



## ARIZONA ESEA FLEXIBILITY REQUEST AMENDMENTS

ESEA Flexibility provides a unique opportunity for states to demonstrate continued reform efforts and in exchange find relief from certain requirements of No Child Left Behind.

### WHAT KIND OF FLEXIBILITY DID ARIZONA RECEIVE?

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

### ARIZONA'S FLEXIBILITY REQUEST - APPROVED - JULY 19, 2012 - EXTENDED - SEPTEMBER 2013

Arizona's Flexibility Request was granted conditional approval through the 2012-2013 school year. Arizona requested an extension of these waivers through the end of the 2013-2014 school year by addressing the two conditions required.

### What Changes Were Necessary?

1. Increase weight of graduation rate in A-F Letter Grade to 20%
  - In April 2013 the State Board of Education adopted the following change.

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

- The graduation rate or comparable methods must still comprise 20% of the A-F Letter Grade.
2. Amend educator evaluation framework that meet ESEA flexibility including the use of student growth as a significant factor in a teacher's and principal's summative evaluation rating.

- In May 2013 the State Board of Education made changes to the definition of “academic progress” to align with the guidelines of ESEA Flexibility and further specifies that the growth calculation shall comprise at least 20% of the total evaluation outcome.
- Another modification is required to ensure that AIMS is one of the required assessments used to measure growth for Group A teachers as well as guidance on when and how school-level data can be used.
- Final results and data from the WestEd evaluation of Arizona’s model and partner districts will be submitted to USED.

**Based on stakeholder feedback received ADE also proposed the following amendments:**

**Title I Alternative Schools**

- Exempt alternative schools with a credit-recovery mission from the automatic distinction as a Focus School due to a graduation rate of 60% or less.
- A category of Title I “Alternative low-achieving-subgroup” Focus School is created using Arizona’s State Board and Charter Board adopted alternative accountability model to better differentiate schools needing intervention and support.
  - A school will receive this designation if over 3 years, <45% of non-proficient students in reading improved by at least one performance level OR <30% of non-proficient students in math improved by at least one performance level.
  - In order to exit Focus School status, 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. 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.

**Arizona Online Instruction – Outstanding Amendment**

- In order for ADE’s School Improvement and Intervention Section to address the unique needs of the models represented in the AOI schools and to ensure improvement efforts are being effectively implemented, ADE is requesting flexibility in implementing the components of all seven required interventions for Priority and Focus Schools.
- The proposal is to align the components of the seven interventions to the International Association for K-12 Online Learning (iNACOL) National Standards as well as the AdvanceED Standards for Quality in Digital Learning Institutions.
- If the amendment is approved AOI schools will include the online learning standards in their LEA and School Continuous Improvement Plans.
  - Stakeholder comment and feedback is still being sought. Please send comments to [eseawaiver@azed.gov](mailto:eseawaiver@azed.gov).
  - For more information please visit, [www.azed.gov/eseawaiver](http://www.azed.gov/eseawaiver).