness and alignment of instructional programs Provide technology, training, and support to facilitate use of data systems Use disaggregated data to: • Inform instruction to increase achievement • Meet the needs of all students • Evaluate effectiveness of programs • Evaluate alignment of curriculum to standards Apply structures to facilitate frequent, on-going data-driven conversations related to student learning outcomes using formative, interim and summative assessments Measure implementation of the innovation and function of the organization with respect to the innovation and report results to stakeholders	Consistently utilize identified key data sources to: • Assess critical skills • Monitor the improvement plan • Make data-driven decisions • Evaluate the effectiveness of the organization • Evaluate effectiveness and alignment of instructional programs Consistently provide technology, training, and support to facilitate use of data systems Systematically use disaggregated data to: • Inform instruction to increase achievement • Meet the needs of all students • Evaluate effectiveness of programs • Evaluate alignment of curriculum to standards Consistently apply structures to facilitate frequent, on-going data-driven conversations related to student learning outcomes using formative, interim and summative assessments Consistently measure implementation of the innovation and function of the organization with respect to the innovation, report results to stakeholders, and make adjustments to programs and implementation accordingly

Consequences

Consequences for LEAs that don't fully implement interventions, are resistive to implementing the interventions, or do not make progress towards earning a Letter Grade of C or better after three years:

- Re-evaluate capacity after one year to determine continuation of SIG funding.
- Determine the level of implementation. If still at Exploration in the majority of components on PMI after Year 1, then SIG funds would be put on hold until LEA can provide evidence of implementation[23].
- If the LEA does not provide evidence of implementation within 6 months, the School Improvement grant will be discontinued.
- If the School Improvement Grant is discontinued, then ADE would implement A.R.S §15-241subsection W[24].
    a. The Department would recommend a public hearing to the State Board of Education (SBOE)
    b. The SBOE shall meet and may provide by a majority vote for the continued operation of the school
    c. SBOE shall determine whether governmental, nonprofit and private organizations may submit applications to fully or partially manage the school.
        i. If and to what extent the local governing board may participate in the operation of the school including personnel matters.
        ii. If and to what extent the SBOE shall participate in the operation of the school.
        iii. Resource allocations.
        iv. Provisions for the development and submittal of a CIP to be presented in a public meeting at the school.
        v. A suggested time frame for the alternative operation of the school
    d. The SBOE shall periodically review the status of the school that is operated by an organization other than the school district governing board to determine whether the operation of the school should be returned to the school district governing board.

Table 2.12: Implementation Timeline

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Significant Obstacles
Use the flexibility offered during this next year to evaluate our current accountability and intervention statutes, policies and rules to see where changes can be made based on best practice and the past ten years of experience to offer all of our schools the same levels of support – not just Title I schools.	Implement school year 2012-2013	School Improvement and Intervention Team	Should add this document to A.R.S §15-241

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[23] Progress Monitoring Instrument documents, PMI template, reflective summary, reflective summary narrative and rubrics
[24] A.R.S §15-241

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

The timeline for Priority Schools outlined below was developed to align required turnaround principles with the availability of student performance data and give the LEA/school adequate time to identify target needs and strategies and allocate resources. The 31 SIG schools are currently implementing selected intervention models based on the 2009 & 2010 School Improvement Grant Guidance. SIG schools are required to implement the interventions over a 3 year period.

Table 2.12a: SII Implementation Timeline for Priority Schools

Timeline	Requirement	Persons/Group Responsible
July 2012	Release of Letter Grades	ADE
	SII begins to contact all LEAs with newly identified Priority Schools	ADE
August 2012	Solutions Team to conduct a Systems Audit and present summary of recommendations to be used by the LEA to revise the school's continuous improvement plan (August-September)	ADE-SII
	Establish leadership teams	LEA/Charter Holder
	Leadership team: • conducts needs assessment at the school site using the current Standards and Rubric for School Improvement – http://www.azed.gov/improvement-intervention/files/2011/08/2005stdsrubricrevised.pdf • reviews Effective Schools research – http://www.azed.gov/improvement-intervention/overview/research/ • reviews the continuous improvement planning process- http://www.azed.gov/wp-content/uploads/PDF/ArizonaSchoolImprovementPlanningProcess.pdf • attend Continuous Improvement Planning workshops conducted by ADE's Title I and/or SII staff	Leadership Team ADE-SII
	Roll out of Phase 1 Intervention Plan for newly identified Priority Schools	LEA/School Leadership Teams
	LEAs with newly identified Priority Schools will begin the needs assessment process focused on the 7 Turnaround	LEA/School

	Principles/Interventions LEA/schools begin the development of their Three-Year Continuous Improvement Plans Within 30 days of public release of letter grades, including Priority status, LEAs must provide written notification to each residence within the attendance area of the school. The notice must provide an explanation of the improvement plan process and information regarding the required public meeting.	Leadership Teams LEA Governing Board, Superintendent, Charter Holder
September 2012	Continue with August tasks until completed and plan is submitted. LCIP and SCIP are housed in the state's web-based system – Arizona LEA Tracker (ALEAT)	LEA/School Leadership Teams
October 2012	Within 90 days of public release of letter grades, LEAs/schools must submit a copy of the school's Continuous Improvement Plan to the county educational service agency. In addition, a charter holder must present the completed plan to the charter sponsor at a public meeting.	LEA Governing Board, Superintendent, Charter Holder
November 2012	Within 30 days of submitting the Continuous Improvement Plan (no later than November 25, 2012), the LEA Governing Board shall hold a special public meeting in each Priority school and present the CIP	LEA Governing Board, Superintendent, Charter Holder
2012-2013 SY	Implementation Year 1 - SII will provide technical assistance, professional development, progress and compliance monitoring for each Priority school using the tools developed.	ADE-SII
2013-2014	Implementation Year 2 – Complete Initial Implementation Phase	
2014-2015	Implementation Year 3 – Full Implementation	

Table 2.13: School Improvement Grant Implementation Timeline

Cohort	2011-2012	2012-2013	2013-2014	2014-2015
School Improvement Grant Cohort 1 (19 Schools in 15 LEAs)	Year 2 Implementation	Year 3 Implementation	Continued technical assistance and progress monitoring	Continued technical assistance and progress monitoring
School Improvement Grant Cohort 2 (12 Schools in 11 LEAs)	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Continued technical assistance and progress monitoring
Priority Schools identified in 2011 not already implementing SIG		Year 1 Implementation	Year 2 Implementation	Year 3 Implementation

2.D.v   Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

To exit Priority status, a school must meet rigorous criteria, depending on the reason for being in Priority status.

- Schools designated as a Priority School because of achievement will need to meet the following criteria to exit Priority status: SIG schools, and those among the lowest performing schools ('F' schools and low performing 'D' schools) must maintain a letter grade of C or better for two consecutive years and 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.
- Schools in Priority Status due to a low graduation rate must demonstrate growth by meeting the following criteria:
  - Schools with a graduation rate below 50% must meet a graduation rate of 60% and have an annual increase of 2% for 2 consecutive years.
  - Schools with a graduation rate above 50% must meet a graduation rate of 70% and have an annual increase of 2% for 2 consecutive years.

Even if these goals are obtained there must be a minimum of three years of intervention implementation. Furthermore, if a school exits Priority status but has an individual subgroup(s) that has not met AMOs the LEA will be responsible for ensuring that 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. The LEA will continue to be monitored by ADE's School Improvement and Intervention Section while addressing the needs of the individual subgroup(s).

To demonstrate that Arizona's proposed exit criteria for SIG and low performing Priority Schools are rigorous and result in significant progress in improving student achievement and narrowing achievement gaps, two example schools were examined. Both schools were identified in the first cohort of Arizona's first "Persistently Lowest Achieving Schools" program and both are elementary schools of similar enrollment size and demographics. To be identified as a Persistently Lowest Achieving School, both schools had displayed a history of poor academic performance. Both received an accountability rating under the AZLearns-Legacy system that was among the poorest ratings (see Figure 2.7). In 2009, Example School 1 received an "Underperforming" label, and Example School 2 received a "Failing to meet academic standards" label. At this point, the schools were both identified as "PLA" schools.

Figure 2.7: <u>**Performance on State Accountability Ratings for Two Example Schools in School Improvement**</u>

Performance on State Accountability Ratings
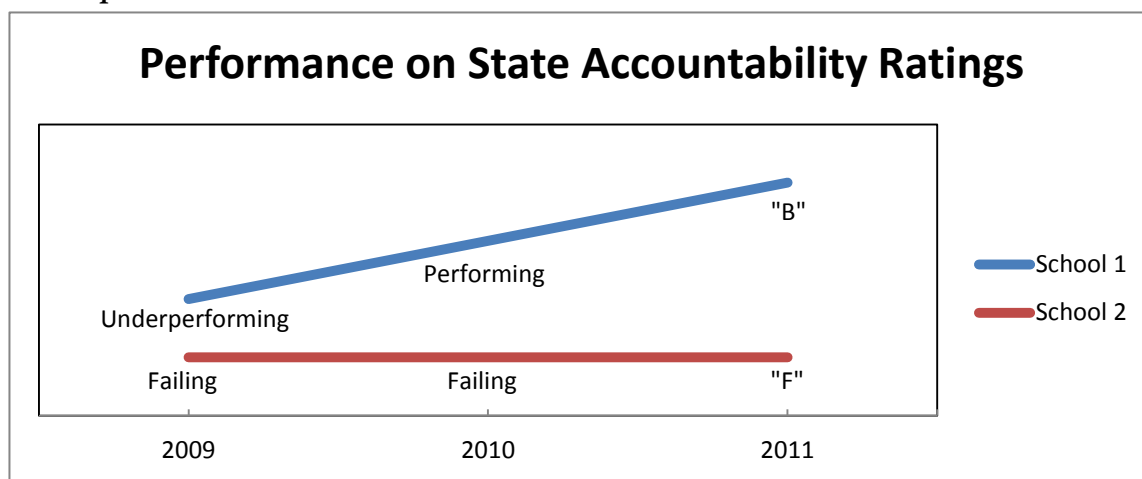
Over the course of the subsequent 2 years, these schools showed dramatically different trajectories. Example School 1 made substantially more progress implementing the 7 Turnaround Principles than Example School 2. Example School 1 also displayed steady academic gains, progressively improving their accountability rating. Specifically, as shown in Table 2.13a, Example School 1 showed higher overall student achievement and growth, and greater growth in their bottom quartile subgroup than Example School 2.

In a review of intervention ratings by ADE School Improvement program monitors, Example School 1 also earned higher overall ratings on the seven Turnaround Principles than Example School 2. All in all, Example School 1 displayed the gains necessary to earn a "C".

Table 2.13a: <u>**Comparison of Student Performance and Progress in Two Example Schools in School Improvement**</u>

Criteria	School 1	School 2
A-F Growth Points	73	23
SGP, Bottom Quartile	72.5	24
A-F Composite Points	47	14
A-F Total Points	120	37
Percent of Students Passing AIMS 2009	36	27
Percent of Students Passing AIMS 2011	44	14
Percent Change in Students Passing AIMS	+22%	-48%

Though data supporting the maintenance of a "C" for 2 years will not be available until July 2012, the trajectory of Example School 1 clearly shows that the fundamental changes necessary to attain a "C" were rigorous, yet attainable. However, Example School 2 did not show adequate academic success to attain a "C" and this is reflective of their lack of progress implementing the Turnaround Principles and lack of improvement in their students' academics. This brief comparison demonstrates that a school's ability to earn a "C" and thereby become eligible to exit Priority or Focus Status is dependent on effective implementation of interventions which in turn support improvements in student achievement and in reducing achievement gaps.

2.E   FOCUS SCHOOLS

2.E.i   Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

The method for identifying Focus Schools is concentrated around achievement gaps and low graduation rates (see Table 2.14a). We begin with Title I schools receiving a "D" grade and graduation rates less than 60%. Next, the remaining schools with graduation rates less than 60% not already a Priority School is included. Consistent with the identification of Tier II Persistently Lowest Achieving Schools in 2009 and 2010, Title I eligible high schools that met the original School Improvement Grant Exception policy below are not included in this criteria.

SIG Exception Policy: Schools identified as credit recovery were not included on the list. To be identified as credit recovery, a school had to have met the State Board's definition of an alternative school, and to have identified itself through its publicly posted mission statement on its school report card as a credit recovery school.

ADE is proposing to apply the same Exception policy to our Low Graduation Rate Focus Schools. ADE will update the implementation by requiring schools to apply for an exception and submit their most recent mission statement demonstrating compliance.

Table 2.14 shows the number of Title I schools, not identified as a Priority School, with a graduation rate of less than 60% for 3 years by Letter Grade. For the most current data available, there were 44 Alternative high schools and 8 traditional high schools with a graduation rate less than 60% for 3 years. Among the traditional schools, all those with a graduation rate of less than 60% for 3 years earned a 'D', or were ungraded in 2011, whereas more than half of the alternative schools earned a 'C', and 4 earned a 'D'.

Table 2.14: Number of Title I Schools with Less than 60% Graduation Rate in 2008, 2009, and 2010 by Letter Grades

Letter Grade	Traditional School
A	0
B	0
C	0
D	6
Ungraded	2*
Total	8

*These schools were included for demonstration purposes, but did not receive a letter grade in the 2011 pilot year, because of their school size and type. In the final identification, all schools will receive a letter grade using the approved A-F Letter Grade models and will potentially be eligible.

The remaining Focus Schools are those with the largest achievement gaps, using two criteria. First, schools with a low achieving subgroup *and* with among the lowest progress in the percent of the bottom quartile students passing AIMS were identified. For this calculation, we consider any Title I school that meets the gap criterion, not just schools with a 'D' letter grade. Next, schools were identified with the largest within-school achievement gaps and who had among the lowest progress in the percent of their bottom quartile students passing AIMS. Again, any Title I school that met this criterion was eligible, not just 'D' schools.

The alternative schools A-F Letter Grade model does not include a component for bottom quartile students because of the frequent mobility of their students and that many do not have consecutive test records which are required for the identification of a student as being among the bottom quartile. Thus, for alternative schools, the within-school gap was not applicable and a low achieving subgroup was needed that better reflected the mission and population served by alternative schools. The alternative schools A-F Letter Grade model does focus on how well schools are helping students progress to proficiency and beyond. Thus, determination for this group is based on the State Board adopted Alternative School A-F Letter Grade model. Furthermore, the Arizona State Board for Charter Schools adopted targets for alternative schools specifically for academic improvement of non-proficient students.

The determination for this group will be schools below the "Meets Standards" cut-point in mathematics or in reading according to the Arizona State Board for Charter Schools ratings. Schools that do not "Meet Standard" are those with fewer than 45% of non-proficient students in reading improving by at least one performance level or with fewer than 30% of non-proficient students in mathematics improving by at least one performance level. ADE is prepared to facilitate the implementation of interventions with any newly identified Focus Schools to begin immediately after notification for the 2013-2014 school year.

Focus School Definition Summary:

A "low-graduation-rate" Focus School (H):
1. Title I participating high school;
2. Have had a 4-year cohort graduation rate of less than 60% for 3 consecutive years over a number of years; not including alternative schools that meet Arizona's original School Improvement Grant Exception policy;
3. Not be identified as a priority school.

A "within-school-gaps" Focus School (F):
1. Title I school;
2. Have the largest gaps (greater than 65% difference in the percent passing) within the school between the percent of bottom quartile students passing AIMS in reading and mathematics and the top 2 quartiles of students passing AIMS on the most current year of data;
3. Have had less than 21 percentage point increase over the most recent 2 years in the percent of bottom quartile students passing AIMS

A "low-achieving-subgroup" Focus School (G):
1. Title I school;
2. Have less than 25% of their bottom quartile students passing AIMS in reading and mathematics on the most current year of data;
3. Have had less than 21 percentage point increase over the most recent 2 years in the percent of bottom quartile students passing AIMS

An "alternative low-achieving-subgroup" Focus School:
1. Title I school
2. Approved ADE Alternative School
3. In 2010, 2011 AND 2012, less than 45% of non-proficient students in reading improved by at least one AIMS performance level or
4. In 2010, 2011 AND 2012, less than 30% of non-proficient students in mathematics improved by at least one AIMS performance level

Table 2.14a: Focus Schools Criteria and Number of Schools Identified

Category of Focus Schools	Number of Schools*
Total number of Title I schools	1,210
Total number of schools required to be identified as Focus Schools	121
Title I high schools with graduation rate < 60% (H)**	27
Title I schools with the greatest within-school gaps [a] (F)	44
Title I schools with low achievement among their bottom quartile [a] (G)	49

* The number of schools listed here are unduplicated counts, though schools can qualify for Focus School status under more than one category. For complete list of schools and what category each qualified under, see Table 2.

** The number of schools identified here does not include those Alternative Schools that meet Arizona's original School Improvement Grant Exception policy.

[a] Schools labeled under the "Small Schools" formula were excluded from this part of the calculation. Because that formula uses 3 years of pooled AIMS data, the gap analysis and percent passing among the bottom quartile were not valid to directly compare to the traditional model. These schools were, however, included in the graduation rate criterion.

2.E.ii   Provide the SEA's list of focus schools in Table 2.

2.E.iii   Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

LEA Responsibilities and Requirements for Supporting /Intervening in Focus Schools
It is ADE's contention and belief, based on research and experience, that the entry point for lasting and sustainable reform at the school level is the LEA. In Arizona, LEAs include traditional school districts and charter holders and LEA leadership teams are charged with facilitating and monitoring the improvement efforts at both the school and LEA.

LEAs with Focus Schools are required to select the necessary interventions to implement at the schools that have the greatest probability of closing the identified achievement gaps. The selection must be based on the analysis of need and prioritization of goals. LEAs must select their interventions from the list of seven targeted interventions listed below. The plan must include the targeted interventions to increase student achievement, close achievement gaps and improve the school's performance.

The proposed interventions are aligned with the major components of the intervention models (Transformation and Turnaround) being implemented in LEAs awarded the School Improvement Grant funds as well as the Six Quality Indicators of High-Achieving Schools[25] being used as the foundation of the 2011 Tier III School Improvement Grants. The interventions have been developed and defined based on the lessons learned from the SIG and Tier III Grant implementation over the last two years.

The state recognizes the overlap between the interventions listed below and those listed in the Priority Schools section 2Diii. The overlap is purposeful and strategic. In order to provide a cohesive support system that is built on the foundations of the Quality Indicators (already being used in Tier III and SIG schools), ADE chose to expand these indicators into the Seven Interventions and aligned these to the turnaround principles in the Flexibility Guidance. This cohesive approach allows ADE to focus and target efforts on these critical interventions at both Focus and Priority Schools, albeit at different intensity levels.

LEAs must determine the best way to customize the selected interventions for implementation in their school, based on the current status of the LEA and school system. Although the seven interventions have a number of components, it is not expected that the LEA would implement every component at one time. The LEA will determine which of the components are functioning in their system and identify the components that are not functioning or implemented. This would be the starting point for the LEA.

Targeted Interventions
Intervention 1: Aligned and Rigorous Curriculum
An LEA with a Focus School is required to provide evidence that it has implemented a standards-based curriculum that:
1) Provides flexibility to meet the needs of all students, including students with disabilities, ELLs, gifted and talented students, and economically disadvantaged students.
2) Is fully aligned with Arizona's Common Core Standards.
3) Is being implemented in accordance to Arizona's Common Core Standards timeline, which consists of full standard implementation of Arizona's Common Core Standards – ELA and Mathematics at grade 1 and kindergarten by 2012-2013 and full implementation at all grade levels by 2013-2014.
4) Is articulated clearly across all grade levels and subject areas, and at key transition points to close gaps and eliminate duplication.
5) Is supported with instructional materials that are aligned with Arizona's Common Core Standards and district benchmarks. Materials should not be limited to textbooks.
6) Is reinforced with evidence-based interventions shown to be effective with at-risk students, including students with disabilities and students with limited English proficiency. These interventions must be supported by evidence to reduce the learning gap and improve student learning within an appropriate yet expedient time frame. If the LEA contains elementary grades, the LEA must provide evidence that interventions align with requirements stated in A.R.S §15-701[26].

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[25] Six Quality Indicators of High-Achieving Schools
[26] A.R.S §15-701

7) Is reinforced with evidence-based enrichment activities for gifted and talented students.
8) Is supported with a complete set of pacing guides or curriculum maps, and sample instructional strategies aligned with state standards and/or grade level expectations.
9) Is in adherence with the ELP standards for students with limited or no English language knowledge, experience, or skills.
10) Is in adherence with the specific accommodations, modifications, and supports that must be provided for students in accordance with their IEPs.

If evidence for any of the above criteria is not available or if certain criteria are not in place, the LEA must explain what revisions to the curriculum are being implemented to satisfy all criteria above and ensure initial implementation by the beginning of 2012-2013.

In addition, all LEAs with a Focus School must:
11) Schedule a continuous, data-based curriculum review to evaluate:
   - If instructional resources (both core and supplemental) align to standards, including the ELP standards, in all curricular areas.
   - If instructional resources (both core and supplemental) are current/up-to-date, and sufficient in quantity.
   - If curriculum implementation is producing high academic outcomes and narrowing the gap for all grades and subgroups, including students with disabilities and students with limited English proficiency.
12) Implement clear expectations for allocation of instructional time in all core subject areas. In addition, these expectations for allocation of instructional time must include:
   - The four-hour English language development model required under A.R.S §15-756-01[27] for students with limited English proficiency.
   - Additional support required within tiered interventions as outlined in an RTI system for struggling students within general education as well as students with disabilities (SWD) that require special education.

Intervention 2: Effective Instruction
The LEA must:
1) Identify critical teacher skills including knowledge-based competencies and general abilities to school improvement.
2) Develop new job descriptions, hiring rubrics and interview protocols incorporating the critical skills identified above.
3) Develop an effective instruction framework (based on current and best practice) that is aligned with the curriculum, communicated to all stakeholders, and incorporated into the teacher/principal evaluation system required by SB 1040[28] (See Principle 3).
4) Provide training to staff regarding the teacher/principal evaluation system required by SB 1040.

An LEA with a Focus School must provide professional development that is relevant to school needs, as stated in the SCIP, based in classroom practice, and reinforced through ongoing support.

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[27] A.R.S §15-756-01
[28] SB 1040

The LEA must:
5) Implement a formal policy providing for organized teacher collaboration time during the work day for teachers to work in vertical and horizontal teams for the purpose of improving instruction.
6) Provide intensive and targeted support of new teachers through orientation, coaching, and/or mentoring programs.
7) Create a professional development model, organized around district/school goals, that:
    • Is developed by a stakeholder team including district/school leaders, teachers, and other qualified stakeholders with defined roles and responsibilities
    • Provides a systematic, focused, comprehensive, and standards-driven approach and structure
    • Utilizes multiple data points beyond yearly state assessments to indicate professional development needs
    • Provides high quality/high level learning opportunities that focus on improving student learning and achievement as well as closing the achievement gap between subgroups.
    • Integrates participant feedback and multi-levels of evaluation to support continuous professional and student learning
    • Integrates a differentiated, individualized professional development growth plan for teachers
    • Includes inquiry practices such as classroom action research, study teams and peer coaching that are incorporated into the daily routine of school staff
    • Supports the effective instruction framework developed by the LEA.

Intervention 3: Increased Instructional Time
Arizona firmly believes that increasing student learning time and teacher collaboration are critical to the achievement of the goals set by schools and LEAs. An LEA with a Focus School is *highly recommended* to perform an instructional time audit. The audit should focus on teacher use of effective, research-based instructional strategies during core instruction as well as the use of scheduled learning time in the school day or extended day. Based on the audit findings, the LEA should create a plan to:
1) Maximize current instructional time in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
2) Extend the school day, week and/or year. This can include programs outside the school day (before, after, weekend, intersession, online, or summer) that are purposed to decrease the learning gap.
3) Ensure the extended instructional time is available to all students, or if focused on staff development, available to all teachers.
4) Evaluate the effectiveness of the extended learning time.
5) If the LEA contains elementary grades, the LEA must provide evidence that instructional time adheres to A.R.S §15-701[29]. This statute requires additional time for intensive reading intervention for a student that does not achieve proficiency on the state assessment at the

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[29] A.R.S. §15-701

end of third grade. Additional time must include summer school reading instruction and additional reading instruction (before and after school time) during the next academic school year.

Intervention 4: Use of Formative Assessment and Student Assessment Data
An LEA with a Focus School is required to use data to inform instruction. The LEA must also create a data system with clearly defined types and levels of support, frequency, alignment to need, timeline (with intermediate benchmarks), and an evaluation procedure. This system must provide an effective, up-to-date technology infrastructure that is effectively used for planning and delivery of instruction, monitoring progress, and communication, and must include the following:

1) District-wide and school-level formative and summative assessments in literacy, mathematics, and science, providing for aligned assessments within and across grades.
2) A documented, clearly defined and communicated framework for a comprehensive/ balanced assessment system including classroom (daily, weekly/monthly, unit), interim/ benchmark (screening and quarterly), and statewide (annual) assessments being used and how the results help to make programmatic and instructional decisions that reduce the learning gap.
3) A documented framework for collecting, storing, accessing, and disseminating district, school and student-level data.
4) A formal plan to train and support teachers in using data (from a balanced assessment system) to drive instruction which includes formal and informal professional development and is differentiated for new to district teachers.
5) Structures to facilitate frequent, ongoing data-driven conversations related to student learning outcomes using formative, interim, and summative assessments at all stakeholder levels.
6) A process for flexibly grouping students based on data and focused on improvement and acceleration.
   a. RTI is a process that has been used to provide a multi-tiered system of support for students including ELLs and students with disabilities.

Intervention 5: Positive School Climate Focused on Achievement
An LEA with a Focus School is also required to create a sustained culture of high expectations which includes non-academic factors that might have attributed to the school's low performance. Leaders, teachers and staff need to promote high expectations of students and recognize and accept their professional role in student success and failure. In order to do so, the LEA must establish policies and procedures that support continuous improvement strategies for developing a no-excuses culture focused on measureable outcomes. These policies and procedures must provide evidence of the following:

1) LEA and School Vision
   • An inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.
   • A defined and clearly articulated instructional model for educating "at-risk" populations, including students with a disability, ELLs, high poverty/mobility, and credit-deficient students.
      o Implement a RTI system that includes a multi-tiered instructional support system to respond to the needs of all students including students with disabilities and ELLs.

- A plan for systematically sharing information and working collaboratively with stakeholders to achieve the district vision and mission.
- LEA provides a comprehensive plan to monitor implementation of the LEA's CIP, as well as monitoring of school leadership in its implementation of the improvement plan strategies.
- A process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school and LEA goals.

2) Safety and Codes of Conduct
- Clear, research-based descriptions of expected classroom practices that will achieve high priority results, and address gaps in the low-performing schools.
  - o Implement a system such as Positive Behavioral Interventions and Supports
- Policies are created that support and monitor an equitable code of conduct that actively promotes social skills, conflict management, and prevention programs to create an environment conducive to teaching and learning.
- School and LEA maintains facilities that support a culturally responsive and safe environment conducive to student learning.

Intervention 6: Effective School Leadership
An LEA with a Focus School is required to evaluate the leadership capacity of the principal.

The LEA must provide evidence that the principal:
1) Possesses the skills and ability to increase student achievement as well as close identified achievement gaps.
2) Exhibits competencies in the areas of driving for results, problem solving, and showing confidence to lead.
   a. Turnaround Leader Competencies
3) A principal that is continuing at the school must attend an ADE approved leadership development program.

The LEA must also provide evidence that:
4) There is an LEA program in place that supports the leadership team in their instructional and management skill development.
5) The LEA consists of individuals or is building the capacity of individuals in having knowledge and experience with:
   a. implementing changes in district structures, culture, policies, and process;
   b. recent implementation of research-based instructional, data, and assessment strategies; and,
   c. changes and improvements that are recognized system-wide and sustainable.
6) LEA administrator roles have been evaluated to ensure they directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction.
7) The LEA has a plan which includes policies to recruit, induct, evaluate, retain, and/or release district and school staff.

Intervention 7: Engaging Families and Communities

To ensure that an LEA with a Focus School fosters community relationships to assist with the improvement efforts and increase community capacity, the LEA must increase the role that family engagement plays as part of a comprehensive strategy to increase student engagement and achievement. The school/LEA must provide a multifaceted plan for increased parent and community involvement that is communicated to all stakeholders and aligned with the school's CIP (parent/community coordinator, parent organization, parent workshops, marquee, newsletters, websites, meeting, parent/teacher conferences, etc.)

The LEA must also provide evidence that:
1) Parents serve on school improvement teams.
2) School leadership continually assesses the quality and impact of its parent/community communication system utilizing multiple survey strategies. In response to the data, adjustments are made to the system.
3) Communication strategies are culturally and linguistically appropriate.
4) A system to recruit volunteers is in place that matches the abilities and interests of businesses/ community agencies/families with a variety of volunteer opportunities.
    a. Including parents of ELLs, students with disabilities and Title I.

The LEA must assure that the Focus School's Continuous Improvement Plan (SCIP) is fully aligned to the needs of the school, addressing the root causes for not making progress and addressing all required strategies of the improvement plan. The plan must be appropriate for the different levels of schools (elementary, middle, and high) as well as different types of student needs. The plan must include annual goals set for the Focus School in the areas of reading, math and/or graduation rate that are established using baseline data, are achievable as well as rigorous, and are set to close achievement and performance gaps.

Based on Highly Effective Schools and School Turnaround research and the state's current work in Tier III schools, ADE is confident that the interventions listed above, when implemented with fidelity, will have a significant impact on student learning as well as staff practices. ADE has evidence that these interventions are effective at increasing student achievement in schools with similar characteristics, needs, and challenges as the schools identified as Focus Schools. These prescriptive interventions approach leadership, assessment, curriculum, data, and school climate in a format that allows for differentiation for different levels of schools (elementary, middle, high) and the different types of school needs (e.g., all-students, targeted at the lowest-achieving students). The interventions focus on qualities of successful schools that are found effective at all levels of schools.

LEA Capacity and Commitment
LEAs must first demonstrate their capacity and commitment to implement the targeted interventions in the identified school.

To demonstrate their capacity and commitment, the LEA must provide detailed descriptions in the LEA level continuous improvement plan (LCIP):
1) Provide a description of the change and planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process, especially the process used by district and school level improvement teams to identify the interventions selected for each Focus School.

2) Clearly describe the goals for each school to attain on a yearly basis. (A.R.S §15-241 subsection K)[30].

3) Describe the district's systems and processes for ongoing planning, supporting, and monitoring the implementation of planned improvement efforts, including the teaming structures or other processes, such as the use of liaisons, coaches, or networks that will be used to support and monitor implementation of school-level improvement efforts (A.R.S §15-241 subsection M, Q and S).

4) Describe which district policies and practices currently exist that may promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement interventions fully and effectively.

5) Describe how the district will ensure that the identified schools receive ongoing, intensive technical assistance and related support from the state, district or designated external partner organizations (A.R.S §15-241 subsections M, Q, and S).

6) Describe how the district will monitor the implementation of the selected interventions at each identified school and how the district will know that planned interventions and strategies are working (A.R.S §15-241 subsection Q).

LEA Responsibilities for Implementing the LEA and School Continuous Improvement Plan

LEAs implementing a continuous improvement plan in a Focus School would be required to operate a schoolwide program in their Title I school without meeting the 40 percent poverty threshold in ESEA section 1114(a)(1). In addition, the school must notify parents within the attendance area of the Focus School of the school's status.

Research strongly suggests that additional time in school can make a difference in the degree to which all students can achieve proficiency on high standards, especially for students that are below grade level expectations. LEAs will not be required to set aside funds for Supplemental Educational Services (SES), however LEAs will be required to increase instructional time for students and teacher collaboration time or provide tutoring services. This could be accomplished by utilizing existing time more strategically in order to increase academic engaged time, or adding more minutes to core subjects, or adding more days to the school calendar. ADE will convene a task force of representative LEAs to develop some model plans for optional use.

Implementing the Continuous Improvement Plans (LEA and School) will require a focused use of funds towards implementing the targeted interventions at the Focus School. An LEA must implement student-based financial decision making models and strategies to ensure that funds are effectively and efficiently used to increase student learning. LEAs with Focus Schools will be required to set aside sufficient funds, particularly their Title I allocation, to implement the targeted interventions in their identified Focus Schools.

In order to attain the greatest impact from implementing targeted interventions, it is necessary and required that every staff member at the school actively participates in the improvement

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[30] A.R.S §15-241

efforts. This includes special education, non-core, English language teachers, and non-instructional staff, in addition to core classroom teachers, school administration and parents. LEAs with Focus Schools must submit their LEA and School Continuous Improvement Plans to the ADE for approval. The ADE will ensure the plans address the differentiated school needs and populations stated in the LEA needs assessment prior to approval. Once approved the Superintendent must share their plan with parents, community members and local stakeholders[31].

LEAs will be required to offer School Choice and set aside a sufficient amount to provide transportation to students that participate in School Choice. However, if there are unused/unencumbered funds, the LEA may reallocate excess set aside funds towards increasing student achievement after the first semester. If a school exits Focus status but has been providing School Choice and transportation to students, these options must continue as long as the child is enrolled in that school.

ADE has conferred with the Title I COP and has proposed guidance for LEAs on the uses of previously reserved funds (see Section 2.G.) and will continue to meet to discuss emerging strategies and technologies to serve our unique rural and remote areas.

Continuous Improvement Planning Process
LEAs with Focus Schools are required to select the necessary intervention(s) to implement at the school that have the greatest probability of closing the identified achievement gaps. The selection must be based on the analysis of need and prioritization of goals. ADE has developed a Continuous Improvement Planning Process[32] to ensure LEAs are poised and the conditions are set for the greatest success possible. The foundation of any strong, viable plan is the analysis of data and identification of the root cause of problem areas. It is from this foundation that an LEA will develop their Continuous Improvement Plan to implement the interventions and define the assistance and support that the LEA will provide to the school to ensure success.

The foundation of any strong, viable plan is the analysis of data and identification of the root cause of problem areas. It is from this foundation that an LEA will develop their Continuous Improvement Plan to address the assurances, the selected interventions and define the assistance and support that the LEA will provide to the school to ensure success.

LEA leadership teams are required to use the continuous improvement planning process to select the necessary interventions[33].

This process includes the following seven steps:
1) Conduct a Needs Assessment at the school site using the Six Quality Indicators of Highly Effective Schools:
   - Should include classroom observations, principal interviews, focus groups with teachers, non-instructional staff, students and parents,
2) Thorough analysis and interpretation of student performance at every grade level and

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[31] A.R.S §15-241

[32] Arizona's Continuous Improvement Planning Process

[33] Arizona's Continuous Improvement Planning Process

every subgroup in every tested subject:
- This should also include student attendance, graduation rate, dropout rate,
- Current status and year to year trend,
- Disaggregated by subgroups (ELL, SWD, and Low SES).
3) Summarize and interpret all data – Root cause analysis:
- Identify Root Causes,
- Analyze contributing causes,
    i. Determine reasons for persistent low performance among ELLs and students with disabilities or other low performing subgroups.
4) Identify priorities:
- Conduct gap analysis to:
    i. determine the differences between current status and the desired results,
    ii. determine gap between highest performing group and lowest performing group,
    iii. determine gap between all students and subgroups (ELL, SWD, and Low SES).
5) Set goals:
- Develop strategies and action steps that have the greatest probability, if implemented with fidelity, will produce the desired results – achieve set goals.
6) Set conditions for success:
- Develop structures and frameworks that support the implementation of the plan appropriate to the different levels of school (elementary, middle, high),
- Create decision rules for making adjustments and course corrections,
- Establish necessary partnerships,
- Allocate resources to support the implementation of the plan.
7) Develop evaluation:
- Develop ongoing evaluation of the plan as it is implemented,
- Set benchmarks,
- Ensure revisions are made as needed.

The LCIP and SCIP are integrated and aligned to be the comprehensive Continuous Improvement Plan. The school level plan (SCIP) is focused on increasing student achievement whereas the LEA level plan (LCIP) defines the support, assistance and conditions the LEA must provide the school in order for the school level plan to be absolutely successful in achieving set goals. The LEA and School plans are housed in the state's web-based system Arizona LEA Tracker (ALEAT).

Timeline for Focus Schools
The timeline for Focus Schools outlined below was developed to align required turnaround principles with the availability of student performance data and give the LEA/school adequate time to identify target needs and strategies and allocate resources.

Table 2.15: Implementation Timeline

Time Line	Requirement	Persons/Group Responsible
July 2012	Release of Letter Grades.	ADE

	SII begins to contact all LEAs with newly identified Focus Schools.	ADE
August 2012	Solutions Team to conduct a Systems Audit and present summary of recommendations to be used by the LEA to revise the school's Continuous Improvement Plan (August-September) Establish leadership teams. Leadership team: • conducts needs assessment at the school site using the current Standards and Rubric for School Improvement – http://www.azed.gov/improvement-intervention/files/2011/08/2005stdsrubricrevised.pdf • reviews Effective Schools research – http://www.azed.gov/improvement-intervention/overview/research/ • reviews the continuous improvement planning process - http://www.azed.gov/wp-content/uploads/PDF/ArizonaSchoolImprovementPlanningProcess.pdf • attend Continuous Improvement Planning workshops conducted by ADE's Title I and/or SII staff LEAs with newly identified Focus Schools will begin the needs assessment process addressing the 7 Turnaround Principles/Interventions, with specific focus on the data targets that resulted in a Focus School determination. LEA/schools begin the development of their Continuous Improvement Plans. Within 30 days of public release of letter grades, including Focus status, LEAs must provide written notification to each residence within the attendance area of the school. The notice must provide an explanation of the improvement plan process and information regarding the required public meeting.	ADE-SII LEA/Charter Holder Leadership Team LEA/School Leadership Teams LEA/School Leadership Teams LEA Governing Board, Superintendent, Charter Holder
September 2012	Continue with August tasks until completed and plan is submitted. LCIP and SCIP are housed in the state's web-based system – Arizona LEA Tracker (ALEAT).	LEA/School Leadership Teams
October 2012	Within 90 days of public release of letter grades, LEAs/schools must submit a copy of the school's Continuous Improvement Plan to the county educational service agency. In addition, a charter holder must present the completed plan to the charter sponsor at a public meeting.	LEA Governing Board, Superintendent, Charter Holder

November 2012	Within 30 days of submitting the Continuous Improvement Plan (no later than November 25, 2012), the LEA Governing Board shall hold a special public meeting in each Focus School and present the CIP.	LEA Governing Board, Superintendent, Charter Holder
2012-2013 SY	SII will provide technical assistance, professional development opportunities, and systems for progress monitoring for each Focus School.	ADE-SII

Technical Assistance for Focus Schools

The use of a multi-tiered system of support is a dramatic operational change from the "one size fits all" system previously in place. The enhanced system of support was founded on a wealth of current educational reform research and experience with Arizona LEA and schools. The transformation over the last two years demonstrates that Arizona has already been on the path to reform. The flexibility afforded within the request would provide Arizona the opportunity to take the next step and allow the state to make improvements where before there were barriers.

The support system for LEAs and schools in improvement status, both federal and state systems, consists of four components, Technical Assistance, Professional Development, Progress Monitoring and Compliance Monitoring. The level of service and requirements is based on the level of need exhibited by the LEA and school. The level of need is determined based on multiple factors.

Figure 2.8: Multi-Tiered Support System for LEAs and Schools in Improvement Status
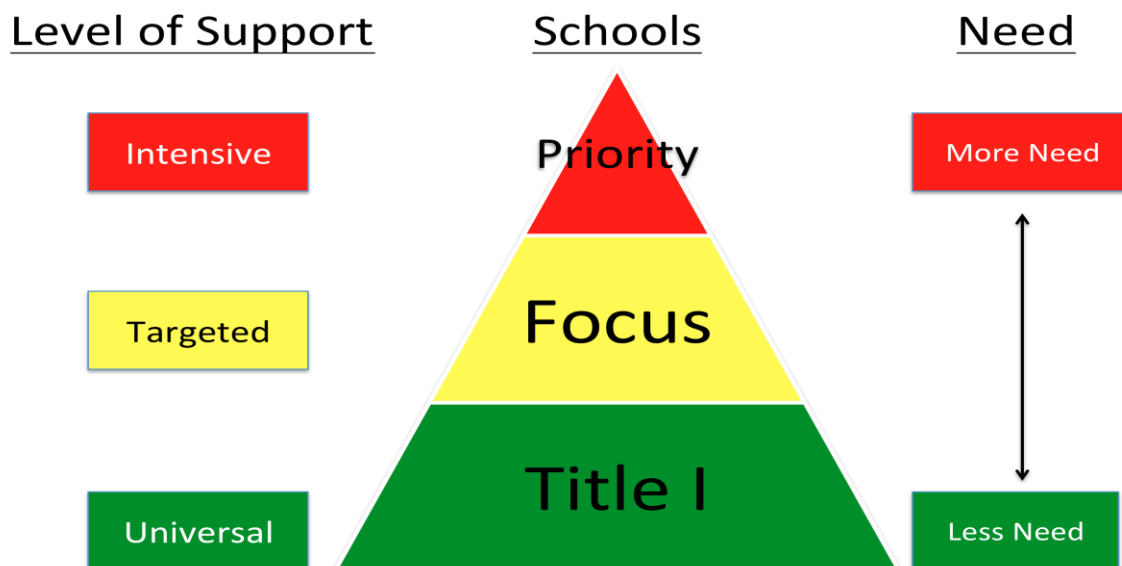
Table 2.16: Defined Levels of Support for Intensive, Targeted and Universal

	Technical Assistance	Professional Development (PD)	Progress Monitoring	Compliance Monitoring
Intensive: PLA Priority Schools Letter Grade F	• Frequent site visits (monthly to every other month) • Targeted implementation of the intervention model • Phone calls and emails • Website access to improvement tools	• Targeted Leadership Development and Effective Instruction	• Quarterly progress monitoring conducted with evaluation tool – PMI and conducted by ADE staff • Focus on implementation of the selected intervention model	• On site comprehensive monitoring conducted once during the 3 year grant: fiscal and programmatic • Cash Management Review • Completion Report
Targeted: Focus Schools Letter Grade D	• Phone calls and emails • 1-2 site visits per year • Website access to improvement tools.	• Quarterly Regional PD • Connections made to other PD offerings within agency. • E-Learning opportunities	• Bi-annual progress monitoring • LEA responsible for monitoring and reporting progress.	• Desk audit • Cash Management Review • Grant Amendment Review Completion Report
Universal All Title I Schools Letter Grades A, B & C	Website contains processes, protocols and tools for School and LEA to use as needed.	Connections made to other PD offerings within agency. E-Learning opportunities.	Access to progress monitoring process and tools on website.	

Schools and LEAs are placed within a multi-tiered system of support. The multiple-tiered system of support was fashioned after the RTI Model with Universal, Targeted and Intensive levels. The theory behind the RTI model is that students with the greatest need receive the greatest amount of intensive assistance support in an effort to break the pattern of risk and accelerate student learning up to grade level (low risk status). This same theory can be applied to Arizona schools and LEAs in improvement status. The LEAs and schools with the greatest need receive the greatest amount of technical assistance and professional development. Oversight and monitoring of intervention implementation, use of funds and compliance on requirements and regulation is also increased. As the need decreases, so does the intensity of support and implementation progress monitoring[34].

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[34] SII Differentiated Support System document

Progress Monitoring for Focus Schools

LEAs implementing targeted interventions will receive implementation checks one to two times a year from the SII team using the Revised Tier III PMI[35]. These instruments monitor the progress of the LEA to implement the selected interventions and the school's progress on increasing all student performance and closing identified achievement gaps. This instrument was designed by the SII staff based on the Six Quality Indicators of Highly Effective Schools and the implementation research of Dr. Dean Fixsen[36]. It was created to capture the level of implementation of the Quality Indicators at the same time as providing evidence that the interventions are yielding desired results. The LEA is responsible for completing and submitting the Reflective Summary Narrative and Data documents mid-year and end of year to report implementation and student performance progress[37]. The Reflective Summary was designed to be ongoing documentation during the implementation year and should be used by the LEA to guide decisions as well as mid-year course corrections. The SII team uses the data gathered in the Revised Tier III PMI to evaluate the progress of the LEA's Focus Schools, design differentiated support and assistance, and make continuation decisions.

Table 2.17: Tier III Reflective Summary Instrument – Example

A. LEA Reflective Summary-Narrative Summary (Word Document)			
Purpose: A tool for LEA/Charter Holder(s) to analyze data trends, reflect on performance and determine next steps.			
Completed:	**By LEA**		**Mid-Year/End of Year**
		Mid-Year	Complete **Section A** Narrative Questions **Mid-Year** using data collected in Reflective Summary Data Collection and other LEA/Charter holder and School level data.
		End of Year	Complete **Section A** Narrative Questions and **Section B-LEA/Charter Analysis of School's Progress and Continued Needs** using data collected in Reflective Summary Data Collection and other LEA/Charter holder and School level data.
Submitted:	**By LEA**	**On ALEAT**	**Mid-Year and End of Year**
Yearly Reflection Section			
Section A-Data Analysis and Trends	Complete the narratives for each of the questions in the Benchmark Data-Student Leading Indicators, Teacher Leading Indicators, External Providers and Mid-Year Executive Summary. This Section is completed midyear and at the end of year.		
Section B-	Complete the Executive Summary narrative. Describe the successes		

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[35] Tier III Progress Monitoring Instrument

[36] Fixsen, D.L., Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, R. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

[37] Tier III Reflective Summary Narrative and Tier III Reflective Summary Data

LEA/Charter Analysis of School's Progress and Continued Needs	and challenges you have had regarding implementation of SIG strategies and action steps (address all strategies and adjustments you have made to meet challenges). Complete the Next Steps (ALEAT Plan) chart. What will you do in the next year to continue the improvement process?

Consequences

Consequences for LEAs that don't fully implement interventions, are resistive to implementing the interventions, or do not make progress towards earning a Letter Grade of C or better within 2 years:

- Conduct a Systems Audit at the LEA and school levels. Using the audit process, procedures and protocols evaluate the implementation of the selected interventions as well as the health of the LEA and school systems. Determine if school should be reclassified to Priority School status based on the thorough examination of the LEA and school systems.
- If the LEA does not provide evidence of quality implementation and results within six months, School Improvement Grant funding will be discontinued and/or Title IA funds will be placed on a programmatic hold.
- If the SAT determines that the school should be reclassified as a Priority School, the LEA must meet all Priority Schools requirements.
   a. If the school is a Charter School, the SAT will notify the Charter authorizer and the Arizona Charter Schools Board of the reclassification.

Arizona Legislative Support for Focus Schools

Over the years there have been a number of revisions to Arizona's School and District Accountability System[38] in an attempt to make greater improvements in Arizona's schools as well as hold them responsible and accountable for student performance. This has been difficult because of the two accountability systems requirements and consequences; but Arizona is firmly on the path to greater improvements and well positioned to take the next step. The approval of the state's request for ESEA flexibility will provide Arizona with the opportunity to target efforts towards the greatest needs without overwhelming the majority of LEAs and schools with requirements and fiscal restrictions.

Arizona legislation governing differentiated accountability and support affords the state wide authority to intervene in LEAs and schools that are assigned a Letter Grade D or F. Although there are differentiated sections for Charter Holders and Charter School (ARS Sections M & U), the authority and requirements are parallel. The intervention authority is separated by schools that receive a Letter Grade D and Letter Grade F in order to define requirements and timelines. In both cases the LEA and Governing Board are responsible for the development and implementation of a continuous improvement plan (CIP), communication and public meetings with stakeholders, and the submission of the plans to ADE for approval (ARS Sections K, L, N & Q). It is with this legislative authority that Arizona has established strong frameworks, structures and processes for LEAs and Governing Boards to utilize towards the goal of dramatically increasing student learning.

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[38] A.R.S §15-241

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

To exit Focus status, a school must meet rigorous criteria, depending on the reason for being in Focus status. See section 2.D.iv for a discussion of the rigor of these criteria.

- Schools in Focus status due to a low graduation rate must demonstrate growth by meeting the following criteria:
  - Schools with a graduation rate below 50% must meet a graduation rate of 60% and have an annual increase of 2% for 2 consecutive years.
  - Schools with a graduation rate above 50% must meet a graduation rate of 70% and have an annual increase of 2% for 2 consecutive years.

- Schools with low performing subgroups and largest within-school achievement gaps must show growth among their bottom quartile students by reaching an SGP for the bottom quartile of 50 and increased the percent of bottom quartile students passing AIMS by 11%. This represents an SGP that is 12 percentiles higher than the current average for Focus Schools. The increase in percent of students in the bottom quartile passing AIMS represents half of the difference between the average for Focus Schools and Title I non-Focus Schools. These criteria are rigorous for these schools, yet represent attainable goals and necessary to show improvement among their lowest performing students.

- Alternative schools with low performing subgroups must show improvement in the performance and growth of their non-proficient students by reaching a minimum rate of 50% of non-proficient students in reading improving by at least one AIMS proficiency level, and reaching a minimum rate of 35% or greater of non-proficient students in mathematics improving by at least one AIMS proficiency level. Because schools will continue to receive intervention and support for three years, these rates must be reached at some point within the three years, but also, schools must maintain or show an increase in these rates each year of intervention. That is, to exit focus status, in each of the most recent three years of intervention, the rate of non-proficient students improving by at least one AIMS proficiency level must be higher than the year prior in both mathematics and in reading.

Even if these goals are obtained, there must be a minimum of three years of intervention implementation. Furthermore, if a school exits 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 that 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. The LEA will continue to be monitored by ADE's School Improvement and Intervention Section while addressing the needs of the individual subgroup(s).

Research on systems implementation would support that this sustained growth will not only lead to a reduced learning gap for the lowest achieving students, but also create systems to continuously evaluate student achievement (most sustained efforts do not exist without structural change). Through this continual process of evaluating student achievement and growth over the two consecutive years, the LEA will have created systems that are better able to adapt to the changing needs of their students to continue producing positive, sustained results.

TABLE 2: PRELIMINARY REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
5		E	
8	A		
13	A		
14	A		
15	B		
16		D-2	
19			G
21		C	
24	A		
26	A		
27		E	
28		*	
30	*		
32	A		
33	A		
34	*		
35	A		
36	A		
38	A		
39			H
40			H
41	*		
42		*	
43		E	
44	A		
48	A		
49	A		
50	A		
51	A		
52	*		
53	A		
55	B		
57	A		
60			G

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
61	*		
64	A		
69	*		
70	A		
79	*		
80	*		
81	A		
82	*		
83		E	
84	A		
85	A		
86			G
87	A, B		
88			H
89			H
90			H
91	A		
92	A		
93	A		
94		E	
95	B		
96	A		
98	*		
99		E	
101	A		
102	*		
103			H
104	A		
105		E,C	
106		E	
107		D-1, E	
111			H
112		*	
113		D-2	
117	B		
120	*		
121	*		
123	*		

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
130		C	
131		E	
132		E	
133			H
134		E	
135	*		
136		D-2	
142	A		
143	A		
144	A		
145	A		
146	A		
147		E,C	
148		D-1, E, C	
149	A		
150			H
151			H
152			H
153			H
154			H
155			H
156			H
157	A		
161		*	
162		E	
163		E,C	
165			H
167		D-1, C	
168	A		
169	A		
170	B		
171		E	
172		E,C	
174			H
175		C	
176			H
177	A		
179	*		

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
180	A		
181	A		
182	A		
183		E	
184	A		
185	A		
193		E	
194			H
196	*		
197		E	
198		C	
199			H
200		D-1	
201			H
202		E	
203			H
204			H
205			H
206			H
207			H
208		D-1	
209	A		
210	A, B		
211			H
212			H
213			H
214			H
215	B		
216			H
217			H
218			H
220		C	
221			H
222	A		
223	A		
224			H
226		D-2	
228		E	

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
230	A		
231	A		
232			H
233			G,H
234	A		
235			H
236	A		
237	*		
238		E	
239			H
240	A		
241		*	
243			H
244	*		
246		C	
247		C	
248		E	
253			H
254		D-1, E	
255		D-1, C	
257		D-1, E	
258		D-2	
260	A		
261			H
262	A		
263	A		
264		D-1, E	
265	*		
266		C	
267			H
269		D-2	
270		C	
271			H
272		E	
273		D-2	
274	*		
275		D-2	
276		D-2	

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
277			H
278		E	
279		E	
280	A		
281	A		
282	A		
283		C	
284	A		
285			H
286			H
287			H
289	B		
291			H
292		E	
293	B		
295	*		
297		D-2	
298	*		
299	*		
300	*		
301			H
302		D-2	
303		C	
305		D-1, C	
306	A		
308		*	
309	A		
310	A		
311		C	
312	*		
313	A		
314		C	
315		C	
316	A		
317	A		
318		*	
319			H
320			H

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
321			G
322			G
323			G
324			G
325			G
326			G
327			G
328			G
329			G
330			G
331			G
332			G
333			G
334			G
335			G
336			G
337			G
338			G
339			G
340			G
341			G
342			G
343			G
344			G
345			G
346			G
347			G
348			G
349			G
350			G
351			G
352			G
353			G
354			G
355			G
356			F,G
357			F,G
358			F,G

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
359			F,G
360			F,G
361			F,G
362			F,G
363			F,G
364			F,G
365			F,G
366			F,G
367			F,G
368			F,G
369			F,G
370			F,G
371			F,G
372			F,G
373			F,G
374			F,G
375			F,G
376			F,G
377			F,G
378			F,G
379			F,G
380			F,G
381			F,G
382			F,G
383			F,G
384			F
385			F
386			F
387			F
388			F
389			F
390			F
391			F
392			F
393			F
394			F
395			F
396			F

Redacted School ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
397			F
398			F
399			F
400			F
401			F
402			F
403			F
Total Number of Uniquely Identified Schools	**100**	**69**	**138**

*These schools were not also identified using USED demonstration guidance. See Appendix 2A for full demonstration of Arizona meeting USED's guidance for identification of Reward and Priority Schools.

Total # of Title I schools in the State: 1,210

Total # of Title I participating high schools in the State with graduation rates less than 60%: 62 (14 Traditional, 48 Alternative); of these 62 schools, 10 were identified as Priority Schools for another criteria than low graduation rate. These 10 schools, listed here with Key 'D-1' were not included in the count of low graduation rate schools in the Priority School section because they were already identified using other criteria. ADE only included Title-I eligible high schools with low graduation rate in the Priority Schools category count. These schools were not included as Focus Schools because they were already identified as Priority Schools. The remaining 52 schools with graduation rate of less than 60% were included as Focus Schools, outlined in section 2.E.i.

Key	

Reward School Criteria:
  A. Highest-performing school
  B. High-progress school
 	
Priority School Criteria:
  C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group
  D-1. Title I-participating high school with graduation rate less than 60% over a number of years
  D-2. Title I-eligible high school with graduation rate less than 60% over a number of years
  E. Tier I or Tier II SIG school implementing a school intervention model
	Focus School Criteria:
	  F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
	  G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
	  H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Arizona is submitting a preliminary, redacted list of Reward, Priority, and Focus Schools. For demonstration purposes, these schools were identified using the methodology detailed in sections 2.C., 2.D., and 2.E. of this application. The final list of schools will be identified using the 2011-2012 assessment results and A-F Letter Grade determinations. The 2011-2012 A-F Letter Grades will be released to the

public on July 25, 2012 at which time Arizona can make final Reward, Priority, and Focus School determinations.

2.F   PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F   Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Support for All Title I Schools
ADE's differentiated recognition and support system provides incentives for Title I LEAs and schools to continuously improve student achievement by providing more flexibility and local control to those LEAs and schools not identified as Priority or Focus Schools but that demonstrate the greatest downward trend in their student's academic achievement, student growth, or graduation rate will be required to amend their continuous improvement plans to address the reasons for identification. Additionally, a subset of these schools will also be alerted to Pre-Intervention status. This approach allows ADE to differentiate between schools that are improving and demonstrating a positive trajectory and those that are headed in the wrong direction. Using the criteria below, the ADE will designate Pre-Intervention Schools on the basis that they are 1) located within LEAs with Priority or Focus Schools, 2) located within a single LEA that <u>has</u> multiple schools meeting the criteria and 3) those schools ranked in the next 1% of schools above the cutoff for Priority or Focus Schools.

The data on other Title I schools, i.e., non-Priority or non-Focus Schools indicate that students are not performing to expectations, not making desired academic progress, or there are achievement concerns for subgroups. Given these concerns, the factors that will be considered in requiring schools to amend their continuous improvement plans and in the identification of Pre-Intervention Schools using 2010-2011 school year data as the baseline year will include:

1. AMOs, specifically
   - A school with any single subgroup missing AMOs for 2 or more consecutive years
   - A school with the total number of subgroups missing the AMO targets in the current year being greater than 50% of the school's eligible number of subgroups
2. Academic Growth, specifically
   - Negative growth in the percent of students passing AIMS over 2 years
   - Schools with less than 50% of students passing AIMS over 2 years that have less than 5% improvement annually in the percent of students passing AIMS
   - SGP of bottom quartile students below 1 standard deviation for 2 years
3. Graduation rates, specifically
   - High schools that do not meet graduation AMOs

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 that are identified in the revised Continuous Improvement Plan.

These schools will be eligible for directed but less intensive supports than Focus or Priority Schools. The Title I Section and the School Improvement and Intervention Section (SII) have begun to more closely align supports for all Title I LEAs and schools through strengthening its Differentiated System of Support for Arizona Schools. Building the capacity of the LEA to support all of its schools with specific attention to those in Pre-Intervention status is the explicit intent of the Differentiated System of Support for Arizona Schools. When a school is identified as a Pre-Intervention School, the ADE's assigned LEA Education Program Specialist will provide expertise that most closely aligns with the specific student needs for the school, including revising the school's Continuous Improvement Plan and ensuring that fiscal resources, especially Title I, are reallocated by the LEA to support improvement efforts. Title I program and fiscal requirements form the structure of compliance monitoring that all Title I LEAs undergo but includes a more critical review of LEAs with schools in Pre-Intervention status.

These efforts include technical assistance, professional development, and progress monitoring, in addition to compliance monitoring. Technical assistance includes training on the features of ALEAT, the state's web-based planning and monitoring application, and access to other web-based tools for continuous improvement. Professional development, delivered in a combination of face-to-face and e-learning formats, comprises the continuous improvement process, including the aspects of developing and writing quality LEA and school plans. All Title I schools must develop a Continuous Improvement Plan (CIP) that is reviewed and revised annually under the direction of the LEA (see below), and those meeting the criteria listed above must amend their plans to address the reasons for identification. ADE will identify LEAs with schools as Pre-Intervention Schools up to a maximum of 10% and will provide additional professional development specifically to address how the CIP must be revised to include specific interventions that address the downward trend that led to Pre-Intervention status. LEAs with Pre-Intervention Schools may choose to access to programs audit services of Solutions Teams.

Arizona's LEAs and schools in the current environment are dealing with fiscal and accountability challenges that make the purposeful allocation of resources all the more critical. While LEAs and schools that receive federal funds have those additional resources to operate their programs, they also must attend to the additional requirements that are associated with the receipt of federal funds.

Continuous Improvement Plans
The ADE believes that clear plans with strategic, measurable, and results-based goals, with strategies and action steps that clearly delineate how those goals are expected to be achieved, and with support from all stakeholders will increase the likelihood of student success. Every LEA and school that receives Title I funds is required to submit a Continuous Improvement Plan (CIP), in order to be eligible to receive ESEA funds. The CIP must be developed in conjunction with stakeholders, parents, community members, teachers and administrators. The planning process includes determining the needs of the district and each school, followed by the development of the plan that will address those needs. An overall mission and vision from the district sets the direction of the LEA CIP and guides its schools. Based on a review of the data assembled through a comprehensive needs assessment, the LEA level CIP is developed which includes SMART (strategic, measurable,

attainable, results-based, and time driven) goals that address the required topics of teaching for the learning environment, reading, mathematics, ELL, the equitable distribution of highly qualified and effective teachers, high school graduation, technology, and family engagement. The SMART goal format requires that LEAs use data, especially disaggregated assessment data, to design and develop intervention strategies that will be most effective in closing specific achievement gaps as well as increasing levels of achievement for all students, especially in reading/language arts and mathematics. Under each goal the LEA selects strategies that will be implemented to achieve the goal and lists the action steps necessary to complete the implementation of the strategy. LEAs are also able to enter additional goals, if desired.

Single Plan, Multi-Purpose
The selection of the above required goals indicates that the programs included in the CIP are Title I, Title II-A, Title II-D, and Title III. In addition to addressing the support programs for students under Title I and Title III, the CIP includes action steps for professional development and use of technology that support the strategies within the CIP. Thus, the CIP functions as a professional development plan and a technology plan. The CIP also serves as the LEA Improvement Plan for accountability purposes. Any LEA that is identified for improvement under Section 1116 of Title I, under Section 2141 of Title II-A, and/or under Section 3122 of Title III also enters into the CIP its strategies and action steps for addressing the indicators that led to the identification for improvement under the appropriate goal(s).

Strategies and Action Steps
Each LEA completes its plan by entering the strategies and action steps under each goal. Under the goal of teaching for learning environment the LEA describes its overall instructional mission and vision, strategies for providing a safe environment on its physical campus and in the Internet arena, and action steps for implementation and evaluation of the entire plan. Under the goals for reading and mathematics proficiency and high school graduation the LEA addresses its basic programs and specifies intervention programs that support students at risk of not achieving standards, including ELLs and students with disabilities. The LEA provides disaggregated data to explain the supports for those targeted interventions. A key component to improving graduation rates for high school students is the implementation of the ECAP – Education and Career Action Plan – to move all students toward college- and career-readiness. The ECAP process assists students in integrating educational preparation with career interests and introduces life planning skills. An LEA must indicate, as one of its plan strategies, how it will implement the ECAP requirement. The Class of 2013 will be the first to graduate having been guided by their ECAPs, which included identified supports needed to meet the education goals leading to their chosen college and/or career.

The goal that supports ELL is used to address the programs that support ELLs prior to their entry into mainstream classrooms. The goal that addresses the equitable distribution of highly qualified teachers must contain strategies that improve the quality of instruction through professional development, recruiting and retention practices, and implementation of the teacher and principal evaluation system.

Parent and family engagement strategies must include how information is distributed to parents regarding the performance of the school, how to interpret the data from accountability determinations, and how parents can support the improvement efforts at the school.

Finally, the technology goal includes strategies for student engagement with 21st century technology skills, assessing student technology literacy skills, 21st century technology professional development for teachers, and infusing Education Technology Standards into core content.

During the 2012-2013 school year, the ADE is embarking on a revision of the format for the LEA-level CIP, in conjunction with its LEAs, to replace the current format designed at the beginning of NCLB implementation. This redesign will move the focus of the plan to how an LEA can meet Standards of Effective LEAs. Integral to this new format will be a demonstration by the LEA of its commitment to the Continuous Improvement Planning Process LEAs will address how they will meet AMOs for all students (including English language learners, students with disabilities, Native Americans, and migrant students) in the context of specific strategies for improving instruction and providing a safety net of supports, such as academic interventions, behavior support systems, transition programs, and inclusion of family services.

School Level Plans

Relying heavily on research and the experience with a previous school plan application, the state determined that the most effective school plan is one that focuses on a single goal. Too often schools write too many goals in their plans or they try to maintain separate plans for separate projects. Regardless of the type of Title I program, all school level plans focus on a single goal – improvement of student achievement. Schools use the SMART format to articulate the performance indicators specific to each building. Schools must use performance on AIMS and graduation rate, if a high school, to develop performance targets for all students and subgroups. The strategies each school must address include:

- How the core instructional program of the school will be strengthened;
- How interventions for struggling students will be delivered;
- How data will be used for decision-making;
- How all of the resources of the school will be coordinated within a comprehensive program; and,
- How the school and the LEA will oversee and evaluate the implementation of the plan.
- How the plan will address one or more of the 7 interventions outlined under Priority and Focus that are impacting student performance as part of their Pre-Intervention determination.

Similarly, the school Continuous Improvement Plan (SCIP) also serves as the school's professional development plan, technology plan, and improvement plan for Title I accountability purposes. ADE also structured the school CIP to meet school improvement requirements under the state accountability system. The state's school plan structure also aligns with the Turnaround Principles of ESEA Flexibility, as illustrated in the table below.

Table 2.18: <u>School Plans</u>

SCHOOL PLANS IN ALEAT			
<u>Goal</u> – To improve student achievement as measured by reading and mathematics achievement, ELL, attendance and graduation rate. (Need to enter SMART components) <u>Example</u> – *Reading: In SY2010-2011 increase overall reading achievement by 10% (focusing specifically on 3rd and 7th grade) as measured 2011 AIMS scores.*			
SCIP planning worksheets including Needs Assessment — placed in school filing cabinet			
Title I Schoolwide	**Priority & Focus Schools A-F Accountability** **If Title I School, must include indicators in this column in addition to the SW or TA requirements** **Indicators based on the** ***Six Quality Indicators of High Achieving Schools***	**Title I Targeted Assistance**	**(how the plan structure addresses) Turnaround Principles**
1.Strengthen instruction for all students • Whole school reform (RTI or other research-based model) • Instruction by HQ teachers • Equitable distribution of effective teachers • Subject-related PD • Coaching • Curriculum alignment and articulation • Classroom walkthroughs	**Aligned and Rigorous Curriculum** • Curriculum is aligned with state standards and assessments in all subject areas. • Curriculum provides flexibility to meet the needs of all students, including special education, gifted and talented, culturally and linguistically diverse, and economically disadvantaged students. • Textbooks and other materials are sufficient for use in delivering curriculum in all content areas. **Effective Instruction** • Teachers are evaluated (both formally and informally) and provided with regular feedback. • Teachers are provided with professional development that is relevant to their needs, based in classroom practice, and reinforced through job-embedded coaching and support. • Instruction is based on curriculum aligned to state standards, and frequent benchmark assessments are used to monitor student performance. • Activities and assignments	**1. Strengthen instruction for Title I students** • Focused PD based on needs of Title I staff and teachers of Title I students	• Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards • Ensuring that teachers are effective and able to improve instruction by (1) reviewing the quality of all staff and retaining only those who are determined to be effective, …and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs

	(including homework) are engaging, relevant to the content, and reinforce or extend the objective of each lesson. • Additional assistance is provided for low-performing students in the classroom and/or through out-of-classroom or afterschool programs.		
2.Intervention program for struggling students • SBR programs • Integrated with regular classrooms' standards-based curriculum	Provide extended learning time based on identified achievement gaps Implement Response to Intervention (RTI) Model that includes a multi-tiered instructional support system **Effective Instruction** • Activities and assignments (including homework) are engaging, relevant to the content, and reinforce or extend the objective of each lesson. • Additional assistance is provided for low-performing students in the classroom and/or through out-of-classroom or afterschool programs. **Use of Formative Assessment and Student Assessment Data** • Assessment of student learning is frequent and aligned with state standards and district curriculum. • Student progress data are reported frequently and regularly to students and parents. • Teachers make instructional decisions based on student performance data.	**2.Targeted interventions in reading and mathematics for most academically at-risk** • Extended learning time • Aligned with regular classrooms' standards-based curriculum	• Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
3.Data-driven decision making • Systematic assessment and data collection processes • Data analysis-related PD • Job-embedded time	**Use of Formative Assessment and Student Assessment Data** • A comprehensive school-level accountability and data management system is in place. • Teachers make instructional decisions based on student	**3.Data-driven decision making** • Placement criteria for TA program • Time for data analysis and instructional planning	• Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration • Using data to inform instruction and for

for data analysis and instructional planning	performance data. • Data is used to inform instructional practices, programs and resource allocation. • Establish Learning Community structure to analyze data, plan instruction, make programmatic and instructional changes, and increase effective instructional practices.	• Program exit criteria	continuous improvement, including by providing time for collaboration on the use of data
4.Coordinated and comprehensive services • Integration of programs • Transition programs (required for pre-K to K) • ECAPs – HS required; grades 5-8 recommended • Parent and family engagement required • Dropout prevention	Cohesive and seamless instructional support system for all students based on implementation of RTI model **Positive School Climate Focused on Achievement** • High expectations for academic achievement for all students are evident throughout the school environment. • The school environment is driven by a clear plan for school safety and codes of conduct for staff and students. • Discipline plans and procedures reflect equity and a respect for diversity in all areas. • The physical environment is clean and orderly. • Support is provided for students at key transition points—PK through kindergarten, elementary through middle school, and middle school through high school. **Family and Community Engagement** • Families are invited to participate in school activities and programs. • Families are informed of opportunities that may help students who struggle in school. • Families and community members are invited and encouraged to participate in school improvement efforts.	**4.Coordinated services** • Parent and family engagement required • ECAPs – HS required; grades 5-8 recommended	• Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs • Providing ongoing mechanisms for family and community engagement

	• School personnel actively seek out community participation in school activities and planning. • Parent and family engagement strategies focused on increasing student achievement Written notices per Section 1116		
5.Plan development, implementation, and evaluation • External technical assistance and LEA support • SW plan committee • Annual evaluations	Well defined plan for external technical assistance and LEA support for school improvement efforts **Effective School Leadership** • A shared vision and mission are evident throughout the school. • Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. • The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement • expectations for all students.	**5. Program development, implementation and evaluation** • Annual evaluations	• Providing strong leadership

ALEAT

ADE has developed a web-based application Arizona LEA Tracker (ALEAT) in which both LEA and school plans can be submitted to the ADE and managed by the LEA. The development of the CIP planning tool within ALEAT has been continual since a partnership with the Southwest Comprehensive Center was entered into in 2006. Two years ago school plans were moved from another application into ALEAT. This greatly improved the opportunity for alignment of school plans to the overall LEA plan.

As with any new technology, ALEAT often presents challenges to the users, many of whom are new to the responsibility of overseeing a plan in an electronic format or using the state's secure web access. ADE split the state's initial training into sessions directed at the technical aspects of using the system and sessions for developing and writing both LEA and school level plans. LEAs have several opportunities to learn how to prepare their plans. Each year the state holds two conferences in the Fall and Spring that provide time for LEAs to learn from Title I staff how to use the system plus how to write their plans. Additional trainings are scheduled each fall after the accountability decisions are announced for LEAs and schools in improvement status. School Improvement and Intervention staff provide direction on the continuous improvement process and how plans need to be focused on the specific improvement needs of the LEA and/or school, particularly how to address the indicators that put them into improvement status.

Currently all LEA plans are reviewed by ADE staff prior to the approval of their ESEA funding. LEAs generally have the flexibility to conduct research and choose strategies and programs that

meet their needs and submit the accompanying fiscal application. In the case where schools in the LEA are identified pre-intervention, focus or priority, the ADE requires the LEA to identify the data used to make those decisions. LEAs may receive a notice of "Needs Further Action" in order to improve the alignment between the fiscal application and the CIP. The management structure of ALEAT allows individual goals to be reviewed separately. LEAs that have been identified for improvement as noted above receive more specific feedback relating to their plans. The School Improvement and Intervention staff review those sections of the plan that address Title I improvement. Title II-A staff reviews Goal 2 – equitable distribution of HQT. ADE staff from the Office of English Language Acquisition Services (OELAS) reviews Goal 3 – all students achieving English proficiency – in all plans, and provides feedback to the LEA. Adjustments made by the LEA are then reviewed before the goal is accepted. The state's current fiscal application combines Titles I and II-A. This necessitates a coordinated effort among Title I, Title II-A, and LEA Improvement staff so that acceptable plans are aligned with approvable budgets, based on the status of each LEA.

Each of the goal topics is established at the beginning of the school year with a SMART goal that determines the expected result. The progress for the associated strategies and action steps entered at the beginning of the year can be updated or modified throughout the year by the LEA, including changes based on amendments to the budget as resources are reallocated.

Quality Plan Development
The plans that are currently entered in the system vary widely in quality. Since the ADE believes strongly that a quality plan is the foundation of the continuous improvement process, the state's next level of support to LEAs and to schools will be directed to improving the CIPs both at the LEA and school level. The Title I Section has begun working with Title I schools to redesign its targeted assistance and schoolwide program trainings. Since the approval of ESEA Flexibility will facilitate the move to a single accountability structure, the Title I Section and the School Improvement and Intervention Section have begun to align supports for all Title I LEAs and schools through strengthening its Differentiated System of Support for Arizona Schools.

This past year the Title I Section developed a revised series of trainings on schoolwide programs. A schoolwide program provides a more comprehensive approach to serving struggling students in higher poverty schools. ADE assessed the need for upgrading the SW training as threefold:

1) Approximately 74% of the Title I schools in Arizona are eligible to be SW but only 66% percent have indicated that they are operating a SW program. Changes in poverty data have increased the number of schools eligible to operate a schoolwide program.
2) The number of small charter schools, many of which are single site LEAs, that serve a higher poverty population is growing; the state feels that they are excellent candidates to operate their Title I programs as a schoolwide program. The administrative burdens of a targeted assistance program can be daunting to a small staff. Assisting these schools to develop and implement a schoolwide program, based on the schoolwide CIP, will allow more students to receive services.
3) In monitoring of LEAs with SW programs the state found the quality of the SW plans to be marginal in many instances and often in need of updating. Schools and LEAs apparently do not fully understand the whole school reform requirement of schoolwide programs, as evidenced by the weakness of this area of the school CIPs.

School teams from 31 schools attended this year's pilot for the revised schoolwide training for three sessions over the course of several months, culminating with the draft of the schoolwide plan. The work begins with two key steps - conducting a comprehensive needs assessment and selecting the whole school reform model - around which the plan will be developed. The Arizona Standards and Rubrics for Improvement (currently being revised) Self-Assessment provide a guide to the needs assessment process. To strengthen the school reform element, the training provides guidance on what the key components of a reform model are and how a school might make a decision to select a particular model in light of their own needs. Three ADE initiatives are reflected as examples of the reform models: RTI, arts integration, and technology integration. While the team may choose another reform model or a combination of models that meets the needs of the school, the state strongly encourages that the team begin its considerations with RTI, which is supported by an ADE-wide initiative. Below is a sample page from the schoolwide training materials that can be used to assist schools in organizing information about reform models prior to making a decision:

Table 2.19: <u>Analysis: CSR Models</u>

ANALYSIS: CSR MODELS	
Use this form as a guide when researching CSR models and determining which would most effectively meet the needs of the school as identified in the comprehensive needs assessment.	
Name of CSR Model	*Identify the model.*
Service Provider	*Identify the provider.*
Target Grade Level / Target Population (s)	*Identify the grade levels (e.g., elementary, Grades K-3, high school) or populations (e.g., AYP subgroup, parents, staff) the CSR model addresses.*
Model Mission / Focus	*What is the mission of the CSR model? What is the objective of the CSR model?*
Model Description	*Briefly describe the CSR model, how it is structured, and how it is implemented within a school.*
Cost	*What costs are associated with the model?*
Title I Schoolwide Component	***Alignment of CSR Model Provision to Schoolwide Plan***
School-wide Reform Strategies	*How does the model incorporate various areas and elements of the school into a comprehensive education program?*
Highly Qualified Teachers / Paraprofessionals	*How does the model contribute to making all staff members HQ?*
Professional Development	*What professional development is provided with the model? What kind of input/involvement does the teaching staff provide?*
Attracting and Retaining Highly Qualified Teachers	*How does the model address attracting and retaining HQ teachers?*
Parental Involvement	*How does the model encourage and emphasize parental involvement?*
Transition of Students	*How does the model address the transition of students between grade and school levels?*
Data Driven Decision Making	*How does the model measure and incorporate data?*
External Facilitator / Technical Support	*What kind of technical assistance and support does the model provide?*

Coordination and Integration of Different Funding Sources / Programs	*How does the model incorporate various areas and elements of the school into a comprehensive education program?*
School Improvement	*What evidence is there of positive effect on student achievement, especially evidence that correlates to the school's student population and improvement needs?*

Developing the body of the plan, the team researches the appropriate strategies and actions steps needed to meet its needs with alignment to the Title I requirements for a schoolwide plan. The training includes guidance tools and worksheets to assist the team with the process. After each session the team completes that portion of the process and assembles data in preparation for the next section.

School budgets form the final portion of the training, based on the fiscal schoolwide guidance from ED. The draft plan developed by the last session must be reviewed by the stakeholders from the school and the LEA and then the final version is entered into ALEAT.

Due to the complexities of what is known as Schoolwide 3, the state is developing a separate module that deals specifically with the fiscal challenges involved in combining all resources – federal and state and local – into the schoolwide plan. This is a cooperative effort with one of the state's largest LEAs, the State Auditor General's office, and LEA business managers to uncover and address any barriers to full integration of resources as intended under a schoolwide plan.

To address the unique situation of some of the state's charter schools that are single site LEAs and would be required to prepare both an LCIP and SCIP, the state has begun to provide a Single Site LCIP training. These schools will be able to design a CIP that can serve as both an LEA plan and yet includes the schoolwide plan components. For example, the mission and vision will include the school reform model.

The guidance documents are currently available on the Title I web page. Based on feedback from the initial participants, the Title I staff will be making modifications. As the tools for schools in improvement are developed in collaboration with the School Improvement and Intervention Section (described later in this section), this work will be wrapped into a single Continuous Improvement Process that will be made available for all Arizona schools.

Continuous Improvement Process

Universal Level of Support (see Table 2.16 for complete chart)

	Technical Assistance	Professional Development	Progress Monitoring
Universal All Title I Schools Letter Grades A, B & C	Website contains processes, protocols and tools for School and LEA to use as needed.	Connections made to other PD offerings within agency. E-Learning opportunities.	Access to progress monitoring process and tools on website.

ADE's differentiated recognition and support system provides incentives for LEAs and schools to continuously improve student achievement by providing more flexibility and local control to those LEAs that make a Letter Grade of A, B, or C. Schools in improvement status are required to submit additional information as well as meet various requirements. ADE believes in rewarding successful LEAs and schools with more flexibility, and local control. Section 2.C contains numerous examples of how Arizona recognizes and rewards high performing schools. These rewards include: meaningful public recognition, leadership opportunities, and financial rewards. LEA and school grades will be posted each year on ADE's website. Strong academic performance ensures that schools will not have to implement the improvement interventions, which require more prescriptive efforts. Title I schools with the Letter Grade of D or F will be required to implement rigorous interventions.

ADE's School Improvement and Intervention Section makes available, through ADE's website, the continuous improvement planning process and forms, Standards and Rubrics for Improvement Self-Assessment for LEAs and schools, progress monitoring tools, and links to the latest evidence-based resources. Arizona's research web page has links to the school improvement, effective schools, and effective districts research from the Center on Innovation and Improvement, the Center for Comprehensive School Reform, Dean Fixsen, the National Implementation Research Network, the National High School Center, What Works Clearinghouse, and others. ADE's SII Section will finalize the creation of Data Workbooks and Data Reflection Summaries plus specific tools to support the LEAs and schools analysis of its students with disabilities and students who are learning English. In addition to supports provided through Title I and School Improvement and Intervention, LEAs and schools have access to a variety of resources provided throughout ADE that address students with disabilities, English language learners, students at-risk for dropping out, migrant, homeless, and Native Americans. The chart below lists some of these resources available to all Title I schools.

Table 2.20: <u>Areas of Support and Strengths of ADE Divisions</u>

Support Area	ADE Division	Strengthens
Standards Implementation	Standards and Assessment	Curriculum and Instruction
Language Acquisition	OELAS, K-12 Literacy	Curriculum and Instruction
Early Childhood Education	Early Childhood Education Unit, ESS (Special Ed.)	Curriculum and Instruction
Dropout Prevention and Student Engagement	Dropout Prevention, AZRTI	School climate, and culture; student engagement
Adult Education	Adult Education	Literacy, Family engagement
Gifted Education	Gifted Education	Curriculum, assessment, instruction
Response to Intervention	AZRTI	Assessment, instruction, school climate and culture
Educator Effectiveness Principal/Teacher Evaluation Systems	Title II	Leadership and instruction
English Language Instruction	OELAS (ELL)	Curriculum, instruction, assessment
Special Education	ESS	Curriculum, assessment,

		instruction, school culture and climate
Positive Behavior Interventions and Supports	AZRTI	School Climate and Culture, Instruction
Native American Education	Highly Effective Schools	School climate and culture, assessment, curriculum, instruction, family engagement
Use of Data	Research and Evaluation	Continuous improvement planning
Preparing for Workforce	Career and Technical Education	Curriculum, instruction, assessment
Leadership Development	AZ LEADS[3]	Leadership
Professional Development Leadership Academy	Highly Effective Teachers and Leaders – Capacity Building	Professional development planning
Character Education	Special Populations	School culture and climate
Standards and Rubrics Resource Guide on WestEd site	School Improvement and Intervention	Curriculum, assessment, instruction, school climate and culture, leadership

Pre-Intervention Schools

When an LEA is alerted to a school being in Pre-Intervention status, the LEA will be required to work with their school leadership team to develop the School's Continuous Improvement Plan (SCIP) targeting the weaknesses identifying them as a Pre-Intervention School.

The SCIP of a Pre-Intervention School will be reviewed and approved by the LEA and a review report submitted to ADE. This plan will be submitted to ADE through ALEAT, ADE's online planning tool. In addition, the LEA will have to address the building of its capacity and plan for the necessary technical assistance and monitoring activities to be provided to the school. This will be communicated through the LCIP, which will be submitted through ALEAT and approved by ADE. This plan will be submitted to the corresponding County Superintendent/ESA and ADE through ALEAT, ADE's online planning tool.

Quarterly regional face-to-face trainings will be available for LEA and school leaders to attend. Webinars will be made available to Pre-Intervention Schools and their LEAs that take them through the Continuous Improvement Planning Process and other "just in time" topics based on feedback received through surveys and the face-to-face meetings. Each LEA with a school in Pre-Intervention status will be assigned a Title I staff member and receive support and recommendations from the Achievement Oversight Committee.

LEAs with Pre-Intervention schools will work with school leadership to complete the Data Workbook and Data Reflection Summary to be available for review by ADE staff, if the school fails to make progress. These tools have been successfully piloted with some of Arizona Tier III schools for progress monitoring of student performance. The table below summarizes the differentiated support that will be available for all Title I schools that are not in improvement.

Table 2.22: <u>Differentiated System of Support for Arizona Schools Continuous Improvement Process</u>

All Schools Letter Grades A, B & C	Technical Assistance	Professional Development (PD)	Progress Monitoring	Compliance Monitoring
Pre-Intervention Schools	Assigned Title I and other ADE staff members, as appropriate, to LEA; list of approved external providers; ADE resources on website; Systems Audit by Solutions Team	SII Quarterly trainings provided in each of the three regions of the state; Other ADE trainings; ADE Conferences; E-Learning opportunities	Data Workbook and Data Reflection Summary; LEA and School Continuous Improvement Plans on ALEAT	Title I Cycles
A, B & C Schools	Website contains processes, protocols and tools for School and LEA to use as needed.	Connections made to other PD offerings within agency. E-Learning opportunities.	Access to progress monitoring process and tools on website.	Title I Cycles

ADE's SII Section will create additional tools to support the LEAs and schools analysis of its students with disabilities and students who are learning English.

Pre-Intervention schools may want to use a Solutions Team to conduct an on-site audit of the LEA and school (A.R.S §15-241 subsections O & Q[39]). The audit will include an in-depth analysis of the functionality of the educational systems. The evaluation of these systems will identify strengths, improvement areas and barriers. It will be based on Arizona's Revised Standards and Rubrics for LEAs and Schools and will include, but is not limited to, curriculum, instruction, interventions, leadership, stakeholder engagement, LEA support systems to schools (technical assistance and professional development), district policies and practices, human resources, and resource management.

After a year, if improvement is demonstrated, more flexibility in improvement planning will be provided and if limited progress is made, an on-site visit from an ADE team member will be made to more closely evaluate LEA and school's situation.

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[39] A.R.S §15-241

Figure 2.10: <u>Multi-Tiered Support System for LEAs and Schools in Improvement Status</u>
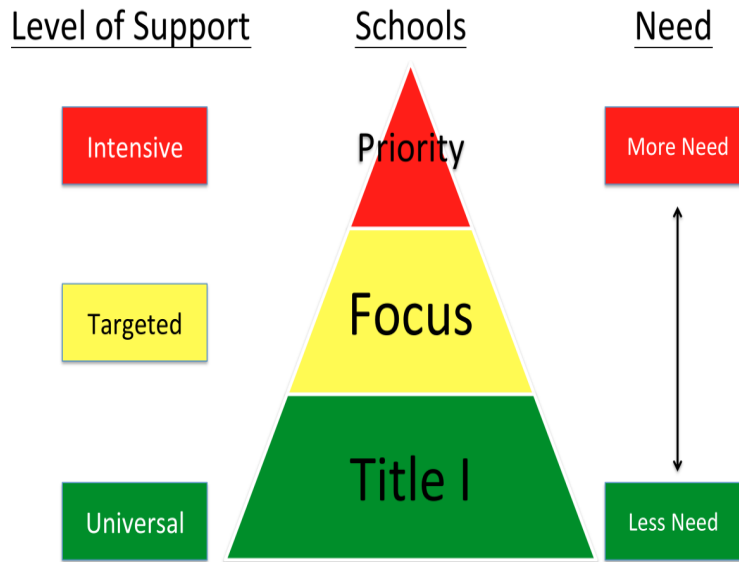

Table 2.23: <u>Implementation Timeline</u>

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles
Adapt current Progress Monitoring and Data Tools (one for all schools and one for Pre-Intervention)	July 15, 2012	SII's Progress Monitoring Team	Current PMI document is in appendices	Current SII staff	None
Guidance Document to accompany the School Improvement Planning Process	May 15, 2012	SII's Technical Assistance Team		Current SII staff	None
Data analysis tools to assist with understanding and the needs of students with disabilities and ELLs	June 30, 2012	SII's Technical Assistance Team in collaboration with ADE Special Ed and OELAS staff		Current ADE staff	None

2.G   BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G   Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

   i.   timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

   ii.   ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

   iii.   holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The nation, state, district, school, and classroom are the components of the state's education system. The system is only as strong as its weakest link. Understanding this, ADE will focus on building the capacity of LEAs holding them accountable for building the capacity of schools, which in turn need to be accountable for the capacity at the classroom level for providing instruction that meets the needs of all learners. Until very recently, the classroom has been left out of the mix. It is ADE's School Improvement and Intervention Section's (SII) belief that when holding entities accountable for performance, adequate supports need to be in place. SII has been developing procedures over the last 10 years for addressing the needs of LEAs and schools in improvement, but made limited progress until recently with changes in the identification of the state's lowest performing schools and implementation of the School Improvement Grants. Embracing the concepts of continuous improvement at the state level is critical to the design of the system of support. SII is continually pursuing ways to provide better support, assistance and accountability to LEAs and schools. The lessons learned over the last two years have provided us with greatly enhanced processes and tools for technical assistance, professional development, progress monitoring and compliance monitoring that are having a positive effect on student achievement in schools identified as Tier I, II and III.

Figure 2.11: <u>Education System Components</u>
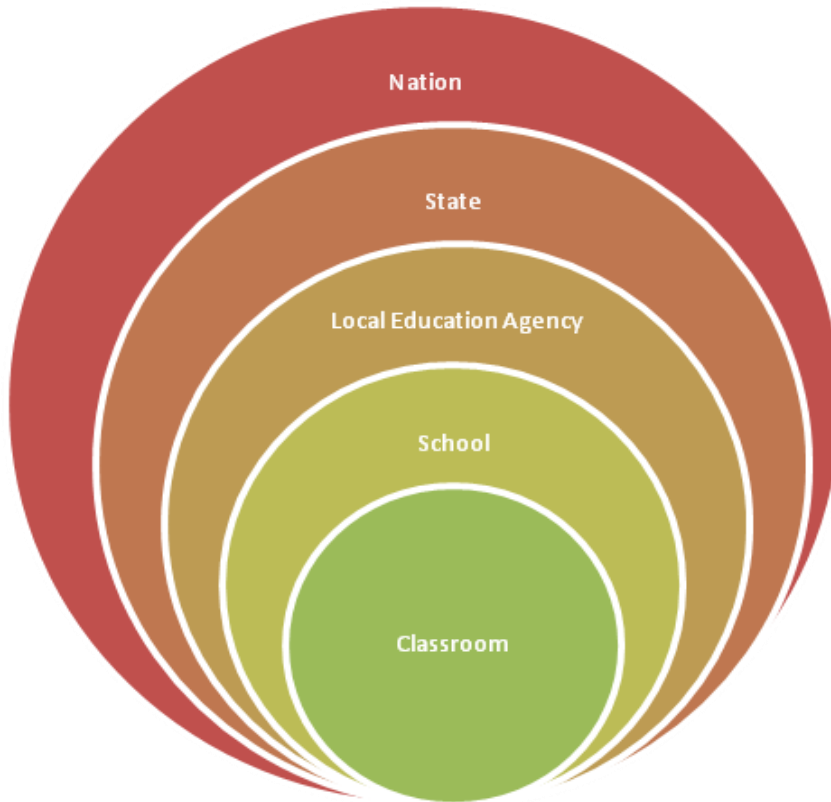
Building SEA Capacity

ADE has been awarded a third round Race to the Top Award. The following are the systems which will be developed to increase the state's capacity to align all components of the education system and to provide professional development, technical assistance, and monitoring of improvement efforts:

- Establish five (5) Regional Education Centers as a key implementation mechanism for helping school and district personnel transition smoothly to enhanced standards and rigorous assessments, use data to continuously improve instruction and ensure successful postsecondary outcomes for students. *(Initial steps for setting up Regional Centers have begun)*

- Create effective transition strategies towards implementation of Arizona's Common Core Standards in partnership with the Regional Education Centers and the Arizona STEM Network. *(Transition activities have begun)*

- Enhance data quality, access, and utility to better inform educational decision-making. Some of the specific processes to be developed include a common course numbering system, a process and technical support for LEA engagement in course mapping, establishing the student-teacher-data link, enhancement of data dashboards, customization of the ADE website to provide professional development, software applications, and access to timely, accurate data. *(To be completed by 12/31/2012)*

- A cooperative Interagency Service Agreement (ISA) between the Governor's Office of Education Innovation (GOEI) and the ADE to support implementation efforts that include vertical alignment of statewide goals and reform efforts among and between ADE and the Regional Education Centers, provide retrieval and analysis for the development of the new

data dashboards for the Arizona Ready Council State Report Card, and the development of a performance management process that monitors and communicates statewide outcome data and supports implementation adjustments based on that data.

- $12,500,000 will be provided to eligible LEAs to build their capacity in areas addressed above

As stated previously, ADE's School Improvement and Intervention Section (SII) has reorganized to merge state and federal improvement staff in order to reduce duplication and increase efficiency of effort. In restructuring, SII has also increased its collaboration and formed partnerships with other sections within ADE to provide more comprehensive guidance to LEAs and schools. SII is working with ADE's leadership training staff, AZ LEADS[3], to provide professional development to leaders at the LEA and school levels; with ADE's Title I staff to review SIG applications and coordinate school-wide services; with ADE's special education staff, Exceptional Student Services-Comprehensive System of Personnel Development, to address academic issues within schools in improvement specifically addressing their special education populations; ADE's K-12 Literacy Section partnered with SII to provide professional development focused on effective instruction. SII is also participating on an ADE committee that is overseeing implementation of the state's new standards and assessment roll-out.

In addition to collaboration within the agency, SII has participated with external providers. These include National Institute on School Leadership (NISL) – turnaround leader training, University of Virginia's (UVA)Turnaround Specialist Program in partnership with Southwest Comprehensive Center (SWCC), and Margaret Heritage (CRESST/Assessment and Accountability Content Center) with Formative Assessment Training. To build state capacity to provide future training opportunities, a Train the Trainers model has been incorporated into the professional development being provided by NISL and CRESST/Assessment and Accountability Content Center. The work with UVA and SWCC pilot is focused on the development of regional training for needed turnaround leaders. This is the first time for UVA to involve state level staff in the training with LEAs and schools. The plan is to provide the UVA Turnaround Specialist Training on the west coast resulting in a turnaround specialist certification upon successful completion of the program with reciprocity across the participating western states.

Building LEA Capacity

Most of the departments throughout ADE focus their work with the LEAs. SII's restructuring efforts recognized the need to focus their work on LEAs, as well. What has been learned since the implementation of AZ LEARNS in 2001 and NCLB in 2002 is that schools cannot sustain progress over time when there is staff turnover if the LEA does not understand, support or have the capacity to address future needs of the school. Within the last two years, SII has put its emphasis on building LEA capacity as evidenced in the state's new mission statement[40], "To build LEA capacity through a comprehensive system of support that ensures effective and sustainable teaching and learning environments that result in high academic achievement." In order to provide LEAs with a comprehensive system of support, SII will:

- Work as an integrated collaborative team with a unified voice.
- Build LEA capacity and sustainability through research, data analysis, and reflection.

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[40] School Improvement and Intervention System of Support

- Support the continuous improvement of schools to ensure high academic student achievement.
- Collaborate with other sections to ensure access to resources and supports.
- Build relationships with district and schools that foster trust, allowing schools and districts to thrive.
- Demonstrate a personal commitment to the success of all LEAs and schools.

SII has developed a set of tools to assist with building LEA capacity in the above areas. These tools are used in conjunction with onsite technical assistance and monitoring visits. As an LEA and school progress through their 3-year intervention plan, more and more responsibility is placed at the LEA level to gather the information necessary to complete the data gathering component of the quarterly onsite visits.

The tools used during these visits are:
- **AZED Progress Monitoring Instrument (PMI)** – *Progress Monitoring of LEA/Charter Holder and School Implementation* – This document is completed on a quarterly basis and serves multiple purposes. It is used during an onsite visit to capture information gathered through focus group interviews and classroom observations. It also guides a focused discussion addressing turnaround activities and level of implementation. Not only does this provide quality information on progress with implementation, it models effective discussions around the progress made and determining next steps to be accomplished during the next quarter.
- **AZED PMI Rubrics** – this tool helps the team understand and identify where they are in the implementation process. It provides a common language and understanding of where a system needs to be in order to reach full implementation and ultimately sustainability of effective practices.
- **AZED Reflective Summary – Data Workbook** – this document was developed primarily to assist LEAs and schools that did not have an avenue for bringing all their data together in one place for analysis, and it also allows SII to aggregate and disaggregate data to assist with SII's next steps. As schools and LEAs set up systems to warehouse data, they will not be required to duplicate their efforts with this document.
- **AZED Reflective Summary – Narrative** – this document provides a place for LEAs and schools to document their findings after reflecting on data from the Data Warehouse Document or from their own systems once they are in place.
- **Compliance Monitoring Visit** – This provides an in-depth look at the use of grant funds at least once during the funding cycle. Use of funds is discussed during each quarterly onsite visit, but this process goes into much more detail and is conducted by the state's grants management staff member.
- **Systems Audit –** a team of practitioners trained by ADE-SII Section will conduct Systems Audits in Priority Schools addressing the seven Turnaround Principles within the context of the Seven Quality Indicators of LEAs with High Achieving Schools and the Six Quality Indicators of High Achieving Schools. In addition to trained external teams conducting the audits in Priority Schools, the SII Section will train teams from LEAs and schools that would like to conduct their own system audits
- **Arizona's Quality Indicators of LEAs with High Achieving Schools** – These items were compiled based on the latest research regarding district transformation and form the basis for SII's self-assessment for school improvement at the LEA level

In addition to the collaborative and focused nature of the quarterly site visits, SII has provided year-long professional development for LEA and school leadership teams focused on building effective turnaround leadership skills, as well as, professional development focused on effective instruction. These trainings involve leadership teams from the LEA and school with an expectation that knowledge and skills are taken back to the LEA and school as a whole and based on Arizona's Quality Indicators for LEAs with High Achieving Schools. This work is monitored during the onsite visits.

Table 2.24: <u>Arizona's Quality Indicators of LEAs with High Achieving Schools</u>

Arizona's Quality Indicators of LEAs with High Achieving Schools	
LEA Leadership	- Redesign of central office roles for empowerment, accountability, and efficiency - Partner with families - Partner with communities and community resources - Partner with external providers - Network with other education entities - Build school level leadership capacity in the area of teaching and learning - Build leadership capacity at all levels of the system for sustainability - Provide ongoing differentiated leadership development, mentoring, and coaching - Ensure regular communication and feedback loops between schools and district leadership - Build LEA leadership capacity to support school improvement efforts **Provide strong leadership by reviewing the performance of the current principal**
Curriculum	Support school in implementing standards-based curriculum (i.e., curriculum maps/documents, selection of materials, aligned benchmark assessment systems)
Instructional Support	- Ensure access to aligned curriculum, instruction, assessment, and professional development - Highly competent personnel at all levels from Board Room to Classroom - Remove barriers to implementation (protocol for retention and removal of staff, evaluation support, timelines, alignment of requirements and expectations, board approvals) **Ensure that teachers are effective and able to improve instruction** **Redesign the school day, week, or year to include additional time for student learning and teacher collaboration** **Ensure that the instruction program is research based, rigorous, and aligned with Arizona's Common Core Standards – ELA and Mathematics**
Professional Development	- Support for schools to organize talent, time, and money to maximize learning - Policy that focuses on student achievement as an end result and that removes any and all barriers to that end (Governance) - Restructure teaching to foster individual and team effectiveness and

	professional growth
Assessment System	• Aligned curriculum and instructional frameworks with formative and summative assessments (Academic) • An effective data system that supports data-driven decision-making using multiple data sources, easily accessible, to continually examine and upgrade support • A comprehensive needs assessment with deep root cause analyses (Needs Assessment) o **Ensure use of data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data**
Culture, Climate, and Communication	• Ensure regular communication and feedback loops between LEAs/schools and families and community • The LEA has developed a shared philosophy, vision, and mission statement that focuses on high expectations of success of all students; and is communicated to key stakeholders o **Establish a school environment that improves safety and discipline** o **Provide ongoing mechanisms for family and community engagement**
Resource Allocation	• Reallocation of funds to support and improve teaching and learning • Equitable, transparent, and flexible funding across schools adjusted for student need • Resource allocation that reflects priority of high needs schools • Realign managerial duties to allow principals to become effective instructional leader • Establish policies and procedures that support continuous improvement strategies for developing a no-excuses culture focused on measureable results

Building School Capacity
The LEA is the primary entity responsible for building and sustaining a school's capacity for improvement. Unless the LEAs proactively support and hold school leaders accountable, sustained change is nearly impossible based on the state's previous experience. LEA and school leadership teams from Arizona SIG schools participate together in SII's trainings on turnaround leadership and formative assessment and in technical assistance and monitoring site visits. Formative Assessment training, provided through Margaret Heritage from CRESST, resulted from the need to bring a training focus that would directly impact the classroom. School leadership teams also accompany SII and LEA staff when conducting classroom observations and debrief with SII and LEA staff.

School leadership teams use the soon to be revised School Improvement Standards (based on the Six Quality Indicators of High-Achieving Schools) as a guide to develop the strategies and action steps as well as the process for implementation.

Six Quality Indicators of High Achieving Schools – This was developed from research presented in The Center for Comprehensive School Reform and Improvement's document, "Designing Effective School Improvement Strategies." These items will form the basis for SII's self-assessment for school improvement at the school level.

Table 2.25: <u>Six Quality Indicators of High-Achieving Schools</u>

Aligned and Rigorous Curriculum	- Curriculum is aligned with state standards and assessments in all subject areas. - Curriculum is articulated clearly across all grade levels and subject areas, and at key transition points to close gaps and eliminate duplication. - Curriculum provides flexibility to meet the needs of all students, including special education, gifted and talented, culturally and linguistically diverse, and economically disadvantaged students. - A process is in place for monitoring, evaluating, and reviewing the curriculum. - Textbooks and other materials are sufficient for use in delivering curriculum in all content areas.
Effective Instruction	- Teachers are evaluated (both formally and informally) and provided with regular feedback. - Teachers are provided with professional development that is relevant to their needs, based in classroom practice, and reinforced through ongoing support. - Instruction is based on curriculum aligned to state standards, and frequent benchmark assessments are used to monitor student performance. - Activities and assignments (including homework) are engaging, relevant to the content, and reinforce or extend the objective of each lesson. - Additional assistance is provided for low-performing students in the classroom and/or through out-of-classroom or afterschool programs.
Use of Formative Assessment and Student Assessment Data	- Assessment of student learning is frequent and aligned with state standards and district curriculum. - A comprehensive school-level accountability and data management system is in place. - Student progress data are reported frequently and regularly to students and parents. - Teachers make instructional decisions based on student performance data.
Positive School Climate Focused on Achievement	- High expectations for academic achievement for all students are evident throughout the school environment. - The school environment is driven by a clear plan for school safety and codes of conduct for staff and students. - Discipline plans and procedures reflect equity and a respect for diversity in all areas. - The physical environment is clean and orderly. - Support is provided for students at key transition points—PK

	through kindergarten, elementary through middle school, and middle school through high school.
Effective School Leadership	• A shared vision and mission are evident throughout the school. • Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. • The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.
Family and Community Engagement	• Families are invited to participate in school activities and programs. • Families are informed of opportunities that may help students who struggle in school. • Families and community members are invited and encouraged to participate in school improvement efforts. • School personnel actively seek out community participation in school activities and planning.

From the article titled: "*Designing Effective School Improvement Strategies*". The Center for Comprehensive School Reform and Improvement with Learning Point Associates June 15, 2009 Newsletter.

i. Timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools:

Background
In the past, technical assistance began once the school improvement labels were finalized which was usually in July. LEAs and schools were contacted and training was held in August to inform LEAs and schools of the requirements of being in improvement, of the school improvement planning process, as well as, the use of ALEAT – ADE's continuous improvement planning tool. School improvement plans were required to be submitted by the end of October. Funds were made available through an application process that required review and approval on the part of ADE staff. Funds were usually available to LEAs and schools in improvement around January. Schools in improvement Year 1 and Year 2 split the 1003(a) funds evenly, regardless of need or size of the school, approximately $50,000. LEAs in improvement also received the same amount of funds regardless of need or number of schools in improvement, approximately $12,500. Schools in Corrective Action, Restructuring Planning or Restructuring Implementation wrote improvement plans for the funds in 1003(g). Amounts did vary for these schools, but distribution was not prioritized based on student need. The plan was basically reviewed for supplanting and approved. There was not a formal process in place for monitoring a school's use of the funds. Amendments submitted throughout the year were usually approved with very few questions asked. A primary reason for conducting the work in this way was because Arizona had approximately 300 schools in improvement and 80 LEAs/Charter Holders in improvement based on Spring 2010 data. ADE had eight Education Program Specialists working with these schools and LEAs in federal improvement. Almost all were receiving funds.

Due to the fact that the process was not producing significant, sustainable changes in student achievement, SII developed a new process for distributing 2008 1003(g) funds. The funds were still

focused on schools in Corrective Action, Restructuring Planning and Restructuring Implementation, but guidelines and criteria for review and approval of the plans were developed. The reviews were completed by teams of two within the SII Section. Not all grants were approved and for those that were there was a stricter requirement for monitoring on the part of SII staff, but there was still a small number of Education Program Specialists to monitor a large number of schools. Before ADE finished the state's first year with this process, the requirements for the School Improvement Grant were released. This provided the opportunity to improve the new process ADE had started and to focus on a small number of Arizona's neediest schools.

As mentioned in previous sections of this application, SII took this opportunity to reorganize the way it was doing its work on both the state and federal accountability sides. SII took seriously the efforts needed on the state's part to support and guide the improvements needed to increase the achievement of all students in the state's persistently lowest achieving schools. SII has expanded the state's team to include Title I staff in the review and approval of the state's School Improvement Grants. Formal processes for school improvement planning, technical assistance and professional development, progress monitoring, and compliance monitoring activities have been put into place. SII has solid tools in place to assist and support the state's work, as well as, the work of the schools and districts directly due to the focus and concentrated efforts of SII staff. These tools can be easily modified to continue the work proposed in this ESEA Flexibility Request.

Current Process

SII will continue to work with the current SIG funded LEAs and schools as Priority Schools and new schools, approximately 60 schools in Arizona. Some of these schools are completing their 2nd year of implementing their Turnaround or Transformation model, others are completing their 1st year, and others will be just beginning their turnaround work. Arizona will identify approximately 120 Focus Schools. SII works with these LEAs and their Priority Schools in person at least once a month and sometimes more. SII staff members participate in trainings with the leadership teams and conduct at least quarterly onsite visits for the purpose of providing technical assistance and progress monitoring. Due to the number of Focus Schools, SII plans to make at least 2 site visits per LEA with Focus Schools.

The Progress Monitoring Instrument is the tool SII staff uses to guide the discussion during the Leadership Team meetings at Priority Schools. This tool provides the opportunity to document the progress on implementation of each of the Turnaround/ Transformation strategies (7 turnaround principles) and identify next steps to be addressed during the next quarter. Level of implementation is determined during the team meeting and evidence of implementation is documented. A list of non-negotiable documents to be collected as evidence has been developed and is updated during each quarterly visit. These documents are then uploaded into ALEAT. LEA and school leadership teams attend trainings with SII staff and the processes and skills addressed during these trainings are followed up on during the onsite visits. Use of funds is monitored on a monthly basis through cash management reports.

All Focus and Priority Schools will be required to complete a Data Workbook, either the one SII provides or one the LEA provides if it contains the pertinent information, and a Data Reflection Summary based on collaborative meetings around the data compiled in the Data Workbook. These tools provide a warehouse for data that includes benchmark data and a process for analysis and recording of the findings. These documents are completed quarterly at the school level and submitted to the LEA who uploads them onto ALEAT. For Priority Schools, SII will incorporate

the information from the data documents into the quarterly progress monitoring visits. For the Focus Schools, SII will be able to access the information prior to any contact with the LEA.

Quarterly webinars for LEA leadership teams who have Priority and Focus Schools will be facilitated by SII's Deputy Associate Superintendent to provide up-to-date information on current initiatives within ADE, upcoming due dates, data on how LEAs and schools are progressing, reminders of SII activities, the latest research on effective practices, and new resources that have become available.

SII also sends out an anonymous survey twice a year to all staff in each of the state's SIG funded (Priority) schools to gather perceptual data on progress being made on implementation of improvement plans. SII will conduct a separate survey for the Focus Schools staff. This information is not only aggregated to assist SII with identification of areas that need to be addressed, but is also disaggregated by school. The school's information is provided to the LEA leadership team and discussed and areas of concern addressed.

SII uses a data-driven approach to support and monitor Arizona Priority Schools, so it is important that ADE have multiple data sources that provide the most accurate picture possible in order to provide timely technical assistance and monitoring.

Table 2.26: <u>**Timeline for TA and Monitoring of Priority and Focus Schools**</u>

	Timeline for TA and Monitoring of Priority and Focus Schools		
Month	**Activity***	**Priority**	**Focus**
June	• End of previous year progress reports are due+ • NISL training+	X X	X
July	• Systems Audits conducted • Continued technical assistance to LEA to support development of LEA and School improvement plans (TA on improvement plans begins in May)+ • Webinar for LEAS with newly identified Focus and Priority Schools to discuss funding to support implementation of improvement plan and the specific requirements of the turnaround principles • NISL training+ • Designations for Priority and Focus Schools are finalized	X-ADE trained team X X -1003a & 1003g funds X X	X-LEA trained team X X – LEA set-aside X
August	• Beginning of Year site visits for current Priority Schools • DAS to meet with LEA leadership where current Priority Schools are not making progress-discuss what it will take to keep from losing funding • NISL training	X X X	

Month	Activities		
	• 1st Quarter training		X
September	• Priority**/Focus site visits***	X	
	• NISL training	X	
	• Grants Management Completion Reports due for previous school year	X	
	• Gather perceptual data through survey of school staff on improvement efforts	X	X
October	• Priority/Focus site visits	X	
	• NISL training		
	• 2nd Quarter training		X
November	• Priority/Focus site visits	X	X
	• 1st Quarter Data Workbook and Data Reflection due		
	• SII staff meeting to discuss 1st Quarter progress and identify concerns to be addressed	X	
	• NISL training	X	
December	• Priority/Focus site visits	X	
	• NISL training		
January	• Priority/Focus site visits	X	
	• NISL training		
	• 2nd Quarter Data Workbook and Data Reflection due	X	X
	• SII staff meeting to discuss 2nd Quarter progress and identify concerns to be addressed	X	X
February	• Priority/Focus site visits	X	
	• NISL training		
	• 3rd Quarter training		X
March	• Priority/Focus site visits	X	
	• NISL training		
	• 3rd Quarter Data Workbook and Data Reflection due	X	X
	• SII staff meeting to discuss 3rd Quarter progress and identify concerns to be addressed	X	X
	• Gather perceptual data through survey of school staff on improvement efforts	X	X
	• LEA teams that met with DAS in August return to provide detailed report on changes made and evidence of progress	X	
April	• No site visits or training due to state testing		
	• SII staff use time to review all data from PMI, Data Workbook, Data Reflection Summary, survey data to begin planning for the next school year	X	X
May	• Priority/Focus site visits	X	
	• NISL training		
	• 4th Quarter Data Workbook and Data Reflection due		X

		X	
• 4th Quarter training			X

*Timeline is approximate and may be adjusted because of individual staff and school schedules
**A beginning of the year site visit and 4 quarterly site visits are planned for Priority Schools
***2 site visits are planned for Focus Schools
+ For currently served SIG LEAs and Schools
Compliance Monitoring visits are scheduled throughout the year

Table 2.27: Differentiated Support and Accountability Chart for Priority and Focus Schools

	Technical Assistance	Professional Development (PD)	Progress Monitoring	Compliance Monitoring
Intensive: Priority Schools Letter Grade F / PLA	• Frequent Site Visits (monthly to every other month) • Targeted implementation of the intervention model • Phone calls and emails • Website access to improvement tools	• Targeted Leadership Development and Effective Instruction • Quarterly Practitioners of ELL trainings • ESS training in reading and math	• Quarterly progress monitoring conducted with evaluation tool - PMI and conducted by ADE staff • Focus on implementation of the selected intervention model	• On-site comprehensive monitoring conducted once during the 3 year grant: Fiscal and programmatic • Cash Management Review • Completion Report
Targeted: Focus Schools	• Phone calls and emails • 1-2 site visits per year • Website access to improvement tools.	• Quarterly Regional PD • Connections made to other PD offerings within agency ELL and ESS. • E-Learning opportunities	• Bi-annual progress monitoring • LEA responsible for monitoring and reporting progress.	• Desk audit • Cash Management Review • Grant Amendment Review Completion Report

Use of External Providers

SII has worked hard to build relationships with Arizona's current Priority Schools and to be a visible part of the improvement process providing technical assistance, professional development and monitoring. At the beginning of the School Improvement Grant process, SII staff made monthly onsite visits. By the second year of SIG, this was becoming difficult to maintain as ADE added the 2010 schools. As a result, ADE took a closer look at the work of the external providers who were working in Arizona's SIG schools.

In the spring of 2010, SII did a Request for Proposals in order to create a list of vetted external providers that would be available to Arizona's SIG LEAs and schools. ADE received 37 proposals and approved 33 of them. SII's Deputy Associate Superintendent held face-to-face meetings and webinars to clearly communicate SII expectations for their work in the SIG schools. At the time, ADE was not in a position to require the use of specific external providers, but if an LEA chose a provider from the list, they could bypass their own lengthy procurement process.

As ADE moves ahead with identification of Priority and Focus Schools, it will be critical that highly effective external providers are available to support Arizona's most needy schools. The current list

of external providers expires in August of 2012. SII has improved on the state's original RFP process with a better focus and understanding of what is expected from external providers. Providers on the current list will need to reapply and be evaluated again. SII will put more emphasis on evidence of prior success with turning around low performing schools. The RFP will be released this spring and proposals will be evaluated for Experience/Financial Stability, Planning, Alignment, Research-based, and Quality Indicators. Applicants will need to focus on their work as it relates to one or more of the LEA/School Quality Indicators.

Before an external provider can be hired with School Improvement Funds, the LEA needs to submit a scope of work, how they will evaluate the effectiveness of the provider, and how the provider addresses one or more needs addressed in their improvement plan. As Arizona LEAs and school work with their current external providers, SII is paying closer attention to the evaluation plans that are in place to help determine impact of the provider on the improvement of the LEA and school. SII is also working with ADE's Research and Evaluation Section to develop an evaluation tool that can be used to evaluate this impact.

In the meantime, in some cases ADE needs to encourage LEAs to consider working with an external provider, so a guidance document has been created for LEAs and schools to use. Guidance on selecting and working with an external provider can be found at: www.azed.gov/improvement-intervention/files/2012/02/guidancemaximizing-impact-of-external-providers.doc.

ii. Holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools:
This is an area in which SII has made great progress as a result of working with Arizona's lowest performing schools. ADE has sought to hold schools and LEAs accountable by providing them with timely feedback that features opportunities for robust, two-way communication regarding progress in implementing their improvement plans and student achievement. SII believes that if ADE is asking LEAs and schools to be data-driven, ADE should be operating that way, as well. The documents and processes below were also described under LEA capacity building, because they were designed with two main purposes in mind. The first was to have a system that would provide SII with information needed to make decisions at the school, LEA and state level. The data gathered gives us information for two primary purposes: future support needs of the school, LEA and state and also progress toward goals. The other main purpose is for building the capacity of the LEA to carry on these discussions in the absence of the SEA and in turn to build the capacity of the school leadership. Use of the tools provides a quality process for guiding discussion about student achievement changes and progress of implementation. The documents listed below are used by both the SII staff as well as the local staff to describe and quantify progress.

- **AZED Progress Monitoring Instrument (PMI)** – *Progress Monitoring of LEA/Charter Holder and School Implementation.*
- **AZED PMI Rubrics.**
- **AZED Reflective Summary – Data.**
- **AZED Reflective Summary – Narrative.**
- **Compliance Monitoring Visit.**
- **Systems Audit.**

By requiring the SII staff to identify next steps after each quarterly visit in the PMI, ADE set up expectations that these items will show progress at the next visit. In addition, LEAs that had negative student achievement trends as measured by AIMS after their first year of SIG implementation were notified of the limited performance. The Superintendents or Charter Holders met at the beginning of the school year with SII leadership to discuss the issues, create next steps and set expectations for the rest of Year 2 SIG implementation. A condition of the meeting was the LEA must present first semester data to the SII leadership team in March. At that time, if there is evidence of limited student achievement increases, a notice of discontinuation for Year 3 implementation will be issued to the Superintendent and the School Board. The LEA will have until the end of the school year to provide evidence of increased student learning with the posting of AIMS data.

Approximately five schools, primarily charter, have closed after not meeting the evaluation criteria for initial funding. At the end of year 1 of the SIG, the data was used to discontinue funding for one school due to lack of implementation after much support was provided. The school will close at the end of this year. Five other LEAs with SIG schools were put on notice at the end of year 1. They were provided with clear direction on stepping up the implementation of their plans. They are due to make presentations later this month on the progress they are making. They have all received at least monthly site visits from SII staff. There has been a lot of learning on the part of the state, LEAs, and schools as ADE has moved through the early implementation phases of the SIG process. As ADE moves forward with current and future LEAs and schools in Priority and Focus status, ADE does so with a focus on supporting them in any way possible to get them on the road to improved student performance, but when time, training, resources, clear directions, and support have been provided, SII believes the monitoring processes in place provide us with the data to make the tough decisions about funding. In the event that School Improvement funding is discontinued, LEAs will be required to set aside sufficient amount of their Title I funds to support improvement efforts at the school. The LEA and school will still be required to submit progress monitoring documents on a quarterly basis. LEAs with Priority Schools will be required to offer School Choice.

iii. Ensuring sufficient support for implementation of interventions in Priority Schools, Focus Schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
It is ADE's contention and belief, based on research and experience, that the entry point for lasting and sustainable reform at the school level is the LEA. In Arizona, LEAs include traditional school districts and charter holders. LEA leadership teams are charged with facilitating and monitoring the improvement efforts at both the school and LEA.
LEAs will be required to set aside a sufficient amount to provide transportation to all students who attend Priority or Focus schools who choose to participate in School Choice as defined in Section 1116(b)(1)(E)(i). The LEA must provide evidence that it notified all parents of the option to transfer their student to another school within the district that is not identified as a priority or Focus School and that transportation will be provided. The LEA may set a reasonable deadline at the beginning of the school year to request transfers. The amounts that LEAs will be required to set aside will vary widely, due to the variety of sizes and location schools within LEAs in Arizona. We anticipate that a significant number of LEAs with priority and/or Focus Schools will not have School Choice options to present to parents because they are a single site LEA (as are most charters) or have only

one school per grade span. In rural areas distance to the transfer school, if one exists, is often a prohibitive factor in parent decisions. Larger urban LEAs may only need a small proportion of funds relative to the small number of schools that are eligible.

To justify the set aside amount when the LEA submits its Title I budget, it must indicate the number of students in the priority /and or focus schools who are eligible to transfer, the number of students exercising the Choice option, the list of available receiving schools, and an estimation of the cost of transportation to be provided. (Note: Title I funds may only pay for the additional cost of transportation.) LEAs may indicate that there is no additional cost for transferring students because of existing intra-LEA options. However, LEAs must agree to increase availability of funding, up to a maximum of 30% of the Title I allocation, if an increase in demand occurs after the budget is approved but within the LEA's deadlines.

LEAs will not be required to set aside funds for Supplemental Educational Services (SES) as defined in Section 1116(e)(1). The following is guidance (reviewed by the COP) that will be provided to LEAs that no longer are under the requirement to offer SES.

<u>Notice to LEAs with Title I funds that were formerly set aside for SES</u>

Please note the following requirements:

A. From Title I funds that were formerly set aside for SES, an LEA must ensure that it takes those funds into account when providing equitable services to eligible private school students to the same extent and under the same conditions as required to Title I funds. Note: Equitable services obligations may be incurred if the LEA uses these funds for additional Title I-funded instruction, professional development or parent involvement activities. The equitable services requirement does not apply to funds set aside off-the-top for interventions in Priority and/or Focus Schools.

Reallocating former SES funds – LEAs have two options for reallocating former set asides – 1) increasing the per pupil amount (PPA) to Title I participating schools or serving additional schools in rank order, or 2) reserving funds off the top of the Title I allocation for allowable Title I activities – for example, extra funds to priority or focus schools to implement interventions.

B. Additional funds to schools will allow schools to:
   <u>Revise school plans and programs</u> –
   i. by using a continuous improvement process that includes a longitudinal analysis of achievement results, including spring 2012 assessment data, for all students and subgroups, including ELL and SPED that identifies gaps in student performance against the AMOs; review of root cause analyses to allow priorities to surface; establish progress monitoring of the implementation of the plan; and
   ii. for schools no longer formally identified as "in need of improvement" to determine effectiveness of school improvement efforts, including corrective action or restructuring, to make decisions about continuing, maintaining, or revising the school plan; improving student performance against the AMOs as a key element in refining the school's plan.

Expand Title I programs to serve more students or provide more intensive, extended learning services.

    i. Additional funds to schools will provide added resources that may be used to better meet the needs of students, as presented in the data analysis; improvement, corrective action, or restructuring efforts, though no longer mandated, may be enhanced or expanded with additional resources, if determined to fit the needs of the students

Add job-embedded professional development for Title I teachers at the school level to address the determined priorities of teacher needs that surface from the data analysis; an evaluation of previous PD efforts will also determine whether to continue, expand, or revise the kind of PD for the staff ; monitoring of the impact of PD on student results.

C. Increase LEA level support programs based on established priorities will allow the LEA to:

Support the continuous improvement process by schools, including data collection and analysis, resource allocation, planning, etc., so that schools have the support to implement a continuous improvement process that results in a viable school plan; monitoring of school's progress in implementing their plans; differentiate support for the continuous improvement process based on student performance, so that struggling schools, especially any Priority or Focus Schools, receive the appropriate assistance.

Extend job embedded professional development, such as coaching, for Title I schools, based on the needs that are evident in the data analysis; monitor the impact of PD on student results; coordinate with LEA-level PD activities that support implementation of Arizona's Common Core Standards, including Race to the Top, Title II-A and Title III funds.

Add or expand preschool services, summer school or other extended learning programs at the LEA level, determined by the analysis of both trend data of student achievement and monitoring of student progress throughout the year; the Title I Unit will consult with the COP to review the research and emerging best practices on extended learning to guide LEAs and schools so that the Title I program models selected meet the needs of the academically struggling groups of students, particularly those are not meeting AMOs.

Differentiated System of Support and Accountability

With A.R.S §15-241[41] providing the foundation, over the last two years Arizona has redesigned and implemented a strong system for intervening in schools and LEAs identified as lowest performing in the state under both accountability systems. The system of support has been enhanced each year to meet the needs and demands of the LEAs and schools (Charters and Traditional) in improvement status under the state and federal accountability systems. Revisions to the system have also occurred based on newly released research and lessons learned during the previous year's implementation of

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[41] A.R.S §15-241

the federal School Improvement Grant 1003g. One lessen that had a big impact on the support system was that data has to drive the differentiation of support. The team tried to tier schools based on the School Improvement categories alone without success. To strengthen the support system the team began to use student performance data to assist with tiering schools. A multi-tiered approach ensures that the highest needs schools receive the most intense support and assistance. The enhanced system of supports provides the necessary assistance for struggling schools to succeed with all students including students with disabilities and ELLs.

The use of a multi-tiered system of support is a dramatic operational change from the "one size fits all" system previously in place. The enhanced system of support was founded on a wealth of current educational reform research and experience with Arizona LEA and schools. The transformation over the last two years demonstrates that Arizona has already been on the path to reform. The flexibility afforded within the request would provide Arizona the opportunity to take the next step and allow the state to make improvements where before there were barriers.

Schools and LEAs are placed within a multi-tiered system of support. The multiple-tiered system of support was fashioned after the RTI Model with Universal, Targeted and Intensive levels. The theory behind the RTI model is that students with the greatest need receive the greatest amount of intensive assistance support in an effort to break the pattern of risk and accelerate student learning up to grade level (low risk status). This same theory can be applied to Arizona's schools and LEAs in improvement status. The LEAs and schools with the greatest need receive the greatest amount of technical assistance and professional development. Oversight and monitoring of intervention implementation, use of funds and compliance on requirements and regulation is also increased. As the need decreases, so does the intensity of support and implementation progress monitoring[42]. Arizona has created a Differentiated Statewide System of Support and Accountability that addresses the needs of all the schools in the state.

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[42] SII Differentiated Support System

Figure 2.12: <u>Continuous Improvement Model</u>
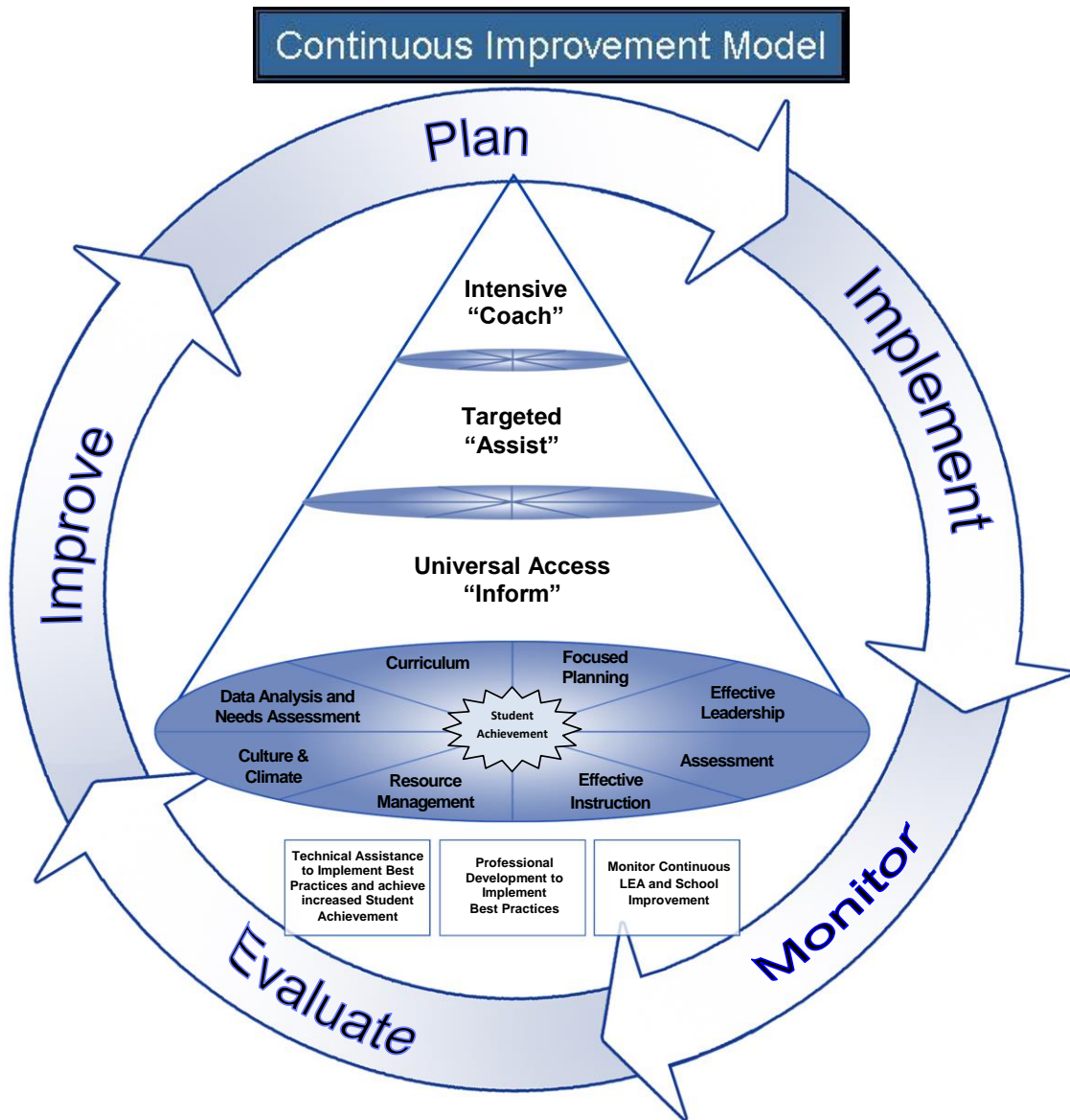
Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.
The Differentiated System of Support and Accountability that is currently in place is built on the belief that all levels of the education system, federal, state, district, school and classroom need to be partners in the hard work of improving learning environments for all students. Together the components provide for a strong system of support through guidance for planning, implementing, monitoring, evaluating, and supporting continuous improvement efforts throughout the system. Most of the components are already in place and data shows they are making a difference for many of Arizona's lowest performing schools. Based on 2011 data, twelve of the nineteen Cohort 1 schools implementing the Turnaround or Transformation models (aligned to the turnaround principles) showed increases in percent student proficiency on state standards and student growth. In addition, nine of the twelve high schools increased their graduation rate (Cohort average 2010

45%, 2011 60%). ADE is at the beginning of implementing this new system and diligently collecting data that will inform the state's continuous improvement process. ADE is committed to creating, improving, and sustaining effective systems that will support and hold accountable the state, LEAs, schools, and ultimately classrooms to be the best so all of Arizona students have the opportunity to reach their full potential.

Table 2.28: Implementation Timeline

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.,* staff time, additional funding)	Significant Obstacles
To transition the state's Progress Monitoring tools from Turnaround/ Transformation language to the language of the 7 Turnaround Principles to be used with and by Focus and Priority Schools	To be completed by 6/30/2012	SII Progress Monitoring Team	Current documents are attached	Current staff to complete work	N/A
Revise the 2005 Standards and Rubrics for LEA and School Improvement to align with the quality indicators for highly effective schools and LEAs Bring standards and rubrics up to date with current research Rename and rebrand revised standards	Revise Spring/Summer 2012 Implement school year 2012-2013	School Improvement and Intervention Team	Standards document with rubrics along with self-assessment	None	N/A
To create Progress Monitoring	To be completed by	SII Progress Monitoring Team		Current staff to complete work	N/A

Tools that incorporate the LEA and School Quality Indicators (for all schools including Pre-Intervention Schools	6/30/2012				
Modify the current needs assessment process so LEAs and schools can complete an in-depth analysis of the learning needs specific to SWD and ELL	To be completed by May 15, 2012	SII Technical Assistance Team	Current improvement planning process attached	Current staff to complete work	N/A
Create process for aggregating and disaggregating data gathered through the PMI, Data tools, and surveys	To be completed by June 30, 2012	SII Progress Monitoring team and ADE-R&E staff		Current staff to complete work	N/A
Create/adapt formal process for evaluating the effectiveness of external providers.	To be completed by August 31, 2012	SII Progress Monitoring team and ADE-R&E staff		Current staff to complete work	N/A
New RFP for creating list of effective external providers	To be completed by August 31, 2012	SII staff		Current staff to complete the work	N/A

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Arizona clearly understands and is well poised to implement a system that measures and values educator effectiveness. The foundations were laid by the historic school personnel and employment reforms in 2009, which removed seniority as a consideration for employment decisions and the educator evaluation requirements established by SB 1040 in 2010, championed by then Senator Huppenthal, who is now the current State Superintendent.

Codified as Arizona Revised Statute §15-203(A)(38), this law states:

> "The State Board of Education shall…*"on or before December 15, 2011 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**. School districts and charter schools shall use an instrument that meets the data requirements established by the*

State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013." [43]

As a result, the State Board formed the Task Force on Teacher and Principal Evaluation on June 28, 2010. Membership included a district superintendent, a district principal, a high school teacher, an elementary teacher, a special education teacher, a charter school teacher, a charter school principal, the Deans of the Colleges of Education from the three state universities, a county school superintendent, representatives from the Governor's Office, Arizona State Board of Education, Arizona Department of Education (ADE), Arizona Charter School Association, STAND for Children, Arizona Business and Education Coalition (ABEC), Arizona School Administrators (ASA), Arizona Education Association (AEA), and the Arizona School Board Association (ASBA). Teachers and principals had a strong voice in the development of the Framework. Their perspectives were valued and greatly influenced the work of the Task Force.

The Model Framework was adopted by the State Board of Education on April 25, 2011[44] (see Attachment 11) and consists of three required components:
1) 33%-50% tied to student quantitative data;
2) Optional 17% tied to school-level and/or system-level data; and
3) 50%-67% aligned to Teaching Performance / Instructional Leadership Performance, reflective of the InTASC teaching standards and ISSLC leadership standards[45] (see Attachment 10).

While SB 1040 offers the state a solid foundation on which to begin, the Task Force took time to thoughtfully deliberate and bring the necessary components together. Prior to developing the Framework, the Task Force held a series of informational meetings from October 2010 through January 2011 to review the:
- Arizona Professional Teaching Standards;
- Interstate School Leaders Licensure Consortium (ISSLC) Standards;
- State level data available in the Student Accountability Information System (SAIS);
- Research overview on Value Added and Growth Models;
- Inventory of Arizona academic assessments;
- Existing models for teacher and principal evaluations;
- Recommendations from the Arizona School Administrators and Arizona School Boards Association Task Force.

Two of the early critical steps were to clearly delineate (a) the beliefs of the Task Force concerning their work and (b) the specific goals to be accomplished by the framework and resulting LEA teacher and principal evaluation systems.

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[43] SB 1040

[44] April 25, 2011 State Board of Education minutes

[45] Arizona Framework for Measuring Educator Effectiveness

The following Preamble set the context by which the Task Force worked:

> *The members of the Task Force on Teacher and Principal Evaluation conducted our work in service to the students in Arizona's public schools. We hold that the goal of both teacher and principal evaluation is to improve performance that yields higher quality education. Further, the work here submitted reflects our belief that evaluation is most effective as one part of a systemic approach to improving the performance that is critical to student success.*

The goals of the Framework set forth by the Task Force are:
- To enhance and improve student learning;
- To use the evaluation process and data to improve teacher and principal performance;
- To incorporate multiple measurements of achievement;
- To communicate clearly defined expectations;
- To allow districts and charter schools to use local instruments to fulfill the requirements of the framework;
- To reflect fairness, flexibility, and a research-based approach;
- To create a culture where data drives instructional decisions;
- To use the evaluation process and achievement data to drive professional development to enhance student performance;
- To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

With the framework firmly in place the legislature took another bold step and on April 11, 2012 Governor Brewer signed HB 2823.[46] [47]The bill will go into effect on August 2, 2012. HB 2823 addressed many issues but at its core solidified the nexus between the new evaluation systems and personnel decisions. Some of the key provisions include:
- Requires the State Board of Education to adopt four performance classifications of "highly effective," "effective," "developing" and "ineffective" and associated guidelines for school districts and charters to use in developing their evaluation instruments by December 1, 2012. Districts and charters must adopt their own definitions and begin to use these classifications in SY 2013-14.
- Addresses the need for local school district governing boards to address professional development opportunities with evaluations for both principals and teachers.
- Addresses and clarifies numerous school district personnel statutes including supports, contracts, and notification, transfer and dismissal policies.
- Requires school district teachers to be observed at least twice per year as part of the evaluation process, and requires that the observation be a complete and uninterrupted lesson. Requires that the first and last observation be separated by at least 60 calendar days, and requires written observation results to be provided within 10 business days.
- Requires the department to post best practices for implementation and assessment of

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[46] HB 2823 Legislative Summary
[47] HB 2823 Chaptered Law

teacher evaluation systems by September 15, 2012 that shall include:

- o Implementation process for teacher/principal evaluation systems.
- o Evaluation weightings.
- o Qualitative and quantitative elements used.
- o Methods by which the evaluations guide professional development.
- o Types of decisions for which the evaluations are used.

- Sets forth the parameters for the statewide model to be developed by ADE.

- Allows school districts or charter schools to elect to postpone full implementation of the teacher/principal evaluation until school year 2013-2014 of the governing board adopts a plan that includes a detailed timeline, a plan to engage teachers and other stakeholders and how evaluations will guide professional development, and ultimately the instrument to be considered.

- Requires that beginning in school year 2014-2015, individual performance on the evaluation-account for not less than 33% of the performance pay distribution of Proposition 301 funds.

Table 3.1: <u>Implementation Timeline and Milestones</u>

Spring 2010: Governor signs SB1040

June 28, 2010: State Board appoints members of the Task Force to develop the framework for Teacher and Principal Evaluation Systems.

April 25, 2011: The State Board adopts the Arizona Framework for Evaluating Educator Effectiveness. **<u>The ADE begins awareness trainings across the state</u>**.

November 13 & 14, 2011: ADE, in partnership with the Southwest Comprehensive Center at WestEd and in collaboration with the Regional Education Centers hosted Summit I, *Using Multiple Measures in a Comprehensive System to Improve Teaching and Learning.* Four hundred district and charter representatives attend.

December, 2011: ADE begins development of the Arizona Teacher & Principal Evaluation Model.

February 26 & 27, 2012: ADE, in partnership with the Southwest Comprehensive Center at WestEd and in collaboration with the Regional Education Centers hosts Summit II, *Using Student Performance Measures in a Comprehensive System to Improve Teaching and Learning.* This Summit will address the use of student performance measures in tested and non-tested subjects, with significant focus on options for "Group B" teachers --non-tested subjects and special populations. It is anticipated that 600 district and charter representatives will attend.

March, 2012: ADE will begin discussion with the State Board to amend the Framework to include the requirement of at least 3 performance levels.

April 29 & 30, 2012: ADE, in partnership with the Southwest Comprehensive Center at WestEd and in collaboration with the Regional Education Centers hosts Summit III, *Using Evaluation Data in a Comprehensive System to Improve Teaching and Learning.* This Summit will focus on the use of the data to inform professional development, make informed decisions regarding placement, advancement, incentives, etc., and provide evidence of the impact of the Framework on state, district, school and student outcomes. It is anticipated that 600 district and charter representatives will attend. The LEAs who have participated in all three summits will leave with an action plan to implement their teacher/principal evaluation system aligned to the Framework in the 2012-2013 school year.

Fall 2012: Pilot the Arizona Teacher & Principal Evaluation Model. Information regarding this model may be found at: www.azed.gov/teacherprincipal-evaluation/teacher/
 (See Attachment 3A.1: <u>2.0 Plan of Action for Development of Statewide Teacher and Principal Evaluation Model</u>).

Summer, 2012: ADE provides training and technical support to LEAs adopting the Arizona Teacher & Principal Evaluation Model

September, 2012: ADE, in partnership with REL WestEd will work to determine the effectiveness of implementing the requirements of the Framework through a two year pilot project that kicked off in September.

February 23 & 24, 2013: ADE, in partnership with the West Comprehensive Center at WestEd hosts Summit IV, *Bridging Common Core Implementation to Educator Evaluation.* The focus of this summit was to provide tools and processes to bridge implementation of the state academic standards to educator evaluation systems aligned with the Framework.

2013-2014 School Year: All LEAs must use teacher and principal evaluation systems aligned to the Framework.

Ongoing: ADE provides technical assistance to LEAs in the implementation of the Arizona Framework for Evaluating Educator Effectiveness.

On 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. In Arizona, the State Board of Education is constitutionally and statutorily solely vested with the authority to make such changes. Forty-five days after receipt of the final USED letter in November 2013, the Arizona Department of Education will submit a timeline to clarify the role of statewide assessments for teachers of tested grades and subjects and principals as well as the use of classroom versus school-level data.

The Southwest Comprehensive Center (SWCC) at WestEd is also a critical partner with ADE in the planning and hosting of three major statewide Educator Evaluation Summits tied to the Framework. ADE has adopted SWCC's format of presentations by national experts along with ample LEA time to reflect and plan. The foundation of all three Summits reflects the eight components of the National Comprehensive Center for Teacher Quality's *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems*. Additionally, ADE has called on the five newly formed Regional Education Centers to facilitate the working sessions during the Summits. By working with the LEA teams from their regions during the Summits, these Centers will be able to provide more focused technical assistance and support to all regional LEAs. LEAs that have attended all three summits will have a plan developed to align their teacher/principal evaluation system to the Framework and be ready for implementation in the 2012-2013 school year.

Helping Arizona understand what is happening in other states has been the SWCCC facilitation of regional workshops as well. An Arizona cohort comprised of a state senator, the Superintendent of Public Instruction, the Executive Director and representatives of the State Board, district and charter school administrators, ADE leadership, and representatives from the Arizona Charter School Association, School Boards Association, School Administrators Association, the Education Association, and the Governor's Office have participated in a series of workshops conducted by the SWCC. In these workshops, focused on improving student achievement through teacher and principal evaluations tied to student academic progress, teams from the five states served by the Center—Arizona, Colorado, New Mexico, Nevada, and Utah—meet to a) hear the national perspective, b) learn about the work each state is doing in this area, and c) collaborate as a state team to move this work forward in Arizona.

Having achieved key milestones, such as the passage of SB 1040 and HB 2823, establishment of the Arizona Framework for Measuring Educator Effectiveness by the Arizona State Board of Education, and successful ADE hosted Summits, Arizona's LEAs have a roadmap for the development of educator evaluation systems that focus on improving teaching and learning. (See Table 3.1: Implementation Timelines and Key Milestones). The Highly Effective Teachers and Leaders Division of the ADE is committed to providing LEAs with the technical assistance and support necessary to implement this framework.

This will be accomplished by:

- A series of Arizona Educator Evaluation Summits sponsored in partnership by ADE, WestEd's Southwest Comprehensive Center and the Regional Education Centers;
- ADE Title IIA staff will continue to provide technical assistance and support to LEAs as they implement their teacher and principal evaluation systems aligned with the Framework;
- Awareness Communications and Trainings; and,

- The development of a Statewide Teacher and Principal Evaluation Model that LEAs may opt to use if they do not wish to develop their own evaluation system aligned to the Arizona Framework for Evaluating Educator Effectiveness.

All the resources listed below, among others, have been on ADE's Teacher-Principal Evaluation website and are specifically referenced in awareness trainings to LEAs, counties & associations. Additionally, ADE Summit workbooks are adapted from the NCTQ Practical Guide.

- A Practical Guide to Designing Comprehensive Teacher Evaluation Systems (National Comprehensive Center for Teacher Quality, available at: http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf).
- Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer (Reform Support Network, available at: http://www.swcompcenter.org/educator_effectiveness2/NTS__PRIMER_FINAL.pdf).
- Alternative Measures of Teacher Performance (National Comprehensive Center for Teacher Quality, available at: http://www.tqsource.org/pdfs/TQ_Policy-to-PracticeBriefAlternativeMeasures.pdf).
- Guide to Teacher Evaluation Products (National Comprehensive Center for Teacher Quality, available at: http://www3.learningpt.org/tqsource/GEP).
- Measuring Teachers Contributions to Student Learning Growth for Non-tested Grades and Subjects (National Comprehensive Center for Teacher Quality, available at: http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf).

ADE is working to align and integrate efforts to implement and support both the implementation of the new college- and career-ready standards, and teacher and principal evaluation initiatives. Currently, ADE is developing a single, integrated plan to bring strategic cohesion to these major initiatives – which would include (but are not limited to) the development of aligned, common messaging and the integration of professional development and technical support efforts. A specific example of an action step from this process would include the collaborative (ADE standards and educator effectiveness staff, Regional Centers, and other stakeholders) development of a common tool/rubric for measuring the fidelity of implementation of the standards, which aligns with observation tools/instruments needed to support educator evaluation systems. In addition, ADE will begin planning a fourth AZ Educator Evaluation Summit, focusing on bridging Common Core instructional shifts and educator evaluation, to be held in late summer or early Fall of 2012.

3.A.ii For any teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, are they systems that:
Arizona's educator evaluation system meets all the waiver elements in Principle (3Aii a-f). The elements have been cross-walked in the chart at the end of this section with Arizona's evaluation laws and rules (see Table 3.4). The guidelines were developed by the State Board appointed Task Force and adopted by the State Board as required in statute. The guidelines clearly delineate the role of ADE (see page 32 of Attachment 10).

a. Will be used for continual improvement of instruction?
Continual improvement of instruction is the major tenet of Arizona's new Framework. Both the law and adopted framework lay out expectations for the state and LEAs about the focus on improving instruction through improved teacher and principal performance. The goals stated in the Framework

focus on improving student academic progress by continual improvement in instruction. This is accomplished by requiring that (a) quantitative student academic progress account for at least 33% of a teacher and principal's evaluation and (b) the InTASC Professional Teaching Standards and the ISLLC Educational Leadership Standards be used to measure teacher and principal performance respectively. The State Board of Education adopted these educator performance standards as the Arizona Professional Teaching and Administrator Standards at its December 5, 2011, meeting.[48] Furthermore, in "ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO LEAS" on page 20 of the Framework, LEAs are instructed to develop and provide professional development aligned with the Arizona Professional Teaching and Administrator Standards (See Attachment 10).

b. Meaningfully differentiate performance using at least three performance levels?
ADE's requirement of mapping performance of teachers and principals to four levels has been included in ADE's statewide awareness trainings and the feedback ADE has received post-trainings reflects that the majority of Arizona's LEAs are aligning their evaluation systems to these 4 levels. The policy was delineated in a Communiqué to all LEAs in September 2011[49].

> **"Performance Levels –** One summative evaluation performance level will need to be determined for each teacher and principal on an annual basis. LEAs can use their own labels and number of performance levels; however, the ADE has identified the following four standardized categories for reporting purposes:
> * **Highly effective**
> * **Effective**
> * **Developing**
> * **Ineffective**
> It will be the responsibility of the LEA to map their levels to the 4 performance levels identified by the ADE when reporting teacher and principal performance level data for EdFacts."

HB 2823 requires the State Board of Education to adopt four performance classifications of "highly effective," "effective," "developing," and "ineffective" and associated guidelines for school districts and charters to use in developing their evaluation instruments by December 1, 2012. Districts and charters must adopt their own definitions and begin to use these classifications in SY 2013-14.

c. 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).

(i) Does the SEA have a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are

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[48] State Board of Education December 5, 2011 minutes
[49] LEA Communiqué September 2011

clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within the LEA?

The Framework <u>requires</u> that all LEAs use only valid and reliable data in their evaluations. Therefore, in the absence of valid classroom-level data, LEAs will be required to default to valid school-level data. The Framework acknowledges that this is not the ideal solution and, therefore, requires LEAs to develop quality assessments in those areas where currently none exist. Eventually, this will transition all teachers out of Group B (non-tested subjects) and into Group A (tested subjects).

ADE currently does not have a process for ensuring all measures that are included in determining performance levels are valid measures. However, REL at WestEd will work with ADE to define these procedures as it begins the pilot of the state Teacher and Principal Evaluation Model to assess the effectiveness of the implementation of the Framework.

(ii) For grades and subjects in which assessments are required under ESEA section 1111(b)(3), does the SEA define a statewide approach for measuring student growth on these assessments?

With regard to educator evaluations, the statutory insertion of the words, "academic progress" as well as the adoption of the "A-F" Letter Grade methodology clearly indicates Arizona's embrace of the value and necessity of measuring student growth. In fact, the "Measure of Academic Progress" has been a factor in Arizona's academic accountability profiles since their inception in 2000. In the context of educator evaluations this philosophy is being balanced with Arizona's history of local control and embrace of over 300 unique charter school LEAs. This was also reflected in the goals of the framework as set forth by the Task Force. One was *To allow districts and charter schools to use local instruments to fulfill the requirements of the framework* and another was *To reflect fairness, flexibility, and a research-based approach.*

A recent survey conducted by ADE asked LEAs if they have a planned set of assessments that they have decided to use to determine the learning growth of students by Group A teachers in 2012/2013. 148 LEAs responded to the question and 92% of the respondents stated "Yes".

When the Framework was initially adopted and implemented, the definition of "academic progress" in the Framework included two options: 1) the amount of academic growth a student experiences during one school year; or 2) a single measure of academic performance. The paucity of data for our teachers in non-ESEA tested subjects and the immediate implementation timeframe mandated by the legislature was considered and the adopted definition of "academic progress" provided some flexibility. However, on 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.

Since LEAs are required by Arizona law to implement teacher and principal evaluation systems in the 2012-2013 school year, LEAs will be allowed to amend their evaluation systems during the 2013-2014 school year to align with the new approved guidelines for implementation in 2014-2015.

While the Framework does require that growth comprise 20% of the total evaluation outcome, the

Framework does not specifically prescribe an approach to measuring growth. However, the state has an approved growth measure embedded in its accountability system and is incorporating these growth measures in the state Teacher and Principal Evaluation Model.

Arizona measures student growth on the AIMS test in mathematics and in reading. Arizona uses a longitudinal student-level growth measure – Student Growth Percentiles (SGP) – that describes each student's academic gains relative to academic peers over time. Growth is determined as the change in AIMS test scores from one year to the next, and this individual growth is then put into perspective by comparing it to the growth of other students across the state that began at the same starting point academically. Arizona's growth model incorporates up to five previous years of test history in order to establish precise peer groups in reading and mathematics. Including a longitudinal student growth component into an accountability system is particularly important because it recognizes the degree to which the lowest achieving students strive to "gain ground" academically from one year to the next. For a school, the SGP acknowledges what a school does with the students they have and answers two questions: 1) "How well are our students scoring in relation to the scores of other students in the school / LEA?," and 2) "How have our struggling students improved over the past school year compared to their peers across the state?"

The calculation of SGP and the role of student growth in the state accountability system are discussed in detail in section 2.A.i. This measure of student growth is made available to each school in the state. A school can access their students' growth data from the SEA in Mathematics and in Reading content areas. These data were first made available to schools in the 2010-2011 school year, the first year in which Arizona calculated the SGP for accountability purposes.

During 2013 - 2014, schools using the Statewide Teacher and Principal Evaluation Model will implement a definition of "academic progress" that is consistent with the definition of student growth set forth in the document ESEA Flexibility. Consistent with the State Board adopted framework, the weighting of student growth will be 20%.

Sixteen schools will participate in the model program and will use Student Growth Percentiles and Student Growth Targets. We will also pilot a measure of growth for English Language proficiency assessments, as well as student learning objectives (SLOs) for both Group A and Group B teachers.

Full accountability and compliance also has a strong local component due to the statutory implications found in SB 1040 and HB 2823. The former laid the groundwork for the development of the evaluation systems and the latter tied many high-stakes personnel decisions and performance pay to the outcomes of the educator evaluations that must be aligned with the State Board adopted framework. For example, HB 2823 places limitations on teacher and principal transferability based on performance classifications dictated in statute.

Additionally, HB 2823 requires ADE to post best practices for implementation and assessment of teacher evaluation systems by September 15, 2012 that shall include:
- o Implementation process for teacher/principal evaluation systems.
- o Evaluation weightings.
- o Qualitative and quantitative elements used.
- o Methods in which the evaluations guide professional development.
- o Types of decisions for which the evaluations are used.

(iii) For grades and subjects in which assessments are not required under ESEA section 1111(b)(3), does the SEA plan to provide guidance to LEAs on what measures of student growth are appropriate, and establish a system for ensuring that LEAs will use valid measures?

As referenced earlier, ADE's second Arizona Educator Evaluation Summit (February 26-27, 2012), in partnership with WestEd and the Regional Education Centers, focused on the development and use of assessments for grades and subjects in which assessments are not required or readily available. This Summit, in particular, provided guidance to LEAs on appropriate student growth measures. WestEd will assist ADE in establishing a process/system for ensuring LEAs will utilize valid and reliable measures through its evaluation of the Framework and the pilot of the state Teacher and Principal Evaluation Model.

Arizona's Framework requires LEAs to use multiple measures in determining performance levels for teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas (Group A teachers); teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas(Group B teachers); and principals. Tables 3.2 and 3.3 on the following pages detail these measures and the weights that must be given to each measure (See page 10 of Attachment 10).

Table 3.2: <u>Teacher Evaluations</u>

	Classroom-Level Data	**School-Level Data**	**Teaching Performance**
GROUP "A" (Teachers with **available classroom-level student achievement data that are valid and reliable**, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)	• State Administered Assessments • 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 *Required: Classroom-level elements shall account for at least 33% of the <u>total</u> evaluation outcomes.* ***AIMS data shall be used as at least one of the classroom level data elements.**	• State Administered Assessments (aggregate school, department, grade, or team level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results) • Survey data • Student Achievement Profiles • Other valid and reliable school-level data e.g. grade level goals *Optional: School-level elements shall*	Evaluation instruments shall provide for periodic classroom observations of all teachers. Districts and charters may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education. **See standards below *<u>Required</u>* *Teaching Performance results shall account for between 50 - 67% of the <u>total</u> evaluation outcomes.*

	The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.	*account for no more than 17% of the total evaluation outcomes.* *The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.*	
GROUP "B" (Teachers with **limited or no available classroom-level student achievement data that are valid and reliable**, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)	• District / School Level Benchmark Assessments, aligned with Arizona State Standards • District/Charter-wide Assessments, if available • Student Learning Objectives (SLOs) • Other valid and reliable classroom-level data *If available, these data shall be incorporated into the evaluation instrument. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of the total evaluation outcomes.* *<u>The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.</u>*	• State Administered Assessments (aggregate School, department, grade, or Team-level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade- level results) • Survey data • Student Achievement Profiles • Other valid and reliable school-level data e.g. grade level goals *<u>Required</u>: The sum of available school-level data and classroom-level data shall account for between 33% and 50% of the total evaluation outcomes.* *<u>The total measure of Academic Progress (classroom-level</u>*	Evaluation instruments shall provide for periodic classroom observations of all teachers. Districts and charters may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education. **See standards below *<u>Required</u>* *<u>Teaching Performance results shall account for between 50 - 67% of the total evaluation outcomes.</u>*

		and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.	

**Arizona Professional Teaching Standards (adopted by the State Board of Education December 5, 2011)
Teachers will be assessed on their skills, knowledge and dispositions in the following areas:

Standard I: Learner Development.	Standard II: Learning Differences
Standard III: Learning Environments	Standard IV: Content Knowledge
Standard V: Innovative Applications of Content	Standard VI: Assessment
Standard VII: Planning Instruction	Standard VIII: Instructional Strategies
Standard IX: Reflection and Continual Growth	Standard X: Collaboration

Table 3.3: Principal Evaluations

	School-Level Data	**System / Program-Level Data**	**Instructional Leadership**
ALL PRINCIPALS	• State Administered Assessments (aggregate school or grade level results) • District/School Level Benchmark Assessments • AP, IB Cambridge International, ACT Quality Core • School Achievement Profiles • Student achievement progress goals • Other valid and reliable data *Required*: *School-level elements shall account for at least 33% of the total evaluation outcomes.* ***AIMS data shall be used as at least one of the school level**	• Survey data • Grade level data • Subject area data • Program data • Student academic progress goals • Other valid and reliable data *Optional*: *These elements shall account for no more than 17% of evaluation*	Evaluation instruments shall provide for periodic performance reviews of all principals. Districts and charters may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education. **See standards below *Required*: *Instructional Leadership results shall account for no more than 50 - 67% of*

	data elements. • The total measure of Academic Progress (classroom-level and/or school-level) shall include a calculation of Academic Growth. Academic Growth (using classroom-level and/or school-level data) shall comprise at least 20% of the total evaluation outcome.	*outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome*	*the total evaluation outcomes.*

**Arizona Administrative Standards (adopted by the State Board of Education December 5, 2011)

Principals will be assessed on their skills and knowledge in:

Standard I	The development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
Standard II	Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
Standard III	Managing of the organization, operations, and resources for a safe, efficient, and effective learning environment
Standard IV	Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard V	Acting with integrity, fairness, and in an ethical manner
Standard VI	Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

LEAs must align their teacher and principal evaluation systems to the Arizona Framework for Evaluating Educator Effectiveness. The framework requires multiple valid and reliable measures be used to determine student academic progress. In addition, ADE's awareness trainings include identification of all available statewide valid and reliable student performance assessments, such as AIMS and AIMS-A (students with disabilities), AZELLA (Arizona English Language Learner Assessment) and other assessment data that LEAs utilize to determine student growth.

LEAs are provided AIMS data and the Arizona Framework requires the use of statewide data (e.g., AIMS, SAT 10) in the evaluation of teachers and principals. The LEAs also ensure that multiple data elements are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.

To further support teachers and leaders of English Language Learners (ELLs) and students with disabilities, the ADE has taken the following critical steps:

1. A cross-divisional Assessment Team has been established to provide resources and models that support the development of valid and reliable assessments and other performance measures, tied to both Group A and Group B teachers, ELLs and students with disabilities. This ADE cross-divisional team co-facilitated the LEA working sessions tied to these assessment topics at ADE's Second Educator Evaluation Summit 2/26/12-

2/27/12[50].

2. Summit II focused on LEA teams of both Group A and Group B teachers, including those who teach ELLs and students with disabilities (Reference Working Session II on February 27th from above Summit agenda).

d. Evaluate teachers and principals on a regular basis?

SB 1040 requires that LEAs "annually evaluate individual teachers and principals beginning in school year 2012-2013."[51] In addition, ADE's trainings include an emphasis on using multiple measures and multiple observations in all teacher and principal evaluations.

HB 2823 requires that teachers be observed at least twice per year as part of the evaluation process, and that the observation be a complete and uninterrupted lesson. The first and last observation must be separated by at least 60 calendar days and requires written observation results to be provided to the teachers within 10 business days.

e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?
   - ***Will the SEA's guidelines ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice?***
   - ***Are the SEA's guidelines likely to result in differentiated professional development that meets the needs of teachers?***

Arizona intends that evaluation data be used to guide professional development of teachers and principals, as demonstrated by language in SB1040 [now A.R.S §15-203(A)(38)]:
The State Board of Education shall . . ."on or before December 15, 2011, 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 <u>best practices for professional development and evaluator training</u> . . ."

The Framework guidelines were designed to offer maximum flexibility for school districts and charter schools. ADE, through the work of the Professional Development Capacity Building Unit, does have the infrastructure in place to facilitate differentiated professional development focused on increasing student achievement. Over the past seven years, this unit has:
   - Facilitated Professional Development Leadership Academies (PDLA). These academies, which are rooted in the National Staff Development Council Standards for Staff Development, increase the capacity of teacher-administrator teams to align educator learning with student learning needs and with related teacher learning needs to continually improve that process. These teams are steeped in how to clarify behavioral indicators of desired professional practices and how to check for their level of implementation.
   - Through providing Title IIA grants to counties, developed strong partnerships with all fifteen County Education Service Agencies (ESA) to build regional professional development structures focused on data-based, results-driven professional development aligned with the national standards.

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[50] Summit II Agenda
[51] Senate Bill 1040

- Encouraged all LEAs, at no cost to them, to participate in the National Staff Development Council's Standards Assessment Inventory. This inventory gives LEAs detailed feedback on how their teachers perceive the school conditions known to support effective professional development. Additionally, a tool kit has been developed to assist LEAs in the effective use this data to improve student achievement through improved teacher and leader performance has been made available to all LEAs. The kit was developed in partnership with NSDC (Learning Forward) and is available on ADE's password-protected IDEAL portal. Both the PDLA teams and the ESA grants use Guskey's five critical levels of evaluating professional development to determine the effectiveness of their professional development projects. The fifth level of Guskey's model focuses on whether or not the professional development has led to increased student achievement.
- HB 2823 clarified the requirement for local school district governing boards to address professional development opportunities based off results from evaluations for both principals and teachers.

In addition, the SBE Task Force identified specific goals that include:
- To use the evaluation process and achievement data to drive professional development to enhance teaching, leadership and student performance
- As stated earlier, in "ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO LEAS" on page 20 of the Framework, LEAs are instructed to develop and provide professional development aligned with the Arizona Professional Teaching and Administrative Standards (See Attachment 10).

The current Framework emphasizes that evaluation is a *process* and aligns with the state's training focus of "multiple measures, multiple observations," with another Framework goal stating:
- "To use the evaluation process and data to improve teacher and principal performance"

Because Arizona values local control, the Framework allows LEAs flexibility regarding frequency of formative observations while the law requires an annual summative evaluation. However, the Framework is very clear that multiple observations be used to determine the summative evaluation. Tables 3.2 and 3.3 state that "Evaluation instruments shall provide for periodic classroom observations of all teachers." and "Evaluation instruments shall provide for periodic performance reviews of all principals." The Task Force strove to achieve balance between local flexibility and statutory requirements that evaluation data be used to drive professional development decisions.

f. Will be used to inform personnel decisions?

In 2009, HB 2011 enacted numerous reforms to school personnel statutes[52]. Most prominently it prohibited school districts and charter schools from adopting policies that give employment retention priority to teachers based on tenure or seniority. It also removed the requirement for school districts to give a preferred right of reappointment to teachers in the order of original employment. By default, these groundbreaking reforms have made evaluations the necessary and critical component in personnel decisions.

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[52] HB 2011 Laws 2009 3rd SS ch12

A.R.S §15-538 details the process for removing a teacher based on inadequacy of classroom performance.

> A. The governing board of any school district shall give any certificated teacher who has not been employed by the school district for more than the major portion of three consecutive school years notice of intention to dismiss or not to reemploy if such intention is based on charges of inadequacy of classroom performance as defined by the governing board pursuant to section 15-539, subsection D. The governing board, or its authorized representative, shall, at least ninety days prior to such notice, give the teacher written preliminary notice of his inadequacy, specifying the nature thereof with such particularity as to furnish the teacher an opportunity to correct his inadequacies and overcome the grounds for such charge. The governing board may delegate to employees of the governing board the general authority to issue preliminary notices of inadequacy of classroom performance to teachers pursuant to this section without the need for prior approval of each notice by the governing board. In all cases in which an employee of the governing board issues a preliminary notice of inadequacy of classroom performance without prior approval by the governing board, the employee shall report its issuance to the governing board within five school days. The written notice of intention to dismiss or not to reemploy shall include a copy of any evaluation pertinent to the charges made and filed with the governing board.
>
> B. If the preliminary notice required in subsection A of this section is issued as a result of an intention to dismiss, such preliminary notice shall be given at least ninety days prior to service of notice of the intention to dismiss. If the preliminary notice is issued as a result of an intention not to reemploy, such preliminary notice shall be given no later than January 15.

HB 2823 addresses and clarifies numerous school district personnel statutes including educator supports, contracts, notifications, transfer and dismissal policies.

Table 3.4: Crosswalk of 3Aiii (a-f) Elements with Arizona law, State Rules and Policy for Educator Evaluation System

	Legislation	State Board Rule / ADE Policy	State Board Adopted Framework
Will be used for continual improvement of instruction?	A.R.S §15-203(A)(38)	AAC R7-2-602(F), (G)	Page 1
Meaningfully differentiate performance using at least three performance levels?	A.R.S §15-203(A)(38)	ADE letter[53]	To be clarified
Use multiple valid measures in determining performance levels, inc. as a significant factor data on student growth for all students (inc. ELs and students with disabilities), and other measures of	A.R.S §15-203(A)(38)	N/A	Pages 9-13

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[53] LEA Communiqué September 2011

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)?			
Evaluate teachers and principals on a regular basis?	A.R.S §15-203(A)(38)	N/A	Page 3
Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?	A.R.S §15-203(A)(38)	AAC R7-2-602(F), (G)	Page 1
Will be used to inform personnel decisions?	A.R.S §15-537, 15-538, 15-539(C), 15-203(A)(38)	N/A	Page 3

3.B   ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B   Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

3.B. Is the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems?

Does the SEA have a process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems?
Although maximum flexibility has been given to the LEAs to develop their own teacher and principal evaluation systems, legislative intent is clear that these systems must align to all components of the Framework as set forth by the State Board of Education. The Framework does recommend that ADE "ensure review of the Framework and implementation with LEAs that are in Corrective Action or are identified as "persistently low achieving," (See page 32 of Attachment 10).

At the end of the 2013-2014 school year, ADE will require LEAs to sign a statement of assurance that their evaluation systems align with the revised Framework adopted by the SBE in May 2013 that includes the requirements of ESEA Flexibility.

In its work to ensure all students have access to effective teachers and leaders, the Effective Teachers and Leaders (ETL) unit at ADE has developed a "Fast Fact" sheet for each LEA (See Attachment 3B.1: Sample Fast Fact). This document presents 95 pieces of principal, teacher and student data on one page so that LEA teams have a simple snapshot of data to use as they work

to ensure the equitable distribution of effective teachers and leaders within their LEA. The ETL unit also uses this information each year as it prioritizes and targets LEAs for which to provide technical assistance and monitoring. The Fast Fact document will be revised to include the performance levels of the principals and teachers as additional data to be used both by the LEA and the ETL unit.

WestEd's REL evaluation of the optional statewide model project will inform ADE on the LEAs' fidelity of implementation of the Framework and/or the optional Model. Data gleaned from the pilot project will be triangulated with data regarding the performance levels of teachers and principals as well as the LEA's A-F Letter Grade, which is based on student academic achievement. The results from these analyses will be used to provide additional, focused technical assistance and support on a yearly basis. The evaluation will also help to identify exemplary implementation practices using the optional state principal and teacher evaluation models. This information will then be made available to other LEAs for them to incorporate into their own evaluation systems, where appropriate. WestEd will specifically review the data of LEAs using various weighting of student growth to determine how each is sufficiently differentiating among teachers. ADE will share this report and data with USED as requested in the September 2013 letter.

Another recommendation of the Framework is that ADE, "Develop an Advisory Committee to review the effectiveness of the teacher and principal evaluation framework that is approved by the State Board of Education. The findings and recommendations of this committee should be reported to the State Board of Education for its consideration." The Highly Effective Teachers and Leaders (HETL) Division at ADE will facilitate the work of this Advisory Committee. The Effective Teachers and Leaders Unit (housed within the HETL Division) will brief the committee on the technical assistance provided to LEAs and the results of monitoring implementation for LEAs that are in Corrective Action, soon known as Priority Schools, or are identified as "persistently low achieving". This information will be included in the Advisory Committee's report to the State Board of Education.

Does the SEA have a process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals?
 I. Process for ensuring that LEAs develop and implements its teacher and principal evaluation and support systems

ADE has been striving to support LEAs to develop and implement teacher and principal evaluation and support systems within the timeframe defined in A.R.S §15-203(A)(38) through the following venues:

   A. _2011-2012 LEA Improvement Plans and Grant Applications_:
   Even though the Flexibility Request will change the reporting requirements for LEAs, ADE has been proactively using the Improvement Plans, which all LEAs must complete for Title IIA monies, to influence LEA development and implementation of its teacher and principal evaluation and support systems during the current year. In current LEA Improvement Plans, LEAs must include strategies and action steps for implementation of teacher and principal

evaluation systems aligned to the Arizona Framework for Evaluating Educator Effectiveness.[54]

"Goal Title: Equitable Distribution of Effective Teachers and Principals

By 2013, provide all students with access to effective teachers and principals through equitable distribution and high quality professional learning opportunities in order to close the achievement gaps.

Planning for Goal #2 should be developed across a three year span beginning with the 2010-2011 school year*

Required Strategies (The LEA must address each of the required strategies below with a minimum of two action steps)

Strategy #5- Implementation of the Teacher/Principal Evaluation Framework

The LEA has a plan in place that ensures implementation of the Arizona Framework for Measuring Educator Effectiveness (teacher and principal) no later than the 2012-2013 school year."

Furthermore for LEA applications of Title IIA, funds may include expenditures to support these goals[55].

"Expenditure Guidance:

- Hire a qualified external consultant to facilitate the development and/or revision of the Local Education Agency's (LEA) teacher and principal evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness. A Scope of Work must be provided for approval.

- Provide stipends to certified staff to participate in collaborative activities to develop/revise the LEA's evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness. To be eligible for stipends, these activities must be conducted outside the normal contract day.

- Pay allowable costs associated with participation in a consortium of LEAs to develop an evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness.

- Pay allowable costs associated with participation in a national organization to design valid and reliable assessment tools for non-tested subject areas/grades.

- Provide professional development (on awareness and implementation) to certified staff on the aligned LEA evaluation system (tools and processes).

- Provide initial and on-going professional development for evaluators on the aligned LEA evaluation system (tools and processes) to ensure fidelity of implementation and inter-rater reliability.

- Design targeted LEA/school professional development based on analysis of teacher

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[54] 2011–2012 Arizona Guidance for Title II

[55] Guidance- Title II-A Funding Use of Title II–A to Support the Development, Implementation, & Evaluation of Educator Evaluation Systems

and principal evaluation data and in alignment with the National Staff Development Standards (NSDC).

- Design individual professional growth plans and targeted professional development based on analysis of individual teacher and principal evaluation data in alignment with NSDC.
- Evaluate and modify the evaluation system (tools and process), based on data, to ensure that it accurately assesses teacher and principal performance.

B. *Educator Evaluation Summits:*

ADE, in cooperation with its partners, is sponsoring three Summits to address the key components of Arizona's framework. These Summits will assist LEAs in developing a plan of action to align their teacher and principal evaluation systems to the Arizona Framework for Evaluating Educator Effectiveness by the 2012-2013 school year.

Summit I: ***Using Multiple Measures in a Comprehensive System to Improve Teaching and Learning,* November 13 & 14, 2011**

The first Summit in the series provided an examination of the Framework and its expectations, an overview of the components of a comprehensive system, and examples of how multiple measures can be used in LEA evaluation designs. Dr. Tricia Miller, the Director of the National Comprehensive Center for Teacher Quality (TQ Center) at Learning Point Associates, presented an overview of the *Practical Guide to Designing a Comprehensive System* and *Alternate Measures of Teacher Effectiveness*. LEA teams used this information to a) assess the components and measures they had in place that align to the Framework, and b) develop a plan to bring their entire teacher and principal evaluation system into alignment.

Summit II: *Using Student Performance Measures in a Comprehensive System to Improve Teaching and Learning*, February 26 & 27, 2012

The second Summit in the series addressed the use of student performance measures in tested and non-tested subjects. The significant focus was on options for "Group B" teachers, non-tested subjects and special populations. Dr. Laura Goe, from the National Comprehensive Center for Teacher Quality, presented information on Measuring Teachers' Contributions to Student Learning in the Non-Tested Subjects and Grades. Dr. Stanley Rabinowitz, Assessment and Accountability Comprehensive Center at WestEd, presented information on Making Measurement Decisions: Implications, Considerations and Cautions and Issues of Technical Adequacy in Measuring Student Growth for Educator Effectiveness. Additionally, members of LEA teams met in content area breakouts to share ideas and discuss approaches, strategies and options in identifying and/or developing student measures for Group A and Group B teachers and explore opportunities for collaborative work. Each participant received a flash drive with pertinent resources to inform their work both at the Summit and back at their district or charter school. One of those resources is the National Comprehensive Center's research and policy brief, *Challenges in Evaluating Special Education Teachers and English Language Learner Specialists*.

Summit III: *Using Evaluation Data in a Comprehensive System to Improve Teaching and Learning*, April 29 and 30, 2012

The third Summit in the series focused on the use of the data to a) inform professional development, b) make informed decisions regarding placement, advancement, incentives, etc., and c) provide evidence of the impact of the Framework on state, district, school and student outcomes.

II. **Process for ensuring teacher and principal involvement by the LEA**

ADE's implementation of ESEA Section 2141C requirements supports the involvement of teachers and principals in the alignment of LEA teacher and principal evaluation systems to the Framework. LEAs in Section 2141C must include <u>building-level administrators and teachers/teacher leaders</u> on their committee to develop their grant application for Title IIA funds. As stated before, **all** current LEA Improvement Plans must address their strategies for implementing their new teacher and principal evaluation systems in the 2012-2013 school year. Grant applications must align to these strategies.

Additionally, statute requires teachers to be involved in the development and evaluation of the teacher performance evaluation system of an LEA

A.R.S §15-537. <u>Performance of certificated teachers; evaluation system</u>
A. The governing board of a school district shall establish a system for the evaluation of the performance of certificated teachers in the school district. The objectives of the teacher performance evaluation system are to improve instruction and maintain instructional strengths. **The governing board shall involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system.**

Membership of Task Force that developed the Arizona Framework for Evaluating Educator Effectiveness included teachers and administrators from both district and charter schools. Furthermore, the President of the Arizona Education Association has agreed to chair the subcommittee on teacher evaluation for the development of the Statewide Teacher Evaluation Model. The subcommittee is comprised of practitioners and ADE staff. The subcommittee on principal evaluation is chaired by the Executive Director of the Arizona School Administrators Association and the subcommittee membership similarly consists of practitioners.

Attachment 3B.2 outlines a schedule of past and future of important stakeholder events demonstrating ADE's commitment to not only seeking input but the department's desire to help support the implementation of this critical initiative. This attachment compliments the schedule of outreach activities delineated in the Consultation section.

While the peer reviewers found Arizona's Flexibility Request to meet the necessary requirements, the technical assistance suggestions provided proved helpful to the state's process and aligned with the plans that had already begun. The project has been extended for a year through 2014 and an LEA Readiness Survey was conducted to gauge their technical training needs and how ADE can better serve LEAs.

Did the SEA describe the process it will use to ensure that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?

ADE will include a recommended process for LEAs to identify multiple valid and reliable measures of student academic progress Group A teachers, Group B teachers, and principals (See Attachment 3A.1: 2.0 Plan of Action for Development of Statewide Teacher and Principal Evaluation Model).

A cross-divisional Assessment Team has also been established to provide resources and models that support the development of valid and reliable assessments and other performance measures, tied to both Group A and Group B teachers as well as ELLs and students with disabilities. This ADE cross-divisional team co-facilitated the LEA working sessions tied to these assessment topics at ADE's Second Educator Evaluation Summit on February 26 & 27, 2012.[56]

Summit II focused on LEA teams of both Group A and Group B teachers, including those who teach ELLs and students with disabilities (Reference Working Session II on February 27 from above Summit agenda).
The ADE will monitor district implementation of local evaluation systems by collecting data. This data will include information about the number of educators assigned to each performance evaluation rating, retention rating, and student performance outcomes correlated to performance evaluation ratings at the school and LEA level. ADE may integrate information about evaluation systems into accountability and improvement efforts, including, if applicable, the school and LEA performance reports, and may incorporate monitoring data into the school and LEA consolidated improvement plans.

Additionally, the ADE is partnering with WestEd to build the capacity of the Regional Education Centers to assist in these processes. In the spirit of continuous improvement, WestEd and its Regional Education Laboratory (REL) will also conduct an extensive evaluation of the implementation of both Arizona's Framework for Evaluating Educator Effectiveness and the State Teacher and Principal Evaluation Model.[57]

Does the SEA have a process for ensuring that teachers working with special populations of students, such as students with disabilities and English Learners, are included in the LEA's teacher and principal evaluation and support systems?
With the revised teacher evaluation requirements, the ADE has developed a framework for LEAs to use to develop the evaluation process for Group A teachers (teachers who teach the primary core curriculum) and Group B teachers (teachers who support the core curriculum). For example, teachers of students with disabilities (special education teachers) could fall into either of these two groups, depending on the model used for instruction for students with disabilities. For example, if a special education teacher is co teaching in a language arts and/or math class or is the primary teacher for language arts and/or math, then that special education teacher would be evaluated as part of the Group A teachers. If a special education teacher was supporting the reading and math curriculum and not the primary content area teacher for students with disabilities, then they would be evaluated as part of the Group B teachers.

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[56] Summit II Agenda

[57] The scope of work for the processes and protocols for approving new projects has not yet been set by Institute of Education Sciences (IES)

Is the SEA's plan likely to be successful in ensuring that LEAs meet the timeline requirements by either (1) piloting evaluation and support systems no later than the 2013-2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014-2015 school year; or (2) implementing these systems no later than the 2013-2014 school year?

Arizona has been forging ahead with evaluation reform since 2010 knowing that too many students were languishing in struggling schools while too many teachers received "satisfactory" evaluations. While other states have chosen a path of waiting for lengthy pilots and assessment development prior to the development of educator evaluation and support systems, Arizona has already passed two key pieces of legislation, a State Board adopted framework and begun over a year of training and outreach.

Arizona's implementation plan exceeds the timeline requirement by a year. The State Teacher and Principal Evaluation Model is being implemented in the 2014 school year (See Attachment 3A.1: 2.0 Plan of Action for Development of Statewide Teacher and Principal Evaluation Model). This Action Plan has been revised to align with HB 2823. The pilot will be comprised of a number of school districts and charter schools that, as a whole, will be representative of the student population.

Statute requires all LEAs to implement new evaluation systems beginning in school year 2012-2013; however, HB 2823 made some allowances. Statute now allows school districts or charter schools to elect to postpone full implementation of the teacher/principal evaluation until school year 2013-2014 **if** the governing board adopts a plan that includes a detailed timeline, a plan to engage teachers and other stakeholders and how evaluations will guide professional development, and ultimately the instrument to be considered.

Arizona Revised Statute § 15-203(A)(38):

> "The State Board of Education shall…"*on or before December 15, 2011 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 per cent of the evaluation outcomes and best practices for professional development and evaluator training.* **School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012-2013."**

Do timelines reflect a clear understanding of what steps will be necessary and reflect a logical sequencing and spacing of the key steps necessary to implement evaluation and support systems consistent with the required timelines?

The Implementation Timeline and Milestones, Table 3.1, demonstrate some of the key events that ADE will be providing in order to support local LEA implementation.

Is the SEA plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation?

ADE is committed to providing LEAs with the guidance and technical assistance necessary for successful implementation of the Arizona Framework for Evaluating Educator Effectiveness.

This is being done by the following:

- Awareness Communication and Trainings, which have been ongoing since the adoption of the Framework in April, 2011. Awareness Trainings have been conducted in LEAs, counties, conferences and for various associations.[58]
- Summits I, II, and III. The LEAs who have participated in all three summits left with an action plan to implement their teacher/principal evaluation system aligned to the Framework in the 2012-1013 school year.
- A Teacher Principal Evaluation webpage has been developed and is updated on a regular basis. This website includes links to resources for each component of the Framework.[59]
- An inbox has been created, educatorevaluation@azed.gov. This is a vehicle by which constituents may get their questions answered quickly and consistently.
- A press release was sent to all LEAs and media.[60]
- A Fact Sheet has been sent to all LEAs and is available on the Teacher Principal Evaluation webpage[61].

Is the pilot broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA's evaluation and support system?

The ADE State Teacher and Principal Evaluation Model, which is currently being designed with key stakeholders, will be piloted during the 2012-2013 and 2013-2014 school years (See Attachment 3A.1: 2.0 Plan of Action for Development of Statewide Teacher and Principal Evaluation Model).

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[58] State Awareness Presentation

[59] Teacher / Principal Evaluation webpage

[60] Teacher and Principal Evaluation Press Release

[61] Teacher and Principal Evaluation Fact Sheet

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECCESSARY BURDEN

In order to provide an environment in which schools and LEAs have the flexibility to focus on what's best for students, an SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes. To receive the flexibility, an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.

Improving efficiency and customer service has been a top priority of Superintendent Huppenthal since taking office at the Arizona Department of Education (ADE). This is evidenced by the incorporation of ambitious customer service and process efficiency and effectiveness goals, objectives and measures in the ADE Strategic Plan.[62]

In order to improve in a way that is meaningful to LEAs and other stakeholders, in May 2011 ADE conducted the first of what will now be an annual *External Customer Satisfaction Survey*. Feedback was used to develop process improvement, customer satisfaction, and student achievement goals and objectives.

Based on external feedback, the second annual *External Customer Satisfaction Survey* was revised to minimize and/or eliminate unnecessary duplication and time required of LEA staff to provide their feedback. An added benefit is that more specific feedback will be provided to the ADE which will be translated into the next fiscal year's goals, objectives and performance measures.

ADE has identified key areas for improvement in how the agency does business based on the customer feedback from these surveys. Significant improvements are under way regarding the ADE's automated grants management system. The Grants Management Unit has undertaken, along with a contractor, a complete review of current processes and procedures. This review identified seven key processes for improvement:
  1) Identification of Grant Funds;
  2) Determining Eligibility of Grantees;
  3) Grantees Applying to SEA for Funds;
  4) Review of Grantee Applications;
  5) Management and Disbursement of Grant Funds;
  6) Monitoring, Reporting and Evaluating Grant Programs; and,
  7) Closeout of Grant Programs.

Within each of these areas are multiple sub-processes that have been documented and analyzed, and will be the focus of targeted process improvement across the agency. The key objectives of process improvements related to grants management are to:
  1) Standardize common processes across grant programs;
  2) Standardize criteria and service to applicants and grantees;
  3) Reduce workflow time for common procedures (such as disbursement);

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[62] ADE Five Year Strategic Plan

4) Increase grantee knowledge around ADE processes for grants management; and,
5) Reduce inconsistency in requirements across programs, when possible.

The Grants Management Unit will take the lead on these targeted process improvements, while working collaboratively with staff from all grants programs and incorporating IT assets into processes when it will help alleviate administrative burden.

One of the benefits already identified with this process is the implementation of an improved system for interfacing with the State's accounting system. This new interface will allow the ADE to reduce the time in currently takes to disburse payments to schools/districts from 45 days to 5 working days. Currently, the ADE requires LEAs to request payments through a cash management system that can result in a delay of up to 45 days from the time a grantee requests a payment until the ADE issues a warrant. With the new system, ADE will be able to issue multiple checks to LEAs in a single month in as few as 5 days. This change alone will eliminate multiple audit findings over excess cash on hand and allow the LEAs to operate more efficiently.

This is just one example of how the Department's commitment to continuous evaluation and improvement will result in the lessening of burdensome requirements for Arizona's LEAs. In keeping with the Superintendent's long-term commitment to customer service, the Department's Five-Year Plan also contains goals and objectives in the following Key Result Area (KRA), which is one of five Key Result Areas featured in the Strategic Plan:

Enhance Process Efficiency and Effectiveness
ADE recognizes the importance of a systematic approach to design, deliver and evaluate services and products that add value from a customer perspective. To that end, ADE has made an organizational commitment to improve the efficiency and effectiveness of processes and procedures. ADE's approach will include cross-functional and unit/program-specific improvements that are linked to customer requirements. As a result of this focus, significant improvements are expected in the student accountability systems, grants management system and cross-functional communication and collaboration.

Goals:
1. Develop and implement a new and improved Student Accountability and Information System (SAIS) that meets the needs of schools, students, parents and ADE by July 1, 2014.
2. Develop and implement a comprehensive grants management system to eliminate redundancies in unit operations, increase customer satisfaction with grants processes and effectively manage federal and state grant funds by December 31, 2012.
3. Collaborate with ADE stakeholders to develop a financial framework that assists LEAs in leveraging their budgets to maximize impact on student achievement beginning in FY2013.
4. Increase efficiency through the implementation of an on-line teacher certification system by June 30, 2012.

Consultation and Outreach
ADE recognizes that historically many of the agency's federally funded programs have evolved into separate divisions, or silos, when providing compliance guidance and technical assistance to LEAs. The result has been to layer the requirements for reporting, planning and documentation on the LEAs, producing several, sometimes disjointed, plans for school improvement. After many informational outreach meetings held throughout the state to gather feedback regarding Arizona's

ESEA Flexibility Request, it became clear that the ADE needed to do more to actualize the reduction of unnecessary administrative burdens for LEAs in Arizona.

The plan ADE has developed to address LEA concerns is a two-fold process. First, ADE will convene all divisions within the agency that require LEA annual improvement plans. The meeting will have one essential goal, and that is: *to create one comprehensive plan for LEAs which includes all federal and state compliance requirements* - while integrating the planning and implementation strategies needed to reach this goal. The effect will be to have LEAs understand that they really only need *one* integrated plan to improve their schools, while simultaneously reducing the unnecessary duplication that has arisen over the years.

Next, once that integrated document has been created, ADE will conduct a forum of all ADE division associate superintendents, and share the internally developed document with practitioners representing diverse student populations from across the state. This forum will offer LEAs the opportunity to provide meaningful feedback to the document and make suggestions for further improvement. In this manner, the product developed will be streamlined and integrated, while also meeting all compliance and reporting requirements for state and federal programs. More importantly, the plans developed thereafter by LEAs will reflect a true student-focus and ensure a comprehensive approach to meeting the unique individual needs of all students. This process will be further aided by ADE's grants management reform efforts.

Utilizing this approach, ADE will be able to ensure that the unique needs of English Language Learners (ELLs) and students with special needs are addressed in an integrated fashion. Arizona's diverse population of Native American, African American, Latino and Asian students will be addressed as part of a comprehensive school plan, with all available resources leveraged to accelerate their academic progress.

Summary

Since Superintendent Huppenthal took office, he and his staff began the task of accelerating the process of changing the ADE from a singular focus on either compliance, or technical assistance depending on the program, to a service organization. The Department has been re-organized on a functional basis to help reduce duplication and overlap in performing functions and to help identify opportunities for further streamlining. Simply put, he emphasized the need for all ADE employees to deliver "*Knock your socks off service*," the purpose being to serve Arizona's education community and ensure every student has access to an excellent education. The ultimate outcome of converting to a service organization will be great schools, excellent teachers, and successful students.

In order to accomplish this, the ADE needed to identify what is important to measure, how to measure it and, because of limited resources, how the necessary changes would be implemented and prioritized. ADE believes the development of a meaningful strategic plan was a significant step towards meeting these goals. ADE's strategic plan allows the agency to identify those areas where process improvements will lead to the greatest returns and where existing processes can, and should, be improved and/or eliminated. The strategic plan allows for meaningful measurement at critical times, identifies needed changes as appropriate based on the reported outcomes and allows the implementation of improvements in a timely manner.